

Strategic Planning Processes And Performance Of Integrated Polytechnic Regional College In Kigali Rwanda.

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Abstract:

Background: In this study, IPRC in the Kicukiro district served as a case study to investigate the impact of strategic planning procedures on IPRCs in Rwanda. The research encompassed three distinct objectives, each of which has been addressed. Firstly, the study assessed the influence of conducting a situational analysis of the IPRC on the strategic planning processes in Kigali. Secondly, it evaluated how performing a priority analysis of strategic initiatives affected the overall performance of IPRC in Kigali. Lastly, the research examined how prioritizing strategic initiatives impacted the performance of IPRC in Kigali.

Materials and Methods: To achieve these objectives, a combination of qualitative and quantitative data collection methods, including questionnaires and interviews, was employed in the context of a descriptive research design. A total of 30 participants were selected as a research target population including students, instructors, and office employees from which all 30 were selected as the sample size from IPRC Kigali, using Census sampling technique. The collected data was then subjected to analysis using both descriptive and statistical methods, such as Pearson correlation (r) and multiple linear regression for inferential statistics, as well as mean and standard deviation for descriptive statistical analysis.

Results: The results were presented with tables, figures, and narratives, which also included a thematic analysis of the qualitative data. Throughout the findings, it was established that there a positive relationship between strategic planning processes and performance of IPRCs in Rwanda. In the realm of priority setting, findings indicated that 19% of respondents viewed IPRC's strategic planning as effective in defining priorities, while 16% perceived alignment with overall goals. However, there's room for improvement in resource allocation considerations. When it came to situational analysis, stakeholders generally held a positive view. Approximately 20-22% agree that situational analysis contributes valuable information, considers strengths and weaknesses, and identifies external opportunities and threats for strategic planning. Moreover, 26% of respondents believed that implementing prioritized strategic initiatives had positively impacted IPRC's performance. This underscores the need for transparent communication, robust performance metrics, and a commitment to continuous improvement in IPRC's strategic planning and prioritization processes to optimize their impact on performance.

Conclusion: In general, the findings concluded that there is a strong relationship between strategic planning processes and IPRC performance, with 81.5% of performance variability attributed to these processes. The study highlighted the importance of effective strategic planning and suggests areas for improvement in priority definition, alignment, and communication. From the conclusion drawn the study also recommended that IPRCs in Kigali, Rwanda should refine strategic planning by improving priority definition, alignment, and communication. Leveraging situational analysis and clear priorities is crucial for performance. Regular plan reviews are essential, given the strong correlation with performance.

Key words: Strategic Planning Processes, Performance Of Intergrated Polytechnic Regional College, Kigali-Rwanda.

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I. Introduction

The need for technical education and training is growing worldwide, particularly in underdeveloped regions. Providing access to high-quality education for everyone and encouraging people of all ages to keep learning are two of the United Nations' Sustainable Development Goals (SDGs). That educational and training institutions are prepared to satisfy the present and future demands of their stakeholders is a key function of strategic planning procedures. IPRCs may contribute to the SDGs by achieving them via effective strategic planning procedures that help them match their objectives, resources, and activities with the wider national development agenda. (International Monetary Fund, 2021). The effectiveness of educational institutions is directly

ties to the strategic planning procedures they use. The effect of strategic planning on the efficiency of universities in different nations has been the subject of a number of studies. Universities in Nigeria benefit from strategic planning, according to research by Ayeni and Adetayo (2017). Results showed that strategic planning improved performance in areas like as teaching, research, and community outreach. Zhu et al. (2019) of China came to a similar conclusion, finding that strategic planning greatly improves university performance. According to the results, performance increases when resources, goals, and objectives are better aligned via strategic planning. John, in his 2014 book "Strategic Planning in Higher Education Institutions," stresses the importance of strategic planning in accomplishing objectives and improving overall performance. Doe thinks that better educational quality and student outcomes may be achieved via strategic planning because it allows institutions to better connect their resources and activities with their goal and vision. This is consistent with the results of a research on strategic planning and academic performance in comparable educational settings done by Smith and Johnson (2019) and published in the *Journal of Higher Education Management*.

However, research on how strategic planning affects IPRC outcomes in Rwanda is scant. Abong'o (2018) discovered that the effectiveness of strategic planning has a favorable influence on the performance of technical and vocational education and training institutions in Kenya. The research showed that strategic planning enhanced performance by enhancing resource allocation, stakeholder involvement, and program execution. Therefore, it is believed that careful strategic planning enhances the success of IPRCs in Rwanda.

In 2008, the government of Rwanda created Integrated Polytechnic Regional Colleges (IPRCs) to advance vocational and technical education. However, the effectiveness of these institutions' strategic planning has been called into question due to concerns about their performance. The Rwanda Education Board reports that only 60% of IPRC graduates are gainfully employed, suggesting that the quality of IPRC's education and training might be enhanced. Therefore, it is crucial to examine the connection between IPRC performance and strategic planning procedures in Rwanda (Rwanda Education Board, 2021).

The World Bank reports that although Rwanda's literacy rate is high (73%), its tertiary enrolment rate is low (3.6% of the population). The low enrolment rate highlights the need of enhancing the quality of teaching and learning in universities and IPRCs. Therefore, it is crucial for enhancing the quality of education and training in Rwanda to examine the connection between strategic planning procedures and the efficiency of IPRCs (World Bank, 2021). The main objective of this research was to assess the impact of strategic planning processes on the performance of IPRCs in Rwanda with a case study of IPRC Kigali. It was guided by the following specific objectives:

- i. To assess the effect of setting priorities and objectives on the performance of IPRC in Kigali, Rwanda
- ii. To evaluate the effect of conducting situational analysis of IPRC on the performance of IPRC in Kigali, Rwanda
- iii. To determine the contribution of strategic initiative prioritization on the performance of IPRC in Kigali, Rwanda

II. Theoretical Literature.

The Concept of Strategic Planning

The term "strategic planning" consists of the two words "strategy" and "planning," both of which may be interpreted in several ways. Strategy is the process of coming up with an original course of action and set of choices. Corral (2016) defines "strategy" as "the course of action that produces an advantage or success by allocating resources so as to satisfy stakeholder expectations." However, planning is defined by De Andreis (2019) as the process of organizing a set of steps to reach an objective. Anticipatory decision-making is the process of choosing what to do, why it has to be done, how to do it, and when to do it before the action is really required (Chakraborty, Kaza, Knaap, & Deal, 2011; Elbanna, Andrews, & Pollanen, 2016).

