

# Effectiveness of Management Practices at the Techo Sen National Polytechnic Institute, Cambodia (2018–2023)

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## Abstract

This study examined the effectiveness of management practices at the Techo Sen National Polytechnic Institute, located in Kandal, Cambodia, within context of Technical and Vocational Education and Training (TVET) in Southeast Asia. With this study design, the theoretical research design was used. Secondary data analysis and SWOT frameworks were carried out in presenting the results. Findings revealed that the institute demonstrated strong alignment with national TVET policies, effective leadership, and comprehensive capacity-building initiatives. The key challenges included limited financial and physical resources, infrastructure constraints, and gaps between curricula and labor market demands. The study provided practical implications to strengthen governance, optimize resource utilization, and improve program relevance, offering the insights for policymakers, educational administrators, and development partners. By situating Cambodia's experience within regional TVET landscape, the research contributes to understanding how Southeast Asian polytechnic institutions enhance management effectiveness and workforce readiness in resource-constrained contexts.

**Key words:** *TVET, Polytechnic, Institutional Effectiveness, Leadership, Capacity Building, Governance*

## 1. Introduction

Technical and Vocational Education and Training (TVET) is recognized as a critical mechanism for enhancing the human capital, fostering economic development, and reducing unemployment (Becker, 1964; UNESCO, 2013). With the individuals of the practical skills and specialized knowledge, TVET institutions play a vital role in bridging the gap between education and labor market demands. In Southeast Asia, Vietnam, Thailand, and the Philippines have demonstrated how the strategic investment in vocational education that contributes to industrial growth, technological advancement, and workforce competitiveness (ADB, 2014; Meyer, 2008). In Cambodia, the government has emphasized the development of polytechnic and vocational institutes as

part of national strategy for industrialization and modernization. The National Policy on TVET (2014–2023) aims to create a skilled workforce capable of supporting emerging the industries, enhancing productivity, and promoting the sustainable economic growth (Ministry of Education, Youth, and Sport [MoEYS], 2014). Polytechnic institutes, such as the National Polytechnic Institute of Techo Sen in Kandal, serve as the pivotal institutions in this framework, tasked with equipping students with both technical competencies and soft skills for the contemporary labor market.

Effective management of TVET institutions is central to achieving these policy objectives. Management practices that emphasize strategic leadership, governance, and resource optimization ensure that institutions can respond effectively to evolving industry needs (Harman, 2004; Kirkpatrick, 2006). Strong leadership is associated with improved curriculum design, better staff performance, and enhanced the institutional reputation, while the governance structures provide accountability, transparency, and coordination between administrative and academic functions. Further, capacity-building programs for staff and faculty members strengthen the institutional ability to deliver high-quality training and adapt to technological and pedagogical innovations (UNESCO-UNEVOC, 2015). Despite these efforts, Cambodia’s TVET sector continues to face multiple challenges. First, limited infrastructure—including outdated laboratories, insufficient training equipment, and inadequate classroom facilities—constrains quality of technical education (ADB, 2014). Second, insufficiently trained staff affects both teaching and administrative quality of polytechnic institutes, limiting their ability to implement modern pedagogical methods or manage institutional operations effectively (UNDP, 2009). Third, misalignment between training programs and labor market needs reduces graduates’ employability, as many curricula remain theoretical rather than competency-based and industry-focused. This misalignment is exacerbated by the rapid pace of industrial and technological change, which requires continuous curriculum updates and close collaboration between educational institutions and industry partners.

This study is to exploring management philosophy, operational strategies, and effectiveness of strengthening the governance, optimizing the resources, and enhancing the performance of Techo Sen National Polytechnic Institute. Management philosophy encompasses the values, beliefs, and principles that guide institutional leadership in decision-making, planning, and governance (Harman, 2004). The philosophy shapes the organizational culture, motivates staff, and influences the adoption of innovative practices. In the context of Cambodian TVET, management philosophy emphasizes the human resource development, institutional autonomy, and performance-based management (Royal Government of Cambodia, 2018). With the philosophical framework,

the management strategies translate these principles into the practical actions (Kirkpatrick, 2006). Effective management strategies ensure that institutional resources—human, financial, and physical—are utilized. Leadership engages staff and stakeholders to achieve the institutional goals, integrates policy directives, and adapts to evolving challenges in the TVET sector. SWOT analysis reveals about the institute’s management and offers a systematic approach to evaluating both internal capacities and external influences on institutional performance (Panagiotou, 2003).

## 2. Frameworks of Literature Review

### *TVET System in Cambodian Education*

The Cambodian TVET system was influenced by broader socio-economic and policy contexts. As a developing country transitioning from an agrarian-based economy to an industrialized and service-oriented economy, Cambodia faced pressures to scale up vocational education while maintaining the quality and relevance (World Bank, 2020). Government initiatives emphasized the human resource development, effective management, strategic leadership, and robust governance mechanisms. In Vietnam, TVET institutions leveraged industry partnerships to enhance curriculum relevance and apprenticeship programs that link students directly to employment opportunities (Nguyen & Tran, 2017). In Thailand, the decentralized governance models enable polytechnics to tailor programs to regional labor market demands while maintaining compliance with national standards (Kongkerd, 2015). These examples illustrated the importance of aligning management practices with both policy directives and market realities.

