

**STAKEHOLDERS' INVOLVEMENT IN STRATEGIC PLANNING: A SURVEY OF  
PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)  
INSTITUTIONS IN KISII COUNTY, KENYA**

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**ABSTRACT**

*The study carried out an analysis of stakeholders' involvement in strategic planning in public TVET institutions in Kisii County to pinpoint causes of success and failure and aid in having surveillance to avoid failures of the recent past. The study was guided by three objectives and data was collected to answer the following three questions: Does stakeholder's involvement influence strategic planning of public TVET institutions in Kisii County? Does the central government influence strategic planning in public TVET institutions in Kisii County? Does the board of governors' involvement influence strategic planning in public TVET institutions in Kisii County? Does the staff involvement influence strategic planning in public TVET institutions in Kisii County?*

*The research design was descriptive survey that was carried out in Kisii County public TVET Institutions namely: Gusii Institute of Technology, and Keroka Technical Training Institute. The population for the study was the institutions' principal, deputy principal, and serving Lecturers in the institutions. The accessible population was made up of 2 principals, 2 deputy principals, 2 registrars, 2 deans of students, 22 heads of departments, 179 Lecturers; totaling to an accessible population of 209 respondents.*

*Stratified random sampling design, and purposive was used. The principal, deputy principal, the registrar and the dean were selected purposively. 62% was established for each institution for each of the stratum in the two stratum of heads of departments and lectures were selected randomly to give a total of 132 individual respondents for the study. The study used structured and open ended questionnaire as the data collection instrument for descriptive statistical analysis technique was used.*

*The data collected was analyzed using descriptive statistics to facilitate answering the research objectives and questions. SPSS was employed in descriptive statistics analysis. The descriptive analysis including frequencies, percentages in tables, pie and bar graphs were used to summarize, and describe the characteristics of the sample population.*

*There was stakeholder involvement in strategic planning of TVET institutions. This involvement throughout the process helped ensure that those who have major responsibilities to carry out the planning understood the plan and the reasons behind it. Management involved the lecturers and this made the lecturers co-operate in strategic planning.*

*The study recommends that there be more involvement of the private sector and the industry in strategic planning as it offers the industrial attachments and finally absorbs the grandaunts. It also recommends government to move with speed to awaken TVET's development needs and realign it with the global socio-economic direction. Recommendation for further studies is to establish the needs of the industry to be incorporated in the strategic planning of TVET institutions to enable them offer training that is demand-driven.*

**Key words:** Stakeholder, Involvement, Strategic Planning, Vocational Education, Skill acquisition.

## **LIST OF ACRONYMS**

BOG – Board of Governors

CEO - Chief Executive Officer

GoK – Government of Kenya

HOD – Head of Department

ISO - International Organization for Standards

MIS - Management information system

MOEST- Ministry of Education, Science and Technology

SPSS - Statistical Programme for Social Sciences

STI – Science, Technology and Innovation

TVET – Technical, Vocational Education Training

## **1.0 Introduction**

Strategic planning has been and is an important management tool, both inside and outside Business organisations for many years. Executives and managers who have implemented it in their organizations argue that it is an important tool and even consider it a central management and governance discipline, especially in rapidly changing operating environments. Those organizations that look to the future, by planning and evolving to meet expected changes head on, will have a better chance of survival. Strategic planning will add value to organizations that are looking for ways to protect their credibility while adapting to the ever-changing environment around them (Bellenfant & Nelson, 2010).

Strategic planning is a means of establishing major directions for the colleges/schools or departments. Through strategic planning, resources are concentrated to priority areas in order to maximize benefits to stakeholders. In higher education, those stakeholders include students, funding agencies, and society, as well as internal stakeholders such as faculty and staff. Strategic planning is a structured approach to anticipating the future and "exploiting the inevitable" Kathleen, (2003).