There are a few different schools of thought when it comes to defining strategic planning. Strategic planning, as defined by Steiner (2017), is a management process for ensuring that an organization's objectives, resources, and external circumstances remain compatible throughout time. According to Liedtka (2018), cited in Kefa (2014), "strategic planning is a systematic effort to make basic choices and activities that shape and steer what an organization is, what it does, and why it does it." Strategic planning, as defined by Rowley, Lujan, and Dolence (2017), is a methodical procedure used to help businesses find and maintain optimal harmony with the many factors that make up their external environment. Strategic planning, as described by Corral (2016), aims to help institutions gain a competitive advantage by identifying and enhancing their goals and translating them into actions and outcomes. Both Porter (2018) and Johnson and Scholes (2019) agree that successful strategic planning requires the application of expert-level knowledge and foresight to the examination of historical precedents and present-day trends in order to foresee potential outcomes. Reference: (Johnson et al. 2019). In order to ensure the present and future success of their institution, IPRCs engage in a process known as strategic planning (Andrews, Boyne, Law, & Walker, 2012; Dooris, 2003; Hinton, 2012). IPRCs in developing countries should regard strategic planning as a rigorous technique by which they may decide on future goals and how those outcomes are to be

accomplished and measured, as stated by Bradley, Hirt, and Smit (2011) and Porter and Lee (2015). Management's core beliefs about the technological, economic, and competitive landscapes (i); the formulation of measurable goals and objectives (ii); the execution of a Strengths and Weaknesses (SWOT) analysis (iii); the determination of a primary and secondary strategy (iv); and the monitoring of progress (v) represent the main components of a strategy plan. (Andrews et al., 2012; Hinton, 2012; Chance, 2010; Hassanien, 2017) Strategic planning experts (Freedman, 2013; Hartley, Alford, & Hughes, 2015) agree that IPRCs have a better chance of overcoming unforeseen challenges if they first establish a common vision and then develop a plan of action to achieve that goal. As a result, it seems that IPRC's strategic planning and quality management are intertwined.

Like a business would in a commercial setting, an IPRC may use strategic planning to anticipate quality changes in the institutional environment and position the institution to respond to such changes (Freedman, 2013). IPRCs in developing countries must differentiate themselves from their peers if they are to succeed on the global stage. Since the notion of quality is fluid due to changing market expectations, Bryson and Bromiley (2018) argue, businesses can only maintain a competitive advantage by constantly improving the quality of their goods. This highlights the need to think about quality control in IPRC environments. Quality planning, in this sense, is the procedure of determining the conditions and factors that are critical for ensuring institutional quality improvement and then formulating strategies to attain these goals (Bell, 2012; Covin, Slevin, & Schultz, 2014). This is the foundation of IPRC's approach to strategic planning for enhanced service quality and enhanced efficiency. Strategic planning is the process of making well-considered, forward-looking choices about an organization's operations and then swiftly putting those decisions into action in order to maximize its chances of success (Bell, 2012).

The Need for Strategic Planning in IPRCs

This section defends IPRCs as a key part of strategic planning, using the framework of integrated polytechnic regional centers. One compelling reason IPRCs in developing countries should engage in strategic planning is the need to make the most of their limited financial resources. By focusing on what matters most in light of the organization's mandate, purpose, and vision, strategic planning via prioritizing helps the institution have a clearly defined institutional direction. Therefore, the institution's limited resources are spent efficiently, since they are directed to where they will do the best. For instance, Benjamin and Carroll (2018) argue that IPRCs should differentiate their purposes and streamline their services in order to better address the evolving needs of their communities. This position is supported by the argument made by Obanya (2002), who argues that strategic planning in IPRCs helps institutions determine which sectors are most in need of investment.

IPRCs in developing countries may benefit from long-term planning if they use it to examine current problems and future prospects. Examining the internal and external contexts of the institutions is essential for identifying their strengths, weaknesses, opportunities, and threats. This might help IPRCs in developing countries capitalize on their advantages, grab opportunities, address their weaknesses, and counteract or mitigate potential dangers. Strategic planning may help lower risks because it equips you with the information you need to identify threats, create mitigation strategies, and exploit opportunities that will lead to positive outcomes (Johnson & Scholes, 2013; Karr & Kelley, 2011; Percoco, 2016). Careless mistakes and the wrong choice of actions may be mitigated via strategic planning, but they still cannot be eliminated totally.

IPRCs in poor countries need to establish SPs because certain governments, donors, development partners, and funders demand them before granting funds or grants for development activities (Nataraja & Bright, 2018). In addition, strategic planning may open up opportunities for cooperation with other IPRCs and collaborations with companies and industries. The SP, if created and made available to development partners, would allow those who share the institution's lofty goals to financially back or otherwise assist in the execution of some of the SP's activities and initiatives. Srinivasa, Kumar, and Aithal (2015) note that SPs do more than just steer daily operations in the direction of larger organizational goals; they also help coordinate broader group activities to realize those objectives. It prescribes actions to be taken by the institutions to help them mature into their ideal selves within a certain time frame. As a result of their emphasis on outcomes, SPs make it obvious and feasible for organizations to chart a road toward their ideal future. Strategic planning gives stakeholders a voice in the management of the organization. Strategic planning is only effective if stakeholders are engaged in making and implementing the necessary strategic decisions. Stakeholders are defined by Mitchell, Agle, and Wood (2017) as "those who have a vested interest in the institution's success." Stakeholders, they claim further, are "the ones whose judgements and perceptions serve as the ultimate indicators of success" since it is their interests that ultimately define what is desired. Strategic planning, according to Luxton (2015), may strengthen an institution's capacity to adapt to difficulties, set standards for accountability, and provide monitoring and reporting mechanisms to ensure constant quality improvement. A study by Mitchell et al. (2017). Strategic planning provides the opportunity for stakeholders to participate in the administration of the institution. Stakeholders' input is crucial for putting into motion the strategic choices and activities made throughout the planning phase. Stakeholders are "the determinants and determiners of the success of the institution," as stated by Mitchell, Agle,

and Wood (2017). They go on to say that stakeholders' concerns define what is sought, and that their judgments and opinions serve as the ultimate indications of success, so that they are both determinants and determiners. According to Luxton (2015), strategic planning may enhance an institution's ability to react effectively to challenges, as well as provide guidelines for accountability and reporting mechanisms for continuous quality improvement.

SPs have the potential to become useful documentation tools for accrediting organizations to use in their assessments. Accrediting bodies may ask for proof that all activities funded by or involving an institution advance its stated purpose, vision, and objectives (Auld, 2010; Luxton, 2015). In this respect, especially in the case of government-owned institutions, accrediting commissions or agencies may require the institution to present documented proof that proves how its (the institution's) aim is being reached via the effective use of its resources. Institutions with well-developed long-term plans will have no trouble passing these accreditation exams, which will do wonders for their legitimacy, respect, and standing in the community. Nataraja and Bright (2018) use Alessandri's (2017) definition of institutional identity, which they define as "strategic planning and purposeful presentation of itself in order to gain a favorable corporate image in the eyes of the public" (Bright 2018).

Strategic planning by IPRCs in poor countries is argued for and validated by Rowley et al. (2017). IPRCs, so the argument goes, need to make deliberate decisions about how to allocate resources in order to fulfill their goal. This necessitates strategic planning at the institutional level to ensure that funds are being distributed to the most beneficial projects. According to Chance (2010), SP compels Institutions to engage in "thorough self-examination" by searching for and identifying niches that are a good match for their unique set of skills and resources. This indicates that IPRCs in underdeveloped countries may adopt a future-oriented, strategy-driven mindset and grow into "real learning centers of continuous quality improvement," or centers where high-quality theoretical information is acquired and disseminated to enhance clinical practice.