Techo Sen National Polytechnic Institute, therefore, represented a microcosm of Cambodia’s broader TVET challenges and opportunities. The management practices, leadership structures, and effective governance provided insights into capacity of Cambodian polytechnics to meet the national development objectives. Effective management of TVET institutions intrinsically linked to the national development, the human capital formation, and the economic competitiveness. Polytechnic sector contributed meaningfully to workforce readiness, industrial growth, and sustainable development. The effective management in Technical and Vocational Education and Training (TVET) institutions is recognized as critical determinant of institutional performance, workforce readiness, and contribution to national development goals (Becker, 1964; UNESCO, 2013). In Cambodia, polytechnic institutes were central to government’s strategy to produce a skilled workforce capable of supporting industrialization, technological innovation, and socio-economic growth (MoEYS, 2014). Despite significant investment in expanding TVET access, challenges in institutional management remain, which can hinder the achievement of the national and regional development objectives (Asian

Development Bank, 2014; UNDP, 2009). These challenges included limited infrastructure, inadequate staff capacity, and misalignment between training programs and labor market needs, which collectively affected the quality, relevance, and impact of vocational education.

### ***Concepts and Functions in TVET Management***

Management in education was a multifaceted process that involved planning, organizing, leading, and controlling institutional resources to achieve defined objectives effectively and efficiently (Bolman & Deal, 1997; Mintzberg, 1979). In the context of Technical and Vocational Education and Training (TVET), management encompassed not only administrative and operational functions but also strategic planning, curriculum development, human resource management, and alignment with labor market requirements (Deming, 1986; Harvey & Green, 1993). Effective TVET management was essential to ensure that institutions produce graduates who are technically competent, employable, and capable of contributing to national and regional economic development. Planning in TVET involved setting institutional goals, developing strategic and operational plans, and forecasting future resource needs (Bolman & Deal, 1997). Effective planning ensured that polytechnic institutes can anticipate the labor market trends, respond to technological changes, and align curricula with industrial and economic priorities. For example, in Cambodia, national TVET policies emphasized producing graduates who meet the skill demands of emerging industries, such as manufacturing, construction, and information technology (MoEYS, 2014). Strategic planning also included budgeting, infrastructure development, and human resource planning to ensure that institutions have the necessary resources to deliver quality education.

Organizing was about structuring of human, physical, and financial resources to implement plans effectively. In TVET institutions, this involved defining administrative hierarchies, departmental responsibilities, workflow processes, and communicative channels (Mintzberg, 1979). Organizational effectiveness depended on clarity of roles, coordination between academic and technical departments, and the establishment of mechanisms for monitoring and accountability. Effective organization also fostered the collaboration among faculty, administrative staff, and industry partners, which was critical for aligning training programs with labor market needs. In addition, leadership in TVET involved influencing and motivating staff, faculty, and students toward achieving institutional goals (Northouse, 2016). Leadership practices in polytechnic institutions were central to fostering a culture of innovation, professional development, and continuous improvement. Transformational leadership, which emphasized the vision, motivation, and staff empowerment, was widely recognized as effective in education management (Bass, 1990;

Bolman & Deal, 1997). Leaders in TVET not only oversaw administrative functions but also championed the curriculum modernization, staff training programs, and industry partnerships that enhance graduate employability. Controlling involved establishing standards, monitoring performance, and implementing corrective actions to ensure that institutional objectives are met (Deming, 1986). In TVET, this included quality assurance of the academic programs, evaluation of staff performance, assessment of student learning outcomes, and compliance with national education regulations. Effective control systems helped institutions identify weaknesses, optimize resource utilization, and maintain alignment with national and regional TVET policies.

### ***Educational and Institutional Management***

Effective management of educational institutions, particularly TVET, relied on the theoretical frameworks that guided decision-making, leadership, and institutional development. Organization functioned as the interdependent systems composed of the multiple components that interacted to achieve common goals (Weber, 1978; Vygotsky, 1978). In an educational context, the academic departments, administrative units, students, faculty, and external stakeholders were interconnected, and changed in one component affected the entire system. For example, aligning the curriculum with labor market demands required not only academic input but also administrative support, adequate facilities, and engagement with employers. Institution management focused on evaluating the performance of educational institutions through measurable outcomes, governance mechanisms, and organizational culture (Birnbaum, 1988; Bess & Dee, 2012). According to this, an institution's effectiveness was determined not only by student outcomes but also by its ability to implement policies, foster accountability, and cultivate a supportive organizational culture.

Investments in education and training enhanced the individuals' productivity and capabilities, which in turn improved the organizational performance and contributes to economic development (Becker, 1964; Schultz, 1961). In the context of educational management, this emphasized the critical role of staff development in improving institutional effectiveness. For example, well-trained personnel can deliver high-quality instruction, implement modern pedagogical techniques, and engage effectively with the industry partners, thereby improