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**Strategic Management Processes and Performance of Public Technical and Vocational
Education and Training Institutions at Kiambu County, Kenya**

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Strategy

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Abstract

Purpose: The overall objective of the study was to understand the role strategic management processes play in Technical and Vocational Education and Training Institutes performance in Kiambu County of Kenya.

Methodology: The study made use of descriptive survey to conduct the research. The targeted population of the research was a population of 8 TVETs in Kiambu County and as well 675 trainers. Census sample was applied in which all the TVET institutions in Kiambu County were sampled in the study. Based on the formula develop by Yamane, 251 trainers were picked as a sample size. Standardized questionnaires were used by the researchers to get the primary data points of the trainers. The description of descriptive statistics was in form of percentages alongside means and standard deviation that were presented using figures but utilizing tables and pie chart in representation. The inferential analysis employed in the research involved correlation and multiple linear regression model to prove the correlations among study variables.

Findings: Based on the analysis, it was determined that goal setting ($r=0.247$, $\beta=0.063$, $p<0.05$), strategic analysis ($r=0.312$, $\beta=0.081$, $p<0.05$), strategy formulation ($r=0.197$, 0.001 , $p<0.05$), strategy implementation ($r=0.292$, 0.124 , $p<0.05$) and strategy evaluation and control ($r=0.42$). The conclusion made was that all the indicators of strategic management process considered in the study have significant impact on the performance TVET institutions in Kiambu County.

Unique Contribution: Based on the results, the research suggested that the TVET institutions within Kiambu County ought to increase the levels of stakeholder engagement and communication during goal setting processes, institutionalize frequent strategic analysis and evidence-based planning, and make strategies actionable and familiar.

Keywords: Education, General Business Administration, Management of Education Institutions

JEL Codes: H75, M10, L29

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INTRODUCTION

An institution achieves improved performance through strategic management processes which link operational strategies to organizational targets. Strategic analysis together with formulation, implementation, and evaluation represent the essential phases of effective strategic management which lead institutions to succeed (Kaplan & Norton, 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 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. 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).

Recent peer-reviewed studies have reinforced these institutional concerns, showing that strategic management practices significantly influence performance outcomes in educational institutions across diverse contexts (Bryson, Edwards, & Van Slyke, 2018; George, Walker, & Monster, 2019). The African continent encounters three major performance challenges in TVET because of insufficient funds, outdated educational content, and weak connections with intermediate industries (Afeti, 2018). Research carried out by Garad, Abdullahi, and Bashir (2025) in Mogadishu, Somalia confirmed that strategic management closely links to organizational performance. The study by Ishimwe (2021) demonstrated that strategic management brought positive outcomes to the financial performance of Rwandan organizations.

Regionally, East African initiatives such as the East African Skills for Transformation and Regional Integration Project (EASTRIP) have sought to harmonize TVET standards and strengthen institutional capacity through strategic reforms. These efforts complement continental strategies like those of the African Union (2020), which report that institutional reforms in the TVET sector have resulted in higher student enrollment together with improved graduate employment outcomes and better institutional reputation which enhance completion rates. Global TVET institutions follow strategic management protocols which focus on competency-based learning and combine industrial relations while integrating technology into education programs.

From a global perspective, empirical studies such as those by Bryson, Edwards, and Van Slyke (2018) and George, Walker, and Monster (2019) have shown that strategic analysis, goal setting, and formulation influence the performance of public and private organizations, reinforcing the relevance of SMPs in educational contexts. In Kenya, different authors have had the chance to look into the elements of strategic management processes under different situations. A study by Dennis, Ngonga, and Faith (2019) examined, among others, strategic management practices that exist at the beach management units. The strategies of processes that were adopted as indicators of strategic management were strategic direction and situation analysis and choices and strategy implementation and strategy evaluation and control. 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). 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. The TVET institutions in Kiambu County subsequently show national patterns where they have potential for development simultaneously with operational barriers that affect their performance. The purpose of the research was to identify whole components that result in success of TVET institutions through investigations on goal setting with strategic planning and formulation, implementation, and evaluation and control techniques in the TVET institutions.

Problem Statement

The Technical and Vocational Education and Training Institutions (TVETIs) are significant to a third world country such as Kenya by imparting skills and technical knowledge to the trainees in order to facilitate the development of the economy. These institutions are expected to play a pivotal role in enhancing employability, fostering innovation, and supporting national development through industry-relevant training and strategic planning.