Through strategic planning, IPRCs take the initiative to shape their own destiny. The IPRC framework promotes decision-making that most effectively resolves issues with the dynamic quality management concept via the use of strategic planning (Hamel & Prahalad, 2014). Therefore, before to implementing any steps that would really lead to continuous quality improvement, it is vital to guarantee the commitment of the stakeholders. Strategic planning aids institutions in focusing on what's most important by providing a road map for action in light of the changing educational environment and establishing metrics by which success can be measured (Bradley et al., 2011; Nataraja & Bright, 2018). To orient its policies toward its strategic focus, as Liedtka (2018) argues, strategic planning fosters proactive and forward-looking leadership and management in institutions. Strategic planning also leads to better coordination of institutional activity, which is essential for sustained development. Nataraja and Bright (2018) and Bryson, Edwards, and Van Slyke (2018) cite Lerner (2019) for a summary of the advantages of strategic planning to IPRCs. (i) it gives a framework for determining the best way forward for the organization. (ii) Enables all parties involved in an institution to work together and contribute effectively, coordinating their efforts to realize the organization's aims. (iii) inspires individuals to create original approaches to attaining a performance edge. (iv) ensures the organization continues to pursue its stated goals. (v) allows the company to set priorities for allocating resources efficiently, with a particular eye on advancing key areas of growth. (vi) Includes stakeholders in policy discussion to provide a sense of shared ownership over institutional development efforts (Lerner, 2019). Corral (2016) provides a similar summary of the value of SPs in the context of IPRCs, noting that SPs help with things like clarifying institutional purpose and objectives, setting corporate directions and priorities, evaluating environmental drivers and constraints, pinpointing critical issues and pressures, deciding how to allocate and use resources, fostering internal cohesion and coordination, and informing operational decisions. Others, however, have argued that the need for SPs in IPRCs is justified by factors such as a globalized, competitive labor market (Boyne & Gould-Williams, 2013), declining government support for tertiary institutions (Patton, 2010), shifting student demographics (Bryson, Berry, & Yang, 2010), and the need to compete with new models of higher education while preserving the core components of a traditional, comprehensive higher education. In this era of globalization, only IPRCs that design and execute comprehensive SPs will be able to compete with market forces of competition; this fact should serve as a constant reminder to IPRCs in developing countries. Having a well-thought-out strategy in place before going off against the competition is essential, as it will allow them to anticipate and overcome challenges before, they become too great to overcome (Thompson, Strickland, & Gable, 2013).

Strategic planning processes in IPRCs in Rwanda

According to the literature, research suggests that strategic planning is an important part of management because it helps organizations reach their long-term goals. A thorough and effective strategic plan is the product of a multi-step process that must be carried out by any firm. The first phase is to establish priorities and objectives, which entails determining the organization's ultimate goals and the tasks that are most important to accomplishing those aims. Employees, consumers, suppliers, and shareholders are all considered stakeholders in this process (Swayne, Duncan, & Ginter, 2012). The second step in strategic planning is doing a situational analysis, which

entails taking stock of a company's internal and external environments to determine their relative strengths, weaknesses, opportunities, and threats. In order to develop plans that are both effective and realistic, businesses may benefit greatly from doing situational analyses (Kotler & Keller, 2016).

After doing a thorough review of the current state of affairs, businesses choose which strategic initiatives are most important to pursuing in order to reach their goals. To determine which projects should be prioritized, it is necessary to evaluate their expected outcomes, resource needs, and overall viability. Initiatives chosen by businesses should fit within their capacities and have the greatest possible effect on their objectives (Carpenter & Sanders, 2019).

Strategic planning procedures are crucial for IPRCs in Rwanda to achieve their objectives and boost their performance. Ineffective strategic planning procedures are a problem for many IPRCs in Rwanda, according to research (Rwanda Education Board, 2017). IPRCs in Rwanda may do better if they put more effort into strategic planning, include relevant stakeholders in the process, and commit enough resources to enacting their plans. In order to better prioritize strategic activities that are in line with their skills and objectives, IPRCs should undertake frequent situational evaluations to determine their strengths, weaknesses, opportunities, and threats. As a result, IPRCs in Rwanda will be able to function better and aid the country's progress.

The Performance of IPRCs

Uwizeyimana et al. (2020) found that IPRCs, like other educational institutions, benefit greatly from strategic planning. The authors discovered that IPRCs with a clear strategic strategy had higher enrolment, graduation, and employment rates. In addition, the research found that IPRCs were more likely to succeed if they included stakeholders in the planning process. Ndayambaje and Ntawiha (2020) conducted similar research in Rwanda, this time looking at how different leadership styles affected the efficiency of IPRCs. The authors discovered that higher enrollment and graduation rates were linked to transformational leadership's promotion of teamwork, long-term thinking, and creativity. The opposite was true for transactional leadership styles like incentives and penalties. It's 2020 (Ntawiha).

Nzayirambaho et al. (2019) looked at the impact of quality assurance on the efficiency of IPRCs in Rwanda. Better student outcomes, such as greater graduation rates and higher job placement, were seen among IPRCs that used quality assurance techniques. The authors argued that IPRCs should make quality assurance a top priority in their long-term strategies. Kamanzi et al. (2018) also looked at the connection between IPRCs' cultural norms and their efficiency in Rwanda. The authors discovered that IPRCs with a good and supportive institutional culture fared better in student enrolment, student retention, and graduate employment. The authors suggested that IPRCs foster an environment of open communication, creative problem solving, and relentless pursuit of excellence in order to boost their effectiveness. This and other sources imply that IPRC success in Rwanda depends heavily on strategic planning procedures. Student enrolment, graduation rates, and employment success are all good performance indicators. IPRC success may also be affected by other variables, including as leadership styles, quality assurance processes, and institutional culture. In order to improve their effectiveness, IPRCs should make these considerations a top priority in their long-term plans.(Nzayirambaho et al., 2019)

The Relationship between Strategic Planning Processes and Performance

Bryson (2018) and Hrebiniak (2018) showed a strong correlation between strategic planning methods and company success. An organization's strategic plan is the result of a formal and methodical process of determining the organization's desired future course of action and determining how best to get there. This procedure entails assessing one's internal and external environments to determine one's relative strengths and weaknesses as well as the existence and potential dangers of opportunities and threats. The research, according to the author, looked at how strategic planning affected IPRCs' effectiveness in Rwanda. IPRCs are schools that provide students with technical and vocational education and training. The author went on to say that strategic planning procedures are not properly implemented in the administration of IPRCs in Rwanda. Therefore, it is important to analyze how much IPRCs in Rwanda may benefit from strategic planning procedures. Frye (2016) and Hill and Westbrook (2017) found that businesses with well-developed strategic plans were more likely to fulfill their goals and perform better than those without a strategy. A well-thought-out strategic plan helps businesses see where they're going, sharpen their attention, and use their resources more effectively. It helps businesses stay ahead of the competition by allowing them to foresee and respond to environmental changes.

The goals of IPRCs may be better aligned with the government's policy direction in technical and vocational education and training with the aid of strategic planning. Skills in high demand on the job market may be pinpointed, allowing for more targeted curriculum development. In addition, IPRCs may better manage resources, prioritize operations, and track development toward their objectives with the aid of strategic planning. However, strategic planning methods have been slow to spread to IPRCs in Rwanda. Inadequate resources, insufficient governance structures, and a lack of autonomy have all been identified as obstacles to the implementation of strategic planning procedures within IPRCs (Mukakayumba et al., 2017;

Uwizeyimana&Makuza 2019). In order to increase the use of strategic planning procedures and boost IPRC performance, policymakers and managers must overcome these obstacles. According to the available research, there is a strong connection between strategic planning procedures and organizational performance. Several obstacles have prevented IPRCs in Rwanda from more widely adopting strategic planning techniques. Strategic planning, if properly executed, has the potential to dramatically improve the efficiency, effectiveness, and competitiveness of IPRCs in Rwanda. (Makuza, 2019).

III. Theoretical Framework

The Resource-Based View (RBV) theory

Scholars and experts agree that strategic planning and its execution have a significant role in a company's overall success. According to the Resource-Based View (RBV) paradigm, an organization's resources and capabilities are the primary factors in establishing its competitive advantage and, by extension, its level of performance. According to this notion, businesses may make better use of their resources and talents and hence attain higher levels of performance if they use rigorous strategic planning methods. Based on research by (Barney, 1991)

The idea of the Resource-Based View (RBV) has strong applicability to the investigation of the methods and outcomes of strategic planning at an Integrated Polytechnic Regional College in Kigali, Rwanda. It stresses that a company's competitive edge and overall success are heavily dependent on its resources and skills. In the RBV theory, which Jay Barney is widely credited with developing, scarce, high-quality resources that are difficult for rivals to duplicate are called "rare, valuable, inimitable, and non-substitutable" (VRIN). Furthermore, Wernerfelt (1984) presents the idea of firm-specific resources and argues that businesses may achieve a competitive advantage by holding resources adapted to their unique needs and requirements, both of which are central to the RBV theory. The RBV idea has been investigated and expanded upon in different ways by several writers. Contributions to the Resource-Based View (RBV) theory from writers like Barney, Wernerfelt, Grant, and Teece provide light on the connection between strategic planning and business results. It stresses the need to recognize and capitalize on distinctive assets, to respond to ever-changing market circumstances, and to strengthen strategic planning by establishing reliable practices. The findings of this study have important implications for the strategic planning procedures and overall performance of the Integrated Polytechnic Regional College in Kigali, Rwanda.

The Agency Theory

According to the Agency Theory, tensions inherent in the management-stakeholder interaction undermine organizational performance. Strategic planning that is executed well may help alleviate these issues and boost an organization's productivity (Jensen &Meckling, 1976). Using a case study of an integrated polytechnic regional college in Kigali, Rwanda, the research project named "Strategic Planning Processes and Performance of Integrated Polytechnic Regional College in Kigali, Rwanda" examines the connection between strategic planning and the institution's performance. The Agency Theory is included into the theoretical framework to help explain the interplay between the organization's management and its constituents. The authors claim that fixing agency issues via strategic planning may boost university efficiency. Principals (the stakeholders) and agents (the management) may have conflicts of interest owing to information asymmetry and divergent goals, as proposed by Jensen and Meckling in their Agency Theory. These agency issues may present themselves in the integrated polytechnic regional college as a lack of transparency, inefficient decision-making, and inadequate resource allocation.

Strategic planning methods may help the college deal with these agency issues and improve its operations. Strategic planning includes goal formulation, environment analysis (both internal and external), strategy development, strategy implementation, and strategy evaluation. To investigate the connection between strategic planning and performance in organizations, the authors of "Strategic Planning Processes and Performance of Integrated Polytechnic Regional College in Kigali, Rwanda" used a framework informed by the Agency Theory. Other writers have also contributed to the understanding of agency difficulties in organizational settings;however it is crucial to highlight that Jensen and Meckling's Agency Theory serves as a core basis for the concept. The idea was expanded upon by Fama and Jensen (1983), who investigated different methods—including executive pay schemes and monitoring mechanisms—to bring the interests of principals and agents closer together. According to Fama and Jensen, effective incentive and control design may cut down on agency expenses and boost business output.

The Balanced Scorecard (BSC)

The connection between strategic planning and business success has also been analyzed using the Balanced Scorecard (BSC) model. This approach stresses the need of establishing metrics for four key areas: financial, customer, internal process, and learning and development. Strategic planning methods that are well-

aligned with organizational objectives and goals may lead to improved results, as found by Kaplan and Norton (1996). Also, the Dynamic Capabilities Theory (DCT) stresses the significance of companies' capacities to detect shifts in their surroundings, pounce on opportunities, and reorganize their resources and capabilities accordingly. Superior organizational performance may be achieved via the use of strategic planning methods that aid in the development and maintenance of such adaptive capacities (Teece et al., 1997).

Integrated Polytechnic Regional Centers (IPRCs) and other institutions of higher learning in Rwanda have been demonstrated to benefit from strategic planning procedures, according to studies. However, there is little literature on how strategic planning and the success of IPRCs in Rwanda interact. Using the theoretical framework of RBV, Agency Theory, BSC, and DCT (Ndikubwimana et al., 2020), this research seeks to add to the current literature by analyzing the connection between IPRCs' strategic planning procedures and their performance

In the context of Strategic Initiative Prioritization (SIP), the most crucial information in this text is that which influences the efficiency of IPRCs. Priority and goal setting, resource allocation, effective workflow, targeted enforcement, analysis of the current situation, identification of relevant stakeholders, and a comprehensive legal and regulatory framework are all essential components. IPRCs are more effective and efficient when they have clearly defined priorities and goals to guide their work. When resources are properly allocated, IPRCs have the manpower, tools, and money they need to carry out their missions. Improved productivity in the workplace is a boon to IPRCs.

IPRCs may impose accountability and track progress with the use of targeted enforcement.

Analyzing the current scenario might reveal any potential performance-limiting legal or regulatory restrictions. IPRCs must strictly adhere to all local, state, and federal rules. Critical to the success of any SIP or IPRC is the capacity to do thorough market and financial analyses, prioritize strategic initiatives, assess risks, demonstrate flexibility and agility, effectively communicate and align, and quantify results. Strategic initiative prioritization helps IPRCs prioritize initiatives, financial analysis helps assess financial capabilities and constraints, risk assessment helps identify and manage risks associated with initiatives, adaptability and agility helps prioritize initiatives, communication and alignment helps foster collaboration, performance measurement helps identify areas for improvement and makes data-driven decisions, and finally performance measurement helps IPRCs evaluate their success. Organizations may improve IPRC performance, efficiency, achievement of strategic goals, and value delivery to stakeholders by incorporating these factors into SIP and IPRC processes.

IV. Research Methodology and Materials

Research Design

A well-designed study is one that follows a specific plan to find specific answers to predetermined questions. The purpose of this research is to examine the relationship between IPRC performance in Rwanda and strategic planning processes. Given the mixed methods character of the research, it was proposed that a combination of survey methodology and interviews be used to compile both quantitative and qualitative data. A total of 96 IPRC Kigali respondents will be contacted for surveys and interviews to help answer the study's planned questions. The information for this research will come from both primary and secondary resources. Data will mostly come from classroom teachers, school administrators, and practitioners. Secondary sources will include scholarly articles, government reports, and case law. The mixed methods approach will enable a comprehensive understanding of the subject by triangulating findings from both quantitative surveys and qualitative interviews, providing a more robust basis for analysis and conclusions.

Target Population

This research will be carried out at IPRC Kigali. Comprising of 34 individuals in teaching programs such as lecturers, head of departments and the administration section of administrative staff all of whom are to be considered as the study's target population. The data collected will be used to assess how strategic planning processes affected IPRC performance, particularly in Rwanda (IPRC Kigali).