The strategic plan should chart the broad course for the entire institution for the next five years. It is a process for ensuring that the budget follows the plan rather than vice versa. Strategic planning is not just a plan for growth and expansion. A strategic plan can and often does guide retrenchment and reallocation Kathleen, (2003).

According to (Mutuku & Mutuku, 2004) the Kenyan Education Sector has since the year 2003 embarked on plans to institute reform at all levels. The questions asked are; where are we now? Where do we want to go? How do we get there?

According to Ministry of Higher Education (2006) development of a technical wide strategic plan to be followed by all public tertiary institutions in Kenya in their strategic planning processes is a welcome move. Strategic planning in higher education in the current era takes on even greater importance today than it did a decade ago. The changing needs of technical education and society, the growth of information technology, the communications revolution, fluctuations in access to financial and human resources, and the rapid pace of change in other aspects of the environment in which TVET technical education operates, give strategic planning an added urgency. More than this, however, in the prevailing environment of fierce competition for outstanding staff, students and resources, strategic planning is about positioning, defining, or discovering the institution's niche, and seeking to be the best in what it can do.

## **1.2 Statement of the problem**

Public TVET institutions have always planned but there has never been anything strategic about it, because the planning has always been the traditional one that followed the socio-economic and political factors of the government of the day's five year planning cycle thereby failing to identify and utilize the strategic factors in planning. Coupled with this, is inexperienced and untrained human resource in project management which make it difficult to strategically utilize the scarce resources available. This study will seek to analyse the stakeholders' involvement in strategic planning of public TVET institutions in Kisii County.

## **1.3 Specific objectives of the study**

This study proposed to carry out an analysis of stakeholders' involvement in strategic planning in public TVET institutions in Kisii County. The study was guided by the following specific objectives:-

**1.3.1** To establish whether stakeholders' involvement influences strategic planning of public TVET institutions in Kisii County.

**1.3.2** To find out whether the central government influence strategic planning in public TVET institutions in Kisii County.

**1.3.3** To find out whether the board of governors' involvement influence strategic planning in public TVET institutions in Kisii County.

**1.3.4** To find out whether the staff involvement influence strategic planning in public TVET institutions in Kisii County.

#### **1.4.2 Research questions**

In order to address the above objectives the study adopted the following research questions.

**1.4.2.1** Does stakeholder's involvement influence strategic planning of public TVET institutions in Kisii County?

**1.4.2.2** Does the central government influence strategic planning in public TVET institutions in Kisii County?

**1.4.2.3** Does the board of governors' involvement influence strategic planning in public TVET institutions in Kisii County?

**1.4.2.4** Does the staff involvement influence strategic planning in public TVET institutions in Kisii County?

### **2.0 literature review**

#### **2.1.0 Theoretical Framework**

This study will adopt rationalism theory; this is because rationalism theory looks at people as utility and defines human relations in instrumental terms. Rational planning model assumes a sequential observable cycle that includes setting of goals, determining of objectives, making of plans, implementing the plans, and reviewing results (Conley, 1992).

#### **2.1.1 Alignment model**

The ideal model for this study is alignment. The model ensures strong alignment among the organization's mission and its resources to effectively operate the organization. This model is useful for these organizations because they need to fine tune strategies or find out why their old strategies are not working. The public TVET institutions are experiencing a large number of issues around internal and external efficiencies. Overall steps in planning will include: The planning group outlines the organization's mission, programs, resources, and needed support; identify what is working well and what needs adjustment. Identify how these adjustments should be made; include the adjustments as strategies in the strategic plan (McNamara, 2000).

### **2.2 The Factors Influencing Strategic Planning**

#### **2.2.1 Stakeholder involvement as a Factor influencing strategic planning**

Education is undergoing a systemic perceptual change, as a result of society's dissatisfaction with individual learner's achievement in the education arena. In education, most systemic transformation efforts involve stakeholders that are critical to achieving the desired changes. Stakeholders affected by the organization should be involved in the planning process. Thus the institution or department receives valuable feedback both on successful efforts and on areas where improvements should be made (Watson & Reigeluth, 2008).

Simmons and Pohl (1994) assert that a broadly-based participative strategic planning process can actually make the most of the frequent leadership changes by coupling a new leader's external perspective with a stable core internal group that is committed to mutual goals and a shared vision of a successful future.

### **2.2.2 Central Government as a Factor Influencing planning.**

Since Kenya attained its independence in 1963, various efforts have been made – with the emphasis on science and technology – intended to bring about the country's development. According to the Sessional paper no. 1 of 2005, the current policy framework for education, training and research, the Government of Kenya has committed itself to working with tertiary managements, to deliberately target the mobilization of more financial resources from the private sector, industry, grants, and fee payments by students. Government grants to these institutions are to be earmarked for financing the basic and critical capacity and skills needed for national development. The private sector and students are, therefore, required to contribute more towards the financing of quality tertiary education and training.

In Vision 2030, a road map to economic development, Kenya recognizes the role of training as one of the key social sectors in the transformation of society. Under training, Kenya has committed itself to provide globally competitive quality training and research to the citizens – for their development. Policy priorities include: Strengthening the National science, Technology and Innovation (STI) standing and its competitiveness; Improving the quality, relevance, equity and access to technical training; Promoting evidence-based policy-making and national development; Encourage private sector participation in STI and technical education; Enhancing the capacity of the national STI system towards demand-driven STI, quality technical education services, as well as the effective use of existing talents and facilities; and Promoting excellence, creativity, innovation and investment in technical education (Sessional paper no. 1 of, 2005).

### **2.2.3 Board of governors involvement as a factor Influencing planning**

In the management of education in Kenya, middle level colleges and Technical, Industrial, Vocational and Entrepreneurship Training (TVET) institutions are managed by Boards of Governors (BOGs) and universities by councils. These bodies are responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure, development and the provision of teaching and learning materials (Sessional Paper No. 1 2005: 63).

According to Mahoney (1988) the board of governors (BOG) has an important strategic role to play in the management of schools. This is to help the school principal and staff to provide the best possible education for all the students.

According to the Republic of Kenya education commission report (1964) the BOG members are to bring their experiences, life skills and common sense to the task. In everything the BOG does its aim is to raise expectations of what can be achieved by all the students and strengthen the involvement of parents and the community.

Kamunge (2007) asserts that the BOG are to set the school's vision and aims, establish and maintain the institution's ethos; setting the institutions plan and policies, monitoring and evaluating institutions performance

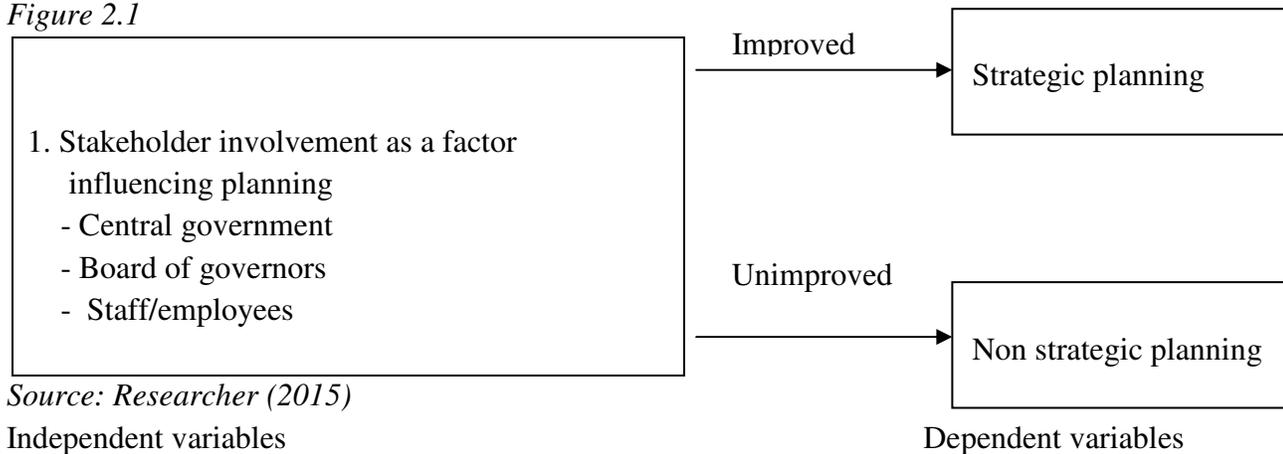
and promoting self evaluation to sustain institutions improvement. Kamunge (2007) continues to state that, the institution's ethos should contribute to the wider goals of the institution and be clearly defined and understood by parents, students, staff, BOG and the local community. It should also be consisted with a commitment to promote equality, good relations and diversity within the institution and its community.