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 (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). According to the Ministry of Education (2021), 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. 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).

Poor strategic management processes in TVET institutions are one of the major problems that surround the performance of these institutions in Kiambu area. Existing empirical studies on strategic management processes in TVET institutions are limited, particularly within developing contexts such as Kenya. Most research has focused on macro-level educational policies or national reform frameworks, with limited attention to institutional-level strategic management drivers such as goal setting, implementation fidelity, and performance evaluation mechanisms. This study was one way of correcting this informational gap as it conducted an evaluation study of the strategic management processes in TVET institutions in Kiambu County under strategy design and implementation as well as evaluation processes.

Theoretical Framework

This study draws on Goal-Setting Theory to explain how specific, challenging goals and structured feedback mechanisms enhance motivation and institutional performance. The theory's assumptions (that individuals perform better when goals are clear, difficult, and supported by feedback) align with the strategic planning needs of TVET institutions. In Kiambu County, where TVETs operate in competitive environments, goal-setting provides a foundation for defining measurable objectives such as improving graduation rates and employability. Empirical studies support this application, showing that goal-setting improves educational outcomes including student retention, graduation rates, and job placement (Locke & Latham,

2002; Ishimwe, 2021). Administrators can use this framework to monitor progress and refine strategies, making goal-setting a central pillar in evaluating strategic management processes.

The Resource-Based View (RBV) Theory complements this by emphasizing the role of internal resources, those that are valuable, rare, inimitable, and non-substitutable, in sustaining competitive advantage. RBV shifts focus from external threats to internal capabilities, helping TVET institutions identify and leverage core competencies such as qualified instructors, modern curricula, and industry partnerships. Mintzberg's Strategy Typology further enriches the framework by recognizing that strategy formulation is both deliberate and emergent. This duality is crucial for TVETs, which must respond to evolving labor market demands and technological shifts while maintaining structured planning.

To assess strategy implementation and control, the study retains the McKinsey 7S Model as the guiding structural framework and excludes Systems Theory to avoid conceptual redundancy. The 7S Model provides a diagnostic tool for aligning organizational elements (strategy, structure, systems, shared values, style, staff, and skills), ensuring cohesive execution. This choice strengthens the structural analysis while maintaining conceptual clarity.

The use of multiple theories is justified by the multidimensional nature of strategic management processes, which span behavioral, resource-based, and structural domains. Each theory contributes to a distinct phase of the SMP cycle, forming an integrated analytical lens that reflects the complexity of institutional performance in public TVET settings.

Strategic Analysis is informed by RBV Theory, which helps institutions identify internal strengths and resource gaps. Strategy Formulation draws on Goal-Setting Theory and Mintzberg's Typology, guiding the development of measurable goals and balancing planned versus adaptive strategies. Strategy Implementation is supported by the McKinsey 7S Model, which ensures alignment across organizational components. Evaluation and Control are framed by Goal-Setting Theory and the 7S Model, emphasizing feedback mechanisms and performance diagnostics. Together, these theories offer a coherent and context-sensitive framework for evaluating how strategic management processes influence performance in public TVET institutions in Kiambu County.

Conceptual Framework

This paper assessed performance results by using Technical and Vocational Education and Training institutions in Kiambu County in Kenya. The independent variable that were involved in the strategic management processes coupled with the components of the strategic management process involved goal setting and also strategic analysis and the strategy formulation and implementation and evaluation and control as part of the processes. The postulated drivers played a pivotal role in building institutional capacity and enhancing quality of education as well as the creation of student retention programs and success rates of completion within colleges. In this study, performance of TVET acted as a dependent variable of the study. A graphical representation of the variable relation appears in Figure 1.