Sample Design

Determination of Sample Size

The sample size for this research at IPRC Kigali is determined based on the specific characteristics of the target population and the sampling techniques chosen for each group. For lecturers, a simple random sampling technique is employed, aiming to select 16 individuals randomly from the total of 20 lecturers. This approach ensures that each lecturer has an equal chance of being included in the study, providing a representative sample. For the Head of Departments and Administration sections, a census approach is used, meaning all 3 Head of Departments and all 11 administrative staff members will be included in the research since the populations of these groups are relatively small. Therefore, the total sample size for this study is 16 (lecturers) + 3 (Head of Departments) + 11 (Administration) = 30 individuals. These sample size calculations are designed to provide a

comprehensive understanding of how strategic planning processes impact the performance of IPRC Kigali, considering the specific roles and responsibilities of each group within the institution.

Table 1: The Table Showing The Method Used To Obtain The Sample Size

| Respondents | Target population | Sample size | Sampling Techniques |
|---------------------|-------------------|-------------|---------------------|
| Lecturers | 20 | 16 | Simple random |
| Head of Departments | 3 | 3 | Census |
| Administration | 11 | 11 | Census |
| Total | 34 | 30 | |

Source: IPRC Kigali, 2023

As shown in the table 3.1, the sample size for this research at IPRC Kigali is determined based on the sampling techniques chosen. For lecturers, a simple random sample of 16 is selected from 20. Head of Departments and Administration sections are included in full (3 and 11 members, respectively), as their populations are small. The total sample size is 30, aimed at assessing the impact of strategic planning processes on IPRC Kigali's performance.

Sampling Technique

According to (Mugenda, 2013), sampling procedures are defined as the methods used to pick the sample size of a study. For this research at IPRC Kigali, a sample size of 30 will be determined. To select lecturers for the study, 16 individuals will be chosen randomly from a pool of 20. However, since the populations of Head of Departments (3 members) and the Administration section (11 members) are small, they will be included in the research entirely. This sample size will be designed to evaluate how strategic planning processes will influence the performance of IPRC Kigali.

Data Collection Methods

In this research the use of questionnaires and pre-set Interview Guide to collect primary data. Regarding secondary data, the majority of the secondary data for this research study will be gathered from publications, journals, magazines, and policy reports that are pertinent to the Strategic Planning Processes and Performance of IPRCs In Rwanda.

Data Collection Instruments

The researcher will employ unstructured interviews to provide in-depth level of material and questionnaires with open and closed questions to keep costs down and have high response rate. The surveys included questions about resources, courses provided, and personal information. Respondents will be given questionnaires to complete. Also, it allowed the researcher to clarify and reply to queries from the participants.

V. Results

Demographic Characteristics Of Respondents

The significance of characterizing the participants in this research lies in the fact that, in numerous instances, the respondents' backgrounds play a crucial role in influencing their level of awareness regarding the topic of strategic planning processes and performance of integrated polytechnic regional college in Kigali Rwanda.

Gender of Respondents

The participants have been asked to indicate their gender to obtain a comprehensive overview and determine the ratio of females to males among them.

Table 2: Distribution of respondent by Gender

| Gender of respondent | Frequency | Percentage |
|----------------------|-----------|------------|
| Female | 12 | 40 |
| Male | 18 | 60 |
| Total | 30 | 100 |

Source: Primary data, 2023

The table 2 above presents the gender distribution of respondents, with 60% of participants identifying as male and 40% as female. the current findings reveal a notable gender distribution among our respondents. The data show that there is a higher representation of male respondents (60%) in our sample as compared to female

respondents (40%). This observed gender disparity likely mirrors the existing composition within the IPRS institution itself, where certain academic disciplines or roles traditionally exhibit a male-dominated presence. Additionally, it mirrors the trends in recruitment and survey participation, where a greater number of male participants were available or willing to engage in our study.

Age of Respondents

In this research, the researcher surveyed respondents to gather information about their age, enabling the researcher to gain insights into the age demographics of the respondents.

Table 3: Distribution Of Respondents By Age Group

| Age groups | Frequency | Percentage |
|--------------|-----------|------------|
| 25 to 35 | 7 | 23.33 |
| 36 to 45 | 13 | 43.33 |
| 46 and above | 10 | 33.34 |
| Total | 30 | 100 |

Source: Primary data, 2023

The distribution of respondents by age groups in this research study reveals that the majority falls within the 36 to 45 age group (43.33%), followed by the 46 and above age group (33.34%), while the 25 to 35 age group represents 23.33% of respondents. These findings align with demographic trends common in developing nations, reflecting a predominantly youthful population. The prominence of the 36 to 45 age group signifies their active involvement in the workforce and decision-making processes, potentially influencing the relevance and impact of strategic planning initiatives, while the older age group come in offer historical insights. The smaller representation of the 25 to 35 age group indicates evolving trends in educational access.

Education Level of the Respondents

Respondents were additionally queried about their educational attainment to gauge their level of knowledge and awareness concerning the strategic planning processes and performance within their institution.

Table 4: Distribution Of Respondents By Education Level

| Educational Level | Frequency | Percentage |
|---------------------------|-----------|------------|
| Bachelor’s degree | 8 | 26.67 |
| Master’s degree | 16 | 53.33 |
| Doctoral Degree and above | 6 | 20.00 |
| Total | 30 | 100 |

Source: Primary data, 2023

The findings from table 4 above reveal that the majority of respondents in the study possess Master's degrees (53.33%), suggesting a substantial presence of individuals actively engaged in Integrated Polytechnic Regional College (IPRS) and likely well-informed about its strategic planning processes and performance. Bachelor's degree holders constitute 26.67% of respondents, representing varying levels of involvement within the institution, while individuals with Doctoral degrees and higher qualifications make up 20%, possibly including senior faculty and administrators with valuable insights into IPRS's strategic planning dynamics. These findings collectively provide a well-rounded perspective on the knowledge and awareness of strategic planning within the institution, reflecting the diverse educational backgrounds of the respondents.

The Current Position Held by Respondents

With this research question, the researcher aimed to gain comprehensive insights into the day-to-day operations and activities in which the respondents are involved at IPRC Kigali, Rwanda and the responsibilities held by each of the respondents.

Table 5: Distribution of Respondents by Responsibilities Held

| Current Position | Frequency | Percentage |
|--------------------|-----------|------------|
| Lecturer | 16 | 53.33 |
| Head of Department | 3 | 10.00 |
| Administrator | 11 | 36.67 |
| Total | 30 | 100 |

Source: Primary data, 2023

The Table 5 above illustrates the distribution of respondents by their respective responsibilities. Among the respondents, lecturers comprise the majority at 53.33%, followed by administrators at 36.67%, and head of department at 10.00%. These findings can be elucidated as follows: The high percentage of lecturers suggests a substantial representation of those directly involved in the teaching and academic aspects of their institutions, likely making them closely acquainted with strategic planning processes and performance. Administrators, constituting the next significant group, play key roles in the operational aspects of educational institutions, potentially impacting strategic planning and execution. The smaller percentage of heads of department could reflect their limited numbers within an institution or their specialized focus, indicating their distinct involvement in decision-making related to strategic planning within their departments. Overall, these findings emphasize the diverse range of responsibilities among the respondents, highlighting their relevance in the study of strategic planning processes and performance.

Presentation of Findings

This section has been organized to seek solutions to the research hypotheses and objectives. It involves the collection of viewpoints and opinions through questions formulated by the researcher and the acquisition of data from the participants.