#### 2.2.4 Staff involvement as a Factor Influencing planning

Kathleen (2003) asserts that representatives from faculty, academic staff, and classified staff should be involved in strategic planning as each group brings a unique perspective to the process. This involvement throughout the process helps ensure that those who have major responsibilities to carry out the planning understand the plan and the reasons behind it. Being involved in the planning process can contribute greatly to employees' commitment to mutual goals and a sense of organizational unity. Active involvement of stakeholders in the planning process creates external advocacy for the organization. Staff, for example, is much more likely to support an educational initiative such as a revamped curriculum if they have a first-hand role in a well-designed planning process. Their involvement essentially lays the groundwork for continuing support and participation by those stakeholders.

#### 2.4.4 Conceptual Framework

Figure 2.1



Source: Researcher (2015)

This conceptual framework establishes the system of concepts that underlies factors affecting strategic planning. Strategic planning is determined by a number of factors. With the scarcity of resource experienced in public TVET institutions, strategic planning is paramount to identify strategic priorities and the finite resources are directed towards them so as to achieve maximum return on the investments. When these concepts are well considered and taken care of, it leads to a strategic plan and when ignored or some of them are considered and others left out then it leads to Non strategic planning.

The purpose of this study is to identify a framework upon which strategic planning will be utilized in public TVET institutions to enable them achieve the desired goals of delivering high quality services in all aspects as regards acquisition of knowledge and skills to the best interest of the student and meaningful development of the country, hence industrialization of the country.

### **3.2 Research Design**

The research design used in this study was descriptive survey. The researcher chose this research design because the study aimed at collecting information from respondents on their attitudes and opinions in relation to factors affecting strategic planning on attainment of organizational quality objectives. Descriptive survey method is most suitable compared with other methods as it is an efficient and versatile method for systematically collecting data from a broad spectrum of individuals. It is also well suited to gathering data to assess the effectiveness of qualitative information to identify, analyze and interpret conditions that exist in relation to strategic planning. It is suitable as it is inclusive in the types and number of variables that can be studied, it requires minimal investment to develop and administer, and it is relatively easy for making generalizations. It is also suitable as many variables can be measured without substantially increasing the time or cost. Survey data can be collected from many people at relatively low cost and, relatively quickly. It is suitable as it can also elicit information about attitudes that are otherwise difficult to measure using observational techniques (McIntyre, 1999, p. 75).

### **3.3 Population and Sampling Design**

#### **3.3.1 Population**

The study targeted the management and lecturers in the two TVET institutions in Kisii County. There are two Public TVET tertiary institutions with a population of 209 lecturers (Researcher, 2015). The two institutes are located in Kisii County in what used to be Nyanza Province, Kenya.

#### **3.3.2 Sample design**

Ideally, it is not possible to collect data from everyone in public TVET tertiary institutions due to time, manpower and financial constraints. Only a sample of respondents that is a subset of the total population was selected for this study. A stratified random sampling technique was used to acquire necessary information for the study. (Mugenda and Mugenda, 2003) asserts that, the goal of stratified random sampling technique is to achieve a desired representation from various groups in the population whereby the existing subgroups in the population are more or less reproduced in the sample.