Independent Variables

Dependent Variable

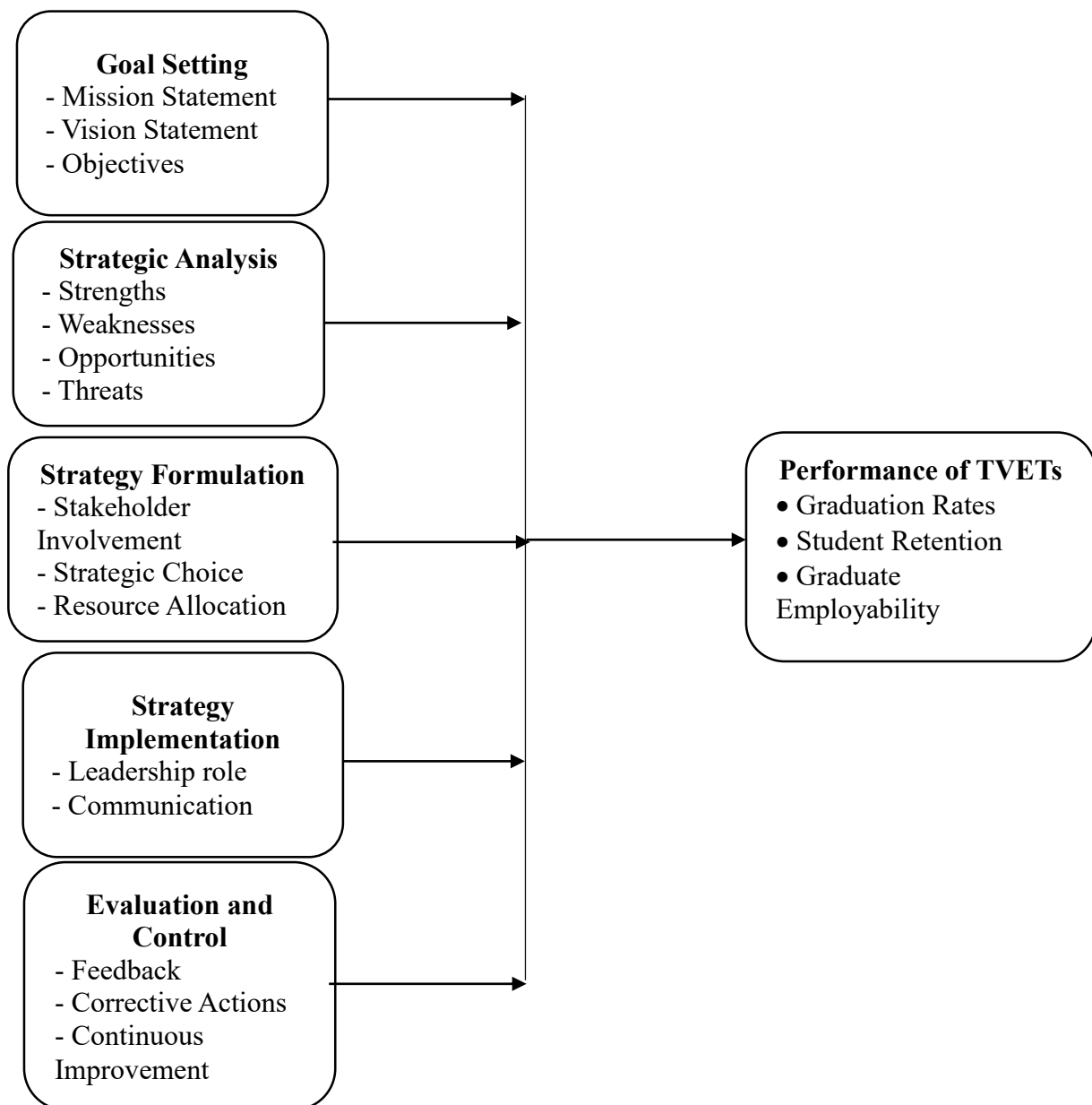


Figure 1: Conceptual Framework

Empirical Review

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.

Okwemba and Njuguna (2021) determined the effect of environmental monitoring on the performance of Chemelil Sugar Company. The study used open system theory as the guideline.

The methodology which the researchers used is descriptive research. The target population consisted of 60. The study used the department heads as its major unit of data collection. This study incorporated research instruments, which were questionnaires. Since the population of the research was very small and accuracy was expected to be high in the study, census method was used. Purposive sampling was used as the technique in the research. The study found out that the environmental scanning bears affirmative and substantial consequences on the performance outcomes. At an increment in environmental scanning practices by 1 unit holding the other conditions constant, the level of performance is observed to increase by 0.840 units.

A study by Okwemba and Njuguna (2021) was done to assess the strategic performance influence on the Chemelil sugar company located in Kisumu County of Kenya. The researchers used the descriptive research in order to carry out their investigation. The company target population included the heads of the department working at the Chemelil Sugar Company. A census survey was also done to the whole of the departmental heads at the facility. The researchers used self-administered questionnaires in collecting the data whereas the analysis included descriptive and inferencing statistics. The performance was significantly correlated with the strategic formulation process based on the carried out analysis. Organizational performance differences totaled up to 27.4 percent according to the strategy formation outcomes of the model summary. The statistical showed that the formulation of strategy was positively related to performance to a large extent.

Within the context of research commissioned by Onyegbula, Nwoye, and Daniel (2023), the examiners evaluated the effects of strategic implementation on the performance of supervisory agencies in the financial services sector in Nigeria. The study assessed the pure impacts of the two technologies adaptation and infusion of strategic leadership with strategic communication and resource availability and organizational structure on the level of the agency performance. A descriptive approach was employed in the research to obtain the first hand information among 342 personnel who were working at CBN, NDIC, SEC and NAICOM. A two-type of statistics was involved in the data analysis. The ordinary least squares (OLS) regression results formed a strong and statistically significant (at the level of 5%) dependence of Adaptation of Technology, Strategic Leadership, Strategic Communication, Resource Availability and Organisational Structure on the organization performance. The evidence of research assertions shows that strategic implementation generates significant impacts on the performance of the financial services supervisory agencies in Nigeria.

Ali (2019) conducted a descriptive study regarding performance and strategic management practices of SMEs in Bangladesh. Laboratory studies were used in the research as the simple random approach in data collection methods to develop questionnaires that were administered to 69 respondents. Data was processed with the use of descriptive analysis and inferential analysis. The strategic assessment proved to have a very strong positive association with the level of performance of SMEs. Companies that have adopted effective strategy assessment methods achieve protection of survival and a growth opportunity and long-term competitive advantage. This current study focused on the performance analysis at Kiambu County TVET institutions in Kenya as its main objective.

Research Gap

The reviewed empirical studies offer valuable insights into isolated components of strategic management such as goal setting (Akinlabi, Dogo & Asikhia, 2021), environmental scanning (Okwemba & Njuguna, 2021), strategic formulation and implementation (Onyegbula, Nwoye

& Daniel, 2023), and strategy assessment (Ali, 2019), but they largely focus on non-educational sectors including universities, sugar manufacturing firms, financial regulatory agencies, and SMEs. Conceptually, these studies examine strategic management processes in fragmented ways, without integrating the full cycle of strategy development, execution, and evaluation. Contextually, there is limited empirical evidence addressing how strategic management processes influence performance within public TVET institutions, particularly in Kenya. Methodologically, most studies rely on small sample sizes, sector-specific case studies, or secondary data, which limits generalizability. This study addresses the gap by holistically examining all components of strategic management (goal setting, strategic analysis, formulation, implementation, and evaluation) and their collective impact on institutional performance within state-operated TVET institutions in Kiambu County, using a descriptive survey design and census-based data collection to enhance validity and applicability across similar educational contexts.

METHODOLOGY

This study adopted descriptive survey research design. All the eight institutions of public TVETs within Kiambu County in Kenya were taken as the target population in this study. A total of 675 trainers comprise the population of the eight TVET institutions. The size of the population that was being studied was determined using both the probability and the non-probability method of sampling. Given the probability sampling, stratified sampling method was employed. All the 8 public TVET Institutions were selected through census sampling in Kiambu County based on every strat. This research study employed Yamane (1967) formula in the calculation of the sample size and arrived at 251 trainers as the respondents' sample size. Structured questionnaires were the data collection instruments designed to carry out the research. Besides the university authorization and NACOSTI research permit, researcher obtained all the required authorized documents. The pilot study was conducted on Kabete National polytechnic that was not the part of the institution included in the sample size but had the salient characteristics. The general figure of Cronbach Alpha that was derived in this case was 0.878. In addition, all the variables within the study provided a value greater than 0.7 indicating that the questionnaire was reliable and therefore admissible. The researcher achieved content validity when she sought professional review of the instrument and the recommendations were incorporated. The construct validity was also established in order to ascertain whether the instrument was culture free. The data gathered was cleaned, coded and entered into SPSS version 29 for analysis. The results of the coded information were added up, tabulated, analyzed and summarized. The quantitative assessment included a mix of a descriptive technique and inferential tests to make an analysis. The researcher summarized the descriptive statistics in terms of mean values together with the standard deviations and percentages. The analysis of the study variables involved the use of inferential statistics as well. Pearson correlation was used in the determination of strategic management process predictive power. Regression analysis was used to determine the key relationships between key variables and the strengths involved. The research followed recognized ethical research standards in order to preserve both research validity and integrity together with ethical fidelity.