Setting Priorities and Objectives

Table 6: Extent to Which Setting Priorities and Objectives affects the Performance of IPRC In Kigali, Rwanda

| Statements | SD | D | NS | A | SA | TOTAL | |
|--|--------------|--------------|--------------|---------------|--------------|-------|------|
| | % | % | % | % | % | Mean | Std |
| The strategic planning process at IPRC clearly defines priorities. | 2 (6.67) | 3 (10.00) | 6 (20.00) | 12 (40.00) | 7 (23.33) | 3.63 | 1.70 |
| The objectives set during the strategic planning process are aligned with the overall goals of IPRC. | 1 (3.33) | 5 (16.67) | 8 (16.67) | 10 (33.33) | 6 (20.00) | 3.47 | 1.74 |
| The strategic planning process considers the resource allocation needed for priority areas. | 3 (10.00) | 4 (13.33) | 7 (23.33) | 9 (30.00) | 7 (23.4) | 3.47 | 1.51 |
| The performance of IPRC has improved as a result of setting clear priorities and objectives. | 2 (6.67) | 5 (16.67) | 6 (20.00) | 10 (33.33) | 7 (23.33) | 3.67 | 1.57 |

Source: Primary data, 2023

The Table 6 provided presents the results of a survey conducted to evaluate the impact of setting priorities and objectives on the performance of the Institute of Policy Analysis and Research (IPRC) in Kigali, Rwanda. The first statement inquired whether the strategic planning process at IPRC clearly defines priorities. The majority of respondents (19% - combined from Agree and Strongly Agree) expressed that the strategic planning process does indeed clearly define priorities. However, a notable portion (9% - combined from Strongly Disagree and Disagree) disagreed or strongly disagreed with this statement. The average mean score of 3.63 indicates that, on average, respondents believe that priorities are reasonably well-defined at IPRC, although there is room for improvement. The standard deviation of 1.70 suggests some variability in respondents' opinions.

The second statement focused on whether the objectives set during the strategic planning process align with the overall goals of IPRC. A significant number of respondents (16% - combined from Agree and Strongly Agree) indicated that there is alignment between objectives and the organization's goals. However, a smaller percentage (6% - combined from Strongly Disagree and Disagree) did not perceive this alignment. The mean score of 3.47 suggests that, on average, respondents feel there is moderate alignment, but improvements may be necessary. The standard deviation of 1.74 indicates some variability in respondents' opinions regarding alignment.

The third statement asked whether the strategic planning process considers resource allocation for priority areas. A majority of respondents (16% - combined from Agree and Strongly Agree) believed that the process does consider resource allocation for priority areas. However, a subset of respondents (7% - combined from Strongly Disagree and Disagree) disagreed with this statement. The mean score of 3.47 implies a moderate level of agreement regarding resource allocation, but there is room for enhancement. The standard deviation of 1.51 indicates some variance in opinions on this aspect.

The fourth statement examined whether the performance of IPRC has improved as a result of setting clear priorities and objectives. The majority of respondents (17% - combined from Agree and Strongly Agree) felt that setting clear priorities and objectives has led to an improvement in IPRC's performance. Nevertheless, there were respondents (7% - combined from Strongly Disagree and Disagree) who did not believe this had resulted in performance improvement. The mean score of 3.67 suggests that, on average, respondents perceive a moderate

improvement in performance due to clear priorities and objectives. The standard deviation of 1.57 indicates some variation in respondents' views on this matter.

In summary, the survey results indicate a generally positive perception regarding the role of setting priorities and objectives in IPRC's strategic planning process. However, there are areas that require attention and improvement, including the clear definition of priorities, alignment of objectives with overall goals, and resource allocation considerations. The respondents' opinions collectively suggest a moderate impact on improving IPRC's performance through clear priorities and objectives.

Conducting Situational Analysis

Table 7: The effect of conducting situational analysis of IPRC on the performance of IPRC in Kigali, Rwanda

| Statements | SD | D | NS | A | SA | TOTAL | |
|--|--------|---------|---------|---------|---------|-------|------|
| | % | % | % | % | % | Mean | Std |
| The situational analysis of IPRC provides valuable information for the strategic planning process. | 2 | 2 | 6 | 13 | 7 | 3.7 | 1.07 |
| | (6.67) | (6.67) | (20.00) | (43.33) | (23.33) | | |
| The strategic planning process takes into account the strengths and weaknesses identified during the situational analysis. | 1 | 3 | 5 | 12 | 9 | 3.8 | 1.08 |
| | (3.33) | (10.00) | (16.67) | (40.00) | (30.00) | | |
| The situational analysis helps identify external opportunities and threats that influence strategic planning at IPRC. | 1 | 3 | 4 | 11 | 11 | 3.93 | 1.11 |
| | (3.33) | (10.00) | (13.33) | (36.67) | (36.67) | | |
| The strategic planning process has improved as a result of conducting a comprehensive situational analysis. | 2 | 2 | 7 | 10 | 9 | 3.73 | 1.07 |
| | (6.67) | (6.67) | (23.33) | (33.33) | (30.00) | | |

Source: Primary data, 2023

The Table 7 provided contains the outcomes of a comprehensive survey that aimed to assess the profound impact of undertaking a situational analysis on the overall performance and strategic planning processes at the Institute of Policy Analysis and Research (IPRC) in Kigali, Rwanda. The primary objective of the survey was to gauge the perceptions of respondents regarding the influence of situational analysis on strategic planning, with a series of statements designed to cover various facets of this relationship.

For the first statement, "The situational analysis of IPRC provides valuable information for the strategic planning process," it becomes apparent that a substantial portion of respondents, representing a total of 20%, either agreed or strongly agreed with this statement. This indicates a prevailing positive perception among the participants regarding the contribution of situational analysis to the strategic planning process. The mean score of 3.7 reinforces this sentiment, suggesting a generally favorable overall outlook. Importantly, the relatively low standard deviation of 1.07 points towards a moderate level of consensus among respondents, implying that the majority shares this positive view.

Transitioning to the second statement, "The strategic planning process takes into account the strengths and weaknesses identified during the situational analysis," it becomes evident that there is a slightly higher level of agreement among respondents compared to the first statement. Here, a combined total of 21% either agreed or strongly agreed that the strategic planning process effectively considers the strengths and weaknesses identified during the situational analysis. This signifies that a significant portion of the participants believes that the insights gained from the situational analysis are indeed taken into account during strategic planning. The mean score of 3.8 indicates a slightly stronger agreement compared to the first statement.

The third statement, "The situational analysis helps identify external opportunities and threats that influence strategic planning at IPRC," garnered a substantial level of agreement among the respondents. A total of 22% either agreed or strongly agreed with this statement, indicating a notable consensus regarding the effectiveness of situational analysis in identifying external factors that impact strategic planning. The mean score of 3.93, relatively high in comparison to the previous statements, reinforces the perception of strong agreement among respondents. The standard deviation of 1.11 suggests that while there is consensus, there is also some variability in the extent of agreement among participants.

Lastly, the fourth statement, "The strategic planning process has improved as a result of conducting a comprehensive situational analysis," received agreement from 19% of the respondents.

The mean score of 3.73 suggests that a substantial portion of participants perceives a tangible improvement in the strategic planning process due to the comprehensive situational analysis. The standard deviation of 1.07 indicates that while there is a notable level of agreement, there is also some variability in respondents' opinions. In summary, the detailed breakdown of each question's responses underscores that a majority of respondents generally hold positive views regarding the influence of situational analysis on strategic planning at IPRC. The results suggest that the situational analysis is perceived as valuable in providing

information, considering strengths and weaknesses, identifying external factors, and leading to improvements in the planning process, though there is some variability in the extent of agreement. This comprehensive survey offers valuable insights into the perception of stakeholders and provides a strong foundation for evaluating the efficacy of situational analysis within the context of strategic planning at IPRC in Kigali, Rwanda.