##### **3.3.2.1 Sample Frame**

The sampling frame for any probability sample is a complete list of all the cases in the population from which a sample is drawn (Saunders *et al.*, 2007). For this study the sampling frame was the principals, deputy principals, heads of departments, and lecturers of all institutions. Stratified and purposive sampling was used as it ensured a fair distribution at all levels of staff in all the institutions in the sample.

##### **3.3.2.2 Sampling Technique**

This study used stratified random sampling technique. According to (Mugenda & Mugenda, 2003) the goal of stratified random sampling technique is to achieve a desired representation from various groups in the population whereby the existing subgroups in the population are more or less reproduced in the sample. The following individuals were purposively sampled; the college principal, the deputy principal, dean of students and the registrar.

### 3.3.2.3 Sample size

According to Morrison (1993:117) the sample size can be determined in two ways, either by the researcher exercising prudence and ensuring that the sample represents the wider features of the population with the minimum number of cases or by using a table which, from a mathematical formula, indicates the appropriate size of a random sample for a given number of the wider population.

According to the table provided by Krejcie and Morgan (1970) the smaller the number of cases there are in the wider, whole population, the larger the proportion must be which appears in the sample; the reverse of this is true: the larger the number of cases there are in the wider, whole population, the smaller the proportion of that population can be which appears in the sample. They also note that 'as the population increases the sample size increases at a diminishing rate and remains constant at slightly more than 380 cases. Therefore, with a population of 209, the sample size as per the table was 132, which is representative enough to give adequate and convincing results.

Using stratified sampling the respondents were divided into two categories according to their duties and responsibilities. Stratified sampling helped to achieve desired representation of various subject populations as supported by (Mugenda & Mugenda, 2003). Primary and secondary data was sought from the source. The researcher administered the questionnaires to each respondent and collected the data within two weeks. After collecting data, the researcher analysed and documented the findings.

**Table 3.1 Management population**

Institution	Principal	D/principal	Heads of department	Total
Gusii Institute of Technology	1	1	19	21
Keroka Technical Training Institute	1	1	7	9
Sub Total	2	2	26	30

Source: (Researcher, 2015)

**Table 3.2 Lecturers population**

Institution	Lecturers
Gusii Institute of Technology	149
Keroka Technical Training Institute	30
Total	179

Source: (Researcher, 2015)

### 3.4 Data collection methods

Primary data was collected using questionnaires. The questionnaires were structured and non-structured with both open and closed ended questions. Since there were two groups of people being given the questionnaires, there were two sets of questionnaires given to the groups thus the management and the lecturers. Each group

had their set of questions to answer as deemed suitable for them. The questionnaires were structured in different sections depending on the category of questions.

A questionnaire is most suitable compared with interview schedules which necessitates that the researcher is present when responding, but the questionnaire can be given out and collected later. Respondents can have adequate time to give well thought out answers. Respondents who are not easily approachable can be reached conveniently. A questionnaire elicits the response/information the researcher wants. It is straight forward to analyze. Permission was sought from the Education county office and the respective public TVET institutions to conduct the study there.

### 3.5 Validity and Reliability

A pilot testing was done first on a sample size of one of the two public TVET institutions so as to ensure reliability of the data collection tool. Test and retest of the questionnaire was done, with the two activities separated by three weeks. The results from the two pretests were subjected to Pearson's correlation coefficient so as to establish reliability of the research tool. The Pearson's Correlation Coefficient for the two sets findings for the pilot was obtained. The numbers representing the responses during the first testing is X and the one obtained in the second pilot was taken to be Y. The amount of linear correlation between two variables is expressed by a coefficient of correlation, given the symbol  $r$ . This was defined in terms of the deviations of the co-ordinates of two variables from their mean values and is given by the product-moment formula which states: coefficient of correlation,