RESULTS

Response Rate

251 questionnaires were administered and only 238 questionnaires were retrieved. This corresponded into the response rate of 94.8%. given that this response rate of greater than 70 was recorded, the data was assumed to be enough to analyze data.

Descriptive Statistics

Strategic Goal Setting

This study sought to examine the effect of goal setting on performance of Technical and vocational Education and Training Institutes at Kiambu County, Kenya. Respondents were asked to indicate their extent of agreement or disagreement on several statements measuring strategic goal setting at TVET institutions. The responses are as presented in Table 1.

Table 1: 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

The mean statement scores of the strategic goal setting influence at TVET institutions in Kiambu County supported a score of 4.32 standard deviation of 0.739. This implied that most of the staff members were positive in that they concurred with the statements. It can therefore be stated that strategic goal setting in the institutions were aligned positively to the mission, vision, and objectives.

Strategic Analysis

This research also aimed at determining the impact of strategic analysis on performance of Technical and vocational education and Training Institutes within Kiambu County in Kenya. Thus, the respondents had to state their levels of agreement or disagreement on a number of statements assessing the strategic analysis at TVET institutions. The responses are as presented in Table 2.

Table 2: 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

On a general note, the averaged mean score and standard deviation of the statements that measured strategic analysis in TVET institutions in the Kiambu County were 4.03 and 0.871 respectively. This means that most of the employees had concurred with the statement. This demonstrated that the SWOT analysis and analysis of the environment was regularly performed within the TVET institutions and the outcomes of analysis were applied in planning.

Strategy Formulation

This research also aimed at establishing the impact of strategy development on Technical and vocational education and Training Institutes performance in Kiambu Country Kenya. In such a manner, the respondents were required to provide answers denoting their level of agreement or disagreement of a number of statements that measured strategy formation at the TVET institutions. The responses are as presented in Table 3.

Table 3: 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

On the whole, the series of statements measuring strategy formulation showed the mean score of 4.28 and the standard deviation of 1.686. This means that the majorities of the staff members in TVET institutions in Kiambu County concurred that the involvement of the stakeholders in the strategy process, resources availed and stakeholders needs put into consideration during strategy formulation process.

Strategy Implementation

The study also aimed at measuring the impact of strategy as implemented on the performance of Technical and vocational education and Training Institutes based at Kiambu County, Kenya. Thus, some statements measuring strategy implementation at the TVET institutions were used as a prompt with respondents being required to mark the level of agreement or disagreement with them.

Results are shown in Table 4 below.

Table 4: 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

The statements used to measure implementation of strategy had a mean of 4.15 and standard deviation of 0.861. This means that most of the respondents were in consensus with the statements. It is important to note that they agreed that in strategic implementation process, there were good organization structures, most of the institutions had clear organization roles and responsibilities, the leaders were committed, appropriate guidelines were given in strategic priorities and objectives, and there was effective communication of the strategic goals and implementation plans.

Evaluation and Control

This paper has also investigated the impact of strategy evaluation and control on the performance of Technical and vocational education and Training Institutes in Kiambu area County in Kenya. Thus, the respondents were supposed to demonstrate how much they agreed or disagreed on a number of statements that measured strategy evaluation and control in TVET institutions. The responses are as presented in Table 5.

Table 5: 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

The mean was 3.89 with standard deviation = 0.917 overall on the statements addressing evaluation and control. This means that most of the staff of the TVET institutions in Kiambu County moderately agreed on assessment and control strategies used in their respective institutions.

Descriptive Analysis for Performance of TVET Institutions

In this study, the performance of TVET institutions within Kiambu County was the contingent of the variables. The first question was to report the overall rate of student completion during the last 5 years in the institution in this case on a scale of 1 to 10. The response provided is presented in Figure 2.