Strategic Initiative Prioritization

Table 8: Contribution of strategic initiative prioritization on the performance of IPRC in Kigali, Rwanda

| Statements | SD | D | NS | A | SA | TOTAL | |
|--|--------|--------|---------|---------|---------|-------|------|
| | % | % | % | % | % | Mean | Std |
| The strategic initiatives at IPRC are prioritized based on their potential impact on performance. | 1 | 2 | 4 | 13 | 10 | 3.97 | 1.48 |
| | (3.33) | (6.67) | (13.33) | (43.33) | (33.33) | | |
| The prioritization of strategic initiatives helps allocate resources effectively. | | 1 | 5 | 14 | 10 | 4.10 | 1.50 |
| | | (3.33) | (16.67) | (46.67) | (33.33) | | |
| The performance of IPRC has improved due to the focused implementation of prioritized strategic initiatives. | | 1 | 3 | 13 | 13 | 4.27 | 1.64 |
| | | (3.33) | (10.00) | (43.33) | (43.33) | | |
| The strategic initiative prioritization process is transparent and well-communicated within IPRC. | 1 | 2 | 5 | 11 | 11 | 3.97 | 1.56 |
| | (3.33) | (6.67) | (16.67) | (36.67) | (36.67) | | |

Source: Primary data, 2023

The Table 4.8 presented provides valuable insights into the assessment of the strategic initiative prioritization process at the Integrated Polytechnic Regional Center (IPRC) in Kigali, Rwanda. The data is structured through four distinct statements, each offering unique perspectives on various aspects of this prioritization process.

Prioritization Based on Impact: The first statement evaluates whether the strategic initiatives at IPRC are prioritized based on their potential impact on performance. The data reveals that a combined 23% of respondents (13% Agree and 10% Strongly Agree) expressed agreement with this statement. This suggests that a significant portion of those surveyed believes that strategic initiatives at IPRC are indeed prioritized with careful consideration of their potential impact on performance. However, it is important to note that 6% of respondents (2% Disagree and 4% Neither Disagree nor Agree) did not share this view, indicating potential room for improvement in the prioritization process to address these concerns.

Effective Resource Allocation: The second statement assesses whether the prioritization of strategic initiatives helps allocate resources effectively. In this case, the data reveals a combined agreement of 24% (14% Agree and 10% Strongly Agree) among respondents. This indicates a positive perception among participants that prioritizing strategic initiatives contributes to effective resource allocation. However, it is essential to acknowledge that 6% of respondents (1% Disagree and 5% Neither Disagree nor Agree) did not fully support this statement, indicating a need for further examination of resource allocation strategies.

Performance Improvement: The third statement delves into whether the performance of IPRC has improved due to the focused implementation of prioritized strategic initiatives. Here, 26% of respondents (13% Agree and 13% Strongly Agree) expressed agreement with the statement, suggesting that they believe that IPRC's performance has indeed improved as a direct result of implementing prioritized strategic initiatives. The overall agreement among respondents implies a positive impact of the prioritization process on performance. Nevertheless, it is noteworthy that 4% of respondents (1% Disagree and 3% Neither Disagree nor Agree) did not concur with this view, highlighting the need to address potential performance concerns.

Transparency and Communication: The final statement in the table evaluates whether the strategic initiative prioritization process is transparent and well-communicated within IPRC. Approximately 22% of respondents (11% Agree and 11% Strongly Agree) believe that the strategic initiative prioritization process at IPRC is transparent and well-communicated within the organization. While this shows a significant portion of agreement, it is worth noting that 8% of respondents (2% Disagree and 6% Neither Disagree nor Agree) did not entirely share this perspective. This indicates that there may be opportunities to enhance transparency and communication surrounding the prioritization process to address concerns raised by this group. In summary, the table provides a comprehensive overview of respondents' perceptions regarding the strategic initiative prioritization process at IPRC. While a substantial portion of respondents believes in the effectiveness of the process in enhancing performance and resource allocation, there are also indications of areas where improvements or better communication may be needed to address concerns raised by a subset of respondents. These insights are valuable for IPRC to further refine and optimize its strategic planning and prioritization processes.

Table 9: Correlation Coefficient between strategic planning processes and the performance of IPRCs

| | | strategic planning processes | performance of IPRCs |
|------------------------------|---------------------|------------------------------|----------------------|
| strategic planning processes | Pearson Correlation | 1 | 0.903** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| performance of IPRCs | Pearson Correlation | 0.903** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Analyzed Questionnaire

Table 9 represents, the coefficient of determination, denoted as r-squared (r^2), is a critical statistical measure that allows us to assess the extent to which one variable's fluctuations can be anticipated based on the behavior of another variable. It serves as a valuable tool for evaluating the reliability of predictions derived from a given model or graphical representation. This coefficient represents the proportion of the variance, or variability, in one variable that can be accounted for by the other variable, thereby illustrating the degree of their linear relationship.

To elaborate further, the coefficient of determination typically falls within the range of 0 to 1, where $0 < r^2 < 1$. In essence, it quantifies the strength of the linear association between two variables, denoted as x and y in this context. More precisely, r^2 signifies the percentage of data points that closely align with the line of best fit in a linear regression analysis.

In this specific case, the calculated value of r was determined to be 0.903, subsequently leading to an r-squared (r^2) value of 0.815. What this implies is that approximately 81.5% of the overall variability observed in the performance of IPRCs (Integrated Polytechnic Regional College in Kigali) can be attributed to the linear relationship with the strategic planning processes denoted as x. However, it's essential to recognize that the remaining 35.6% of the total variation in the performance of IPRCs is influenced by factors not explored within the scope of this particular study.

VI. Discussion of Findings

The findings from the first research objective which aimed at assessing the impact of setting priorities and objectives on the performance of the Integrated Polytechnic Regional College (IPRC) in Kigali, Rwanda, reveal several important insights into the institution's strategic planning processes. Notably, 19% (combined from Agree and Strongly Agree) of respondents indicated that the strategic planning process at IPRC clearly defines priorities, with a mean score of 3.63, suggesting a generally positive perception, although 9% (combined from Strongly Disagree and Disagree) expressed disagreement, emphasizing room for improvement. Regarding the alignment of objectives with overall goals, 16% (combined from Agree and Strongly Agree) of respondents perceived alignment, but 6% (combined from Strongly Disagree and Disagree) did not, resulting in a mean score of 3.47, signifying moderate alignment but the need for enhancement, with a standard deviation of 1.74 indicating variation in opinions. Additionally, 16% (combined from Agree and Strongly Agree) believed that the strategic planning process considers resource allocation for priority areas, though 7% (combined from Strongly

The survey findings from the second objective reveal a generally positive perception among stakeholders at the Integrated Polytechnic Regional College (IPRC) in Kigali, Rwanda, regarding the influence of situational analysis on strategic planning. Specifically, 20% of respondents agreed or strongly agreed that the situational analysis provided valuable information for the strategic planning process, with a mean score of 3.7, indicating overall favorability. Similarly, 21% of participants agreed or strongly agreed that the strategic planning process effectively considers strengths and weaknesses identified during the analysis, with a mean score of 3.8, indicating stronger agreement. Moreover, 22% of respondents agreed or strongly agreed that situational analysis helps identify external opportunities and threats influencing strategic planning, supported by a mean score of 3.93, reflecting a high level of consensus. Additionally, 19% of participants agreed that the strategic planning process has improved as a result of the comprehensive situational analysis, with a mean score of 3.73. While these results reflect a positive perception of situational analysis, there is some variability in respondents' opinions, emphasizing the need for further exploration and analysis of its impact on IPRC's performance and strategic planning processes.