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \dots\dots\dots(i)$$

where the  $x$ -values were the values of the deviations of co-ordinates  $X$  from  $\bar{X}$ , their mean value and the  $y$ -values were the values of the deviations of co-ordinates  $Y$  from  $\bar{Y}$ , their mean value. That is,  $x = (X - \bar{X})$  and  $y = (Y - \bar{Y})$ . The results of this determination gave values of  $r$  lying between +1 and -1, where +1 indicates perfect direct correlation, -1 indicates perfect inverse correlation and 0 indicates that no correlation exists. Between these values, the smaller the value of  $r$ , the less is the amount of correlation which exists. Generally, values of  $r$  in the ranges 0.7 to 1 and -0.7 to -1 shows that a fair amount of correlation exists. A Pearson's correlation coefficient value of over 0.8 indicated that there was a high reliability of data that was collected using these tools. Mugenda and Mugenda (1999) indicate that in research study a reliability coefficient can be computed to indicate how reliable data is. A coefficient of 0.80 or more implies that there was a high reliable data. The value obtained was 0.94, therefore a very strong coloration between the pretests. Thus the tools were reliable for use.

The validity of the tool was ensured by discussing it with colleagues who have done research before and discussion with my supervisors. To ensure high response rate, the questionnaire was accompanied by cover letters explaining the fact that the information given shall be strictly confidential and that it shall be solely for purposes of research and not for any other reasons. The respondents were advised not to disclose their identity at any place on the questionnaire to avoid any biasness.

### 3.6 Data Analysis

According to Kombo and Tromp (2006) data analysis refers to examining what has been collected in survey or experiment and making deductions and inferences. Data collected was cleaned and coded. Cleaning was done to ensure that outliers are removed in case they are there. Data collected was analyzed based on descriptive statistics. This was done by use of statistical programme for social sciences (SPSS). The results were then presented in tables and figures. For each table and figure there is a description.

### 4.2 Data presentation and analysis

#### 4.3 Stakeholders involvement in strategic planning

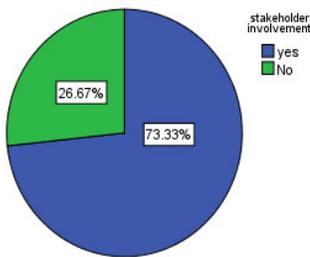


Figure 4.3.1 Stakeholders’ involvement in strategic planning (management)

The research findings revealed that (73.3%) of the respondents agreed that there is stakeholder involvement in strategic planning, while (26.7%) of the respondents disagreed.

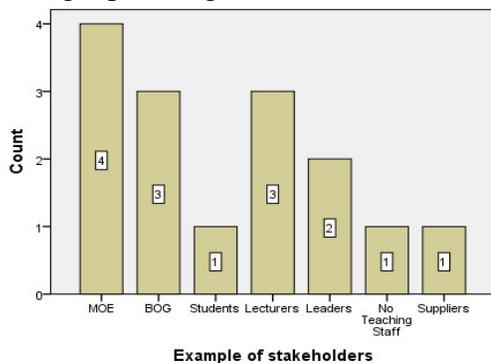


Figure 4.3.2 Examples of stakeholders involved (management)

The research study revealed that (26.7%) of the respondents agreed that there was ministry of education involvement in institution strategic planning, (20.0%) of the respondent agreed that there was BOG involvement, (20.0%) of the respondents also agreed that there was Lecturers involvement in the institution strategic planning, (13.3%) of the respondents agreed that local leaders are involved, (6.7%) each agreed that there was students, none teaching staff, and suppliers involvement in the institutions strategic planning.