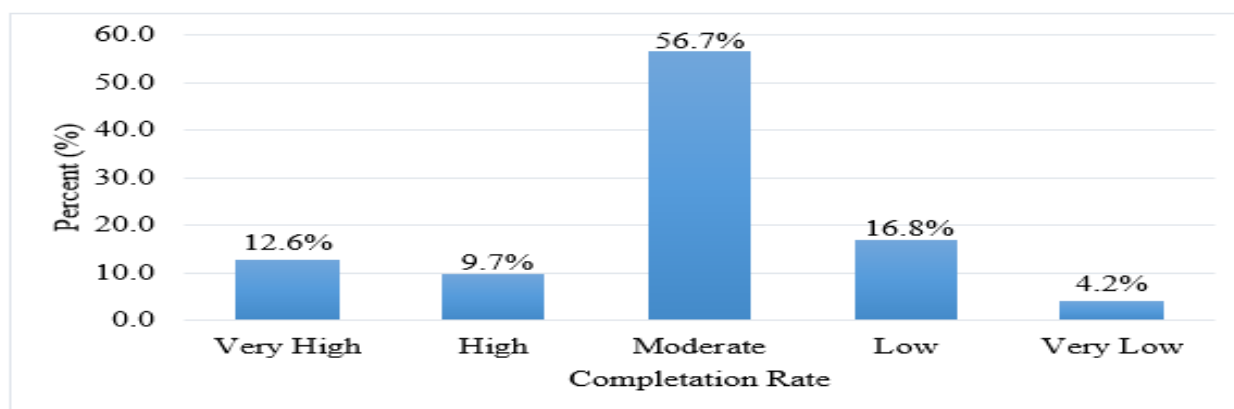


Figure 2: Student Completion Rate in TVET Institutions in Kiambu County

According to Figure 2, most of the respondents revealed that the completion rate of students in the TVET institutions in Kiambu County was moderate as compared to 16.8 percent who reported a rate as low. The moderate ratings have their support with 12.6 and 9.7 rating it as very high and high respectively. The other half which was 4.2 percent marked the completion rate as very low. With regards to having noted the completion rates of the students within the

TVET institutions within Kiambu County, the respondents are also given statements that evaluate the overall performance of the institutions and required to note their level of agreement or disagreement. The responses obtained are presented in Table 6.

Table 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

In general, the statements that tested the performance of TVET institutions in Kiambu County had the mean score of 3.68 and standard deviation of 0.990. This fact means that most of the staff members agree with the statements more or less moderately.

Correlation Analysis

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 7.

Table 7: 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).

Based on the correlation outcomes in Table 3.7 goal setting ($r=0.247$, $p=.000$). This conclusion leads to the impression that a number of constituents of strategic management process play a vital role in institutional success. The moderate correlations also confirm that institutions that have systematic goal setting practices, elaborate environmental consequence, effective strategic planning, and a framework of regular implementation and review are likely to record better performance result. This is in line with results by Wanjiku and Gathenya (2022) who discovered that the process of strategic planning in technical training institutions of Kenya via increased operational effectiveness and service delivery.

To support these findings, Otieno and Namada (2023) point out that the continued strategic assessment and management procedures are of utmost relevance given the highest correlated value ($r = 0.426$), so that the institutions evolve and stay competitive as the education requirements change. Hence, the findings confirm the literature on the relevance of the strategic management process as a pillar of enhancing the performance of TVET and the need to increase the institution focus on the continuous strategic review to ensure that the institutions correspond to the national goals.

Multiple Linear Regression Analysis

In this form of analysis, multiple linear regression model was used. The model summary table, the analysis variance (ANOVA) table and coefficient table are used to present the results respectively.

Table 8: 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

Through the model summary it was noted that R square that was obtained was 0.188 and the adjusted R square was 0.170. This indicated that the strategic processes of management predicted 18.8 percent performance of the TVET institutions in the Kiambu County in Kenya. This means that although the processes of strategic management have shown statistically significant effect on institutional performance, a greater part (81.2%) of the performance is affected by other unmeasured factors that are not included in the model. This suggests that, in addition to focusing on strategic management, TVET institutions ought to put into consideration other determinants like sufficiency in funding, competency in the staff, infrastructure, collaboration with the industry, and support of students to ensure balanced enhancement in the performance results.