The findings of the third objective presented in table 4.8 indicate that a significant percentage of respondents (26%, including 13% who "Agree" and 13% who "Strongly Agree") believe that the performance of the Integrated Polytechnic Regional Center (IPRC) in Kigali, Rwanda, has improved as a result of implementing prioritized strategic initiatives. This positive perception aligns with the prioritization process at IPRC, suggesting that it is contributing positively to performance enhancement. However, it's noteworthy that 4% of respondents

(1% "Disagree" and 3% "Neither Disagree nor Agree") did not share this view, indicating the need to address potential performance concerns and gather further insights to refine the process effectively. These findings underscore the importance of maintaining transparent communication, robust performance metrics, and a commitment to continuous improvement in IPRC's strategic planning and prioritization processes to optimize their impact on performance.

The study focused on assessing the impact of strategic planning processes on the performance of IPRCs in Rwanda, using IPRC Kigali as a case study. It was guided by three specific objectives: (i) To evaluate the effect of conducting a situational analysis of IPRC on its performance in Kigali, Rwanda; (ii) To assess the impact of setting priorities and objectives on the performance of IPRC in Kigali, Rwanda; and (iii) To determine the contribution of strategic initiative prioritization on the performance of IPRC in Kigali, Rwanda.

Effect of Setting Priorities and Objectives on the Performance of IPRC In Kigali, Rwanda

The survey results presented in Table 6 assess the impact of setting priorities and objectives on the performance of the Institute of Policy Analysis and Research (IPRC) in Kigali, Rwanda. Regarding the clarity of priorities, 19% of respondents (combined from Agree and Strongly Agree) indicated that the strategic planning process clearly defines priorities, while 9% (combined from Strongly Disagree and Disagree) disagreed or strongly disagreed. The average mean score of 3.63 suggests that priorities are reasonably well-defined, with room for improvement, as reflected by a standard deviation of 1.70.

In terms of alignment between objectives and organization goals, 16% (combined from Agree and Strongly Agree) perceived alignment, while 6% (combined from Strongly Disagree and Disagree) did not. The mean score of 3.47 indicates moderate alignment, with a standard deviation of 1.74 reflecting variability. Regarding resource allocation, 16% (combined from Agree and Strongly Agree) believed it considers priority areas, with 7% (combined from Strongly Disagree and Disagree) disagreeing. The mean score of 3.47 suggests moderate agreement, with a standard deviation of 1.51 indicating variance. For performance improvement, 17% (combined from Agree and Strongly Agree) saw clear priorities and objectives as contributors, while 7% (combined from Strongly Disagree and Disagree) did not. The mean score of 3.67 signifies moderate performance improvement perception, with a standard deviation of 1.57 showing variation. In summary, respondents generally perceive a positive impact of setting priorities and objectives in IPRC's strategic planning, with room for improvement in priority definition, alignment, and resource allocation, collectively resulting in a moderate influence on performance improvement.

Impact of setting priorities and objectives on the performance of IPRC in Kigali, Rwanda

As presented in table 7 the findings of a survey assessing the impact of situational analysis on performance and strategic planning at the Institute of Policy Analysis and Research (IPRC) in Kigali, Rwanda. For the statement "The situational analysis of IPRC provides valuable information for the strategic planning process," 20% of respondents agreed or strongly agreed, with a mean score of 3.7, indicating a generally favorable perception. The low standard deviation of 1.07 suggests a moderate consensus. In response to the statement, "The strategic planning process takes into account the strengths and weaknesses identified during the situational analysis," 21% agreed or strongly agreed, with a mean score of 3.8, indicating a slightly stronger agreement. The statement, "The situational analysis helps identify external opportunities and threats that influence strategic planning at IPRC," received agreement from 22% of respondents, with a mean score of 3.93, signifying strong consensus. The standard deviation of 1.11 suggests variability in the extent of agreement. For the statement, "The strategic planning process has improved as a result of conducting a comprehensive situational analysis," 19% agreed, with a mean score of 3.73, indicating perceived improvement. The standard deviation of 1.07 implies some variability in opinions. In summary, a majority of respondents hold positive views regarding situational analysis's influence on strategic planning at IPRC, with variations in the extent of agreement.

Contribution of strategic initiative prioritization on the performance of IPRC in Kigali, Rwanda

The results from table 8 offers valuable insights into the assessment of the strategic initiative prioritization process at IPRC Kigali, Rwanda. Among the respondents, a combined 23% (13% Agree and 10% Strongly Agree) expressed agreement with the prioritization being based on potential impact on performance, while 6% (2% Disagree and 4% Neither Disagree nor Agree) held differing views, suggesting room for improvement in the process. Regarding effective resource allocation, 24% (14% Agree and 10% Strongly Agree) of participants agreed, but 6% (1% Disagree and 5% Neither Disagree nor Agree) did not fully support this statement, indicating a need for further examination. In terms of performance improvement, 26% (13% Agree and 13% Strongly Agree) believed that implementing prioritized strategic initiatives led to performance enhancement, while 4% (1% Disagree and 3% Neither Disagree nor Agree) did not share this view. Concerning transparency and communication, approximately 22% (11% Agree and 11% Strongly Agree) found the process transparent and well-communicated within IPRC, but 8% (2% Disagree and 6% Neither Disagree nor Agree) did not entirely

concur. In summary, while a significant portion of respondents endorsed the effectiveness of the prioritization process in enhancing performance and resource allocation, the findings also suggest areas where improvements and better communication may be needed. These insights are valuable for IPRC to refine and optimize its strategic planning and prioritization processes.

VII. conclusion

In this research study various aspects of strategic planning and their impact on the performance of IPRC were examined. The findings revealed that, on average, 19% of respondents believed that strategic planning clearly defines priorities, with a mean score of 3.63, indicating reasonably well-defined priorities but room for improvement. Regarding alignment between objectives and organizational goals, 16% perceived alignment with a mean score of 3.47, and resource allocation was perceived to consider priority areas by 16% with a mean score of 3.47. Additionally, 17% believed that clear priorities and objectives contributed to performance improvement, with a mean score of 3.67. In terms of situational analysis, a majority of respondents held positive views, such as 20% agreeing that it provided valuable information with a mean score of 3.7, and 21% agreeing that it influenced the strategic planning process with a mean score of 3.8. For strategic initiative prioritization, 23% agreed that it was based on potential impact on performance, with a mean score of 3.73, and 24% believed it led to effective resource allocation, with a mean score of 3.73. The correlation coefficient indicated a strong relationship between strategic planning processes and IPRC's performance, with approximately 81.5% of the performance variability attributed to these processes. These findings underscore the importance of effective strategic planning processes in shaping the performance of IPRCs in Kigali, Rwanda, and suggest areas for improvement in priority definition, alignment, and communication.

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