**Table 4.3.1 Stakeholders involvement in strategic planning (lecturers)**

Variable		Frequency (f)	Percentage (%)
Stakeholder involvement	Yes	61	79.2
	No	16	20.8
GOK (MOE) Involvement	Yes	58	75.3
	No	3	3.9
	No response	16	20.8
BOG Involvement	Yes	62	80.5
	No	3	3.9
	No response	12	15.6
Lecturers Involvement	Yes	60	77.9
	No	3	3.9
	No response	14	18.2
Non Teaching staff involvement	Yes	45	58.4
	No	18	23.4
	No response	14	18.2
Students involvement	Yes	37	48.1
	No	21	27.3
	No response	19	24.7
Community involvement	Yes	12	5.6
	No	36	46.8
	No response	29	37.7
Industry involvement	Yes	51	66.2
	No	14	18.2
	No response	12	15.6

Source: Research data (2015)

Findings from the study revealed that (79.2%) of the respondents agreed that there is stakeholders involvements in strategic planning, while (20.8%) disagree. This shows great involvement of stakeholders in public TVET institutions strategic planning. The findings revealed that there is (75.3%) government involvement through the ministry of education, (80.5%) Board of governors involvement, (77.9%) lecturers involvement, (58.4%) non teaching staff involvement, (48.1%) students involvement, (15.6%) community involvement, and (66.2%) industry involvement.

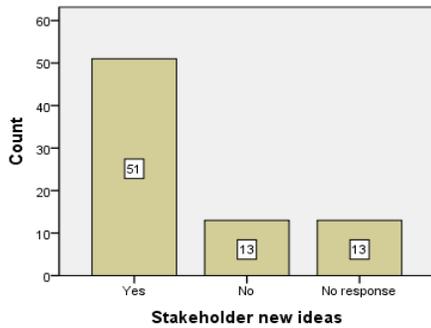


Figure 4.3.2 Stakeholders new ideas (lecturers)

The study reveals that (66.2%) of the respondents agree that the stakeholders involved brought new ideas while (16.9%) said there were no new ideas brought by stakeholders involvement.

Table 4.3.2 Examples of the new ideas (lecturers)

Variable	Frequency (f)	Percentage (%)
Examples of new ideas brought	N=77	
Infrastructure development	40	51.9
New courses	6	7.8
ISO	4	5.2
Automation	10	13.0
No response	17	22.1

Source: Research data (2015)

The survey revealed that (51.9%) of the new ideas were in infrastructure development, (13.0%) in automation, (7.8%) was in the introduction of new course in the institutions, and (5.2%) was in the International Organization for Standards ISO.

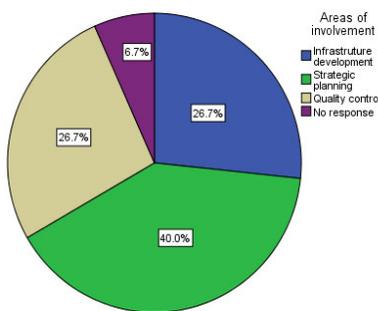


Figure 4.3.3 Areas of stakeholder’s involvement in strategic planning (management)

The research survey showed that (40.0%) of the respondents agreed that stakeholders were involved in institution strategic planning, (26.7%) were involved in infrastructure development and quality control respectively, while (6.7%) of the respondents had on response to whether stakeholders are involved in institutions strategic planning.

**Table 4.3.3 New ideas implemented (Lecturers)**

Variable	Frequency		Percentage (%)
	(f)	N=77	
New that have been implemented	New courses	6	7.8
	ISO	3	3.9
	Infrastructure development	33	42.9
	MIS	15	19.5
	No response	20	26.0

Source: Research data (2015)

The study showed that (42.9%) of the respondents agreed that infrastructure development is one of the new ideas implemented whereas only (7.8%) felt that new courses introduced was one of the new ideas.

## DISCUSSION, CONCLUSSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter discusses the research findings, conclusions and recommendations on stakeholders' involvement in strategic planning in public TVET institutions.

The research design was descriptive survey that was carried out in Kisii County public TVET Institutions namely: Gusii Institute of Technology, and Keroka Technical Training Institute. The population for the study was the institutions' principal, deputy principal, and serving Lecturers in the institutions. The accessible population was made up of 2 principals, 2 deputy principals, 2 registrars, 2 deans of students, 22 heads of departments, 179 Lecturers; totaling to an accessible population of 209 respondents.