Table 9: 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 Training Done in the TVET Institutions

b. Predictors: (Constant), Evaluation and Control, Strategy Formulation, Goal setting, Strategic analysis, Strategy implementation

The observed value of the F-statistics calculated as in the ANOVA Table 3.9 was 10.724 and $p\text{-value} = 0.000 < 0.05$. When compared with the statistical values of in tabulated form (2.5665), the calculated f-statistics value was observed to be higher and thus the conclusion was that the linear regression model was fit and significant. The research thus, accepted the alternative hypothesis and concluded on the basis of the study that there is a statistically significant association between strategic management processes and TVET institutions performance in Kiambu County, Kenya.

Table 10: Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(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

There was positive and significant coefficients (0.063, $p=.020 > 0.05$) between goal setting and performance of TVET institutions. Consequently, this study does not accept the null hypothesis and it arrives at this conclusion because goal setting and performance of TVET institutions there is a statistically significant association observed in Kiambu County. This indicates that an increment of one unit in the goal setting and all other variables remained the same will trigger an increment of 0.063 units in the performance of TVET institutions in Kiambu County. What this result implies is that goal setting practices have a positive (albeit small) effect on the institutional performance. It means that once TVET institutions clarify their goals and align them with institutional missions and expectations of stakeholders, the outcome can be measured and improved by creating scientifically higher student achievement, program efficiency, and institutional effectiveness in general. This is in line with studies that show that goal clarity enhances the concentration levels and the use of resources in training institutions that offer technical training (Mwangi and Kinyua 2021).

The coefficients of analysis and performance of TVET institutions was 0.081 and significantly high ($p=.030$ less than 0.05). Consequently, this paper does reject the null hypothesis and it thus confirms a statistically significant relationship between strategic analysis and performance of TVET institutions in Kiambu County. It indicates that a one unit expansion of strategic analysis under the condition of identifying all other factors, results in an increment in the performance of Kiambu County TVET institutions by 0.081 unit. It is imperative that upon assessment of its environment, especially both internal and external environment, this finding depicts how important and necessary it is to conduct a sufficient and in-depth internal and external environment assessment. Strategic analysis helps institutions to find the strengths and weaknesses, opportunities and threats and thus, it helps make credible decisions and direct the available resources adequately. This confirms the arguments by Otieno and Namada (2023) who established that institutions that frequently carry out strategic assessments tend to better prepare to take on the varied market needs and policy landscapes.

There was a significant (confidence value = $.004 > 0.05$) and positive coefficients ($\beta = 0.001$) in relationship between strategy formulation and performance of TVET institutions. Consequently, the study dismissed the null hypothesis and recommended that strategy formulation and performance have a significant relationship in the TVET institutions of Kiambu County. It indicates that a unit increment in the strategy formulation with the other factors held constant results in 0.001 increment in the performance of the TVET institutions Kiambu County units. The finding indicates that this variable has a very minor positive direct effect on institutional performance. Although strategy definition is a key element in the strategic management process, such an outcome suggests the formulated strategies might not have a great impact unless implemented, monitored, and aligned to the institutional realities. It is in line with the reasoning provided by Mwangi and Kinyua (2021) who remark that strategic plans and their quality may never lead to success unless supplemented by implementation and flexibility. The implication here is that strategic planning is important but at the TVET institutions, it should be action oriented, involve as many stakeholders as possible and have effective implementation mechanisms in place that will convert the plans into actual measures of performance improvements.

The coefficient ($p = .035$), of the TVET institutions was positive and significant ($= 0.124$) in the strategy implementation and performance. Consequently, the null hypothesis is rejected in this study and a conclusion is made that there exists a statistically strong connection between strategy application and performance of TVET institutions in the Kiambu County. This demonstrates that an increment in strategy implementation maintaining all other factors at the same shape will cause an increase in performance of TVET institution in Kiambu county by 0.124 units. The fact highlights the importance that successful implementation of strategic plans has in the success of institutions. The above outcome means that no matter how good the strategies are laid, they are not likely to reach far unless they can be well implemented with roles, time lines, or even assignments of resources. Innovation should be the bridge between strategy and performance since, according to Wambugu and Kimemia (2023), strategy implementation is what connects the former with the latter, and the institutions that invest in the leader commitment, staff engagement, and performance monitoring will also deliver better results.

A positive and significant coefficients ($0.417 < p = .000 > 0.05$) were obtained in evaluation and control and performance of TVET institutions. Consequently, in this study, the null hypothesis was rejected and we can conclude that the relationship between evaluation and control and performance of the TVET institutions in Kiambu County is statistically significant. This indicates that an increment in evaluation and control processes keeping other factors constant results in an increment in performance of TVET institutions in Kiambu County by 0.417 units. The result accentuates the extent of such a component of strategic management. This implies that frequent observation, evaluation as well as modification of institutional strategies are major factors towards enhancing performance through attainment of conformance with the stipulated objectives, early detection of obstacles and proper judgment. Otieno and Namada (2023) state that evaluation and control mechanisms are particularly important in institutional agility when responding to emerging educational and labor market needs through the performance of existing as well as new TVETs in society.

The predicted model as a result of the overall multiple linear regression analysis was as follows;
 TVETs performance = $8.235 + 0.063X_1 + 0.081X_2 + 0.001X_3 - 0.124X_4 + 0.417X_5$

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study revealed that strategic goal setting is positively and significantly associated with the performance of TVET institutions in Kiambu County. Most respondents agreed that goal setting contributes to institutional success, with a unit change in goal-setting activities leading to a 0.063-unit increase in performance. Similarly, regular SWOT analysis was confirmed by staff and found to be statistically significant, contributing a 0.081-unit improvement in performance. Strategy formulation was also positively correlated with performance, though its effect size was smaller. Respondents emphasized that institutional strategies are shaped by stakeholder needs and performance data, reinforcing the importance of evidence-based planning.

The findings further showed that strategy implementation and evaluation mechanisms are critical to institutional growth. Most respondents agreed that the organizational structure supports effective strategy execution, with a one-unit change in implementation resulting in a full unit increase in performance. Evaluation and control were also strongly linked to performance, with a 0.417-unit gain observed. Staff and stakeholders regularly convene to assess strategic progress, which enhances accountability and responsiveness. While student completion rates were reported as moderate, graduate employability has improved within one year of graduation, suggesting that strategic management practices are contributing to more meaningful outcomes in the TVET sector.

Conclusion

Based on the study objectives, several conclusions were drawn. First, strategic goal setting was found to be widely adopted across TVET institutions in Kiambu County. Most institutions had clearly defined goals that were aligned with their mission and vision, SMART in nature, and responsive to stakeholder needs. While there was general awareness of these goals, a portion of staff expressed uncertainty or opposition, pointing to gaps in communication and engagement. The study confirmed a positive and statistically significant relationship between goal setting and institutional performance, emphasizing the need for transparent, inclusive, and well-communicated goal-setting processes to enhance alignment and measurable outcomes.

The study also established that strategic analysis is a mature and embedded practice in TVET institutions, with regular SWOT analyses, stakeholder involvement, and environmental scanning contributing to sound decision-making. Strategy implementation was supported by favorable organizational structures, clear role designation, and leadership engagement, although some staff held conflicting views. Evaluation and control mechanisms were actively practiced, with frequent reviews and corrective actions informing future decisions. A statistically significant relationship was found between evaluation and performance, highlighting the importance of institutionalizing responsive monitoring systems. Overall, the findings underscore the value of strategic planning, implementation, and evaluation in driving sustainable performance in TVET institutions.

Recommendations

The study suggested that TVET institutions ought to increase the level of inclusivity and communication with the process of goal-setting. The study also suggested that TVET institutions institutionalize regular, evidence based environmental scan and stakeholder consultations. Additionally, the study recommended that strategy formulation process should

be re-examined with reference to ensuring that strategic plans are not merely developed but also implementable as well as in line with implementation capabilities. Moreover, the TVET institutions should work on enhancing accountability of the leadership, and defining roles and responsibilities as well as enhancing internal communication. Also, TVET institutions ought to lay stress on acquiring well-rounded monitoring and evaluation (M&E) regimes.

Suggestions for Further Studies

Whereas this research has concentrated on internal strategic factors such as goal setting, formulation and implementation, previous knowledge of how the external factors relate to these processes may provide a deeper insight into what influences institutional performance. Also, cross-county or cross-regional comparisons may allow establishing the existence of contextual factors that impact the performance of strategic management in the specific socio-economic and institutional settings. Additional research may also study how the organizational culture, staff motivation, and leadership styles may contribute to such effectiveness of strategy implementation in TVET institutions.

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