Stratified random sampling design, and purposive was used. The principal, deputy principal, the registrar and the dean were selected purposively. 62% was established for each institution for each of the stratum in the two stratum of heads of departments and lectures were selected randomly to give a total of 132 individual respondents for the study. The study used structured and open ended questionnaire as the data collection instrument for descriptive statistical analysis technique was used.

The data collected was analyzed using descriptive statistics to facilitate answering the research objectives and questions. SPSS was employed in descriptive statistics analysis. The descriptive analysis including frequencies, percentages in tables, pie and bar graphs was used to summarize, and describe the characteristics of the sample population.

The study was able to establish that, there was stakeholder involvement in strategic planning of TVET institutions' strategic planning. The stakeholders that were involved brought in new ideas of which have been implemented to improve on the institutions infrastructure and delivery of service.

## **Discussions**

### **5.3.2 Stakeholder involvements in strategic planning**

According to the study findings there is stakeholder's involvement in strategic planning in TVET institutions strategic planning. The stakeholder's involved were found to be government through the ministry of education, Board of governors, lecturers, non teaching staff, students, community, and the industry.

This study agrees with Kamunge (2007) who assert that the BOG are to set the institution's vision and aims, establish and maintain the institution's ethos; setting the institutions plan and policies, monitoring and evaluating institutions performance and promoting self evaluation to sustain institution improvement. The institution's ethos should contribute to the wider goals of the school and be clearly defined and understood by parents, students, staff, BOG and the local community. It should also be consisted with a commitment to promote equality, good relations and diversity within the school and its community. The BOGs working with the principal are responsible for measuring performance. They must decide therefore which key indicators they wish to monitor and make arrangements, for the principal to provide the appropriate data at suitable times. Having measured the institution's performance, the BOG should liaise with the principal and staff in drawing up appropriate action plans to move the school forward towards improvement. These should in turn feed into the institutions development plan (Bartol & Martin, 1991).

The study findings also agrees with (Kathleen, 2003) who assert that representatives from faculty, academic staff, and classified staff should be involved in strategic planning as each group brings a unique perspective to the process. This involvement throughout the process helps ensure that those who have major responsibilities to carry out the planning understand the plan and the reasons behind it. Being involved in the planning process can contribute greatly to employees' commitment to mutual goals and a sense of organizational unity.

According to the findings the stakeholders' involved brought new ideas in the institutions strategic plan, their contributions of new ideas were in infrastructure development, automation, new courses, and International Organization for Standards ISO. The new ideas implemented were infrastructure development, management information system MIS, new courses and ISO.

## **5.4 Conclusions**

### **5.4.1 Stakeholders involvement in strategic planning**

This study was able to establish that, there was stakeholder involvement in strategic planning of TVET institutions' strategic planning. The stake holders that were involved brought in new ideas some of which have been implemented to improve on the institutions infrastructure and delivery of service. This involvement throughout the process helps ensure that those who have major responsibilities to carry out the planning understand the plan and the reasons behind it. Being involved in the planning process can contribute greatly to employees' commitment to mutual goals and a sense of organizational unity.

#### **5.5.1.1 Stakeholders involvement in strategic planning**

Based on the study findings there should be more industry and private sector involvement in the strategic planning as it offers the industrial attachments and finally absorbs the grandaunts. The current TVET system is not demand-driven; attachments and linkages to industry are fragile, poorly planned and inadequately supervised. There should be systematic training specifically designed, planned and implemented to meet

defined needs. It should start by, identifying training needs, and then deciding what sort of training is required to satisfy these needs, by using experienced and trained trainers to implement training' and followed up by evaluation to ensure that the training is effective.

### 5.5.2 Recommendations for further studies

Research is required to establish the needs of the industry to be incorporated in the strategic planning of TVET institutions. This will help the TVET institutions to offer training that is demand-driven.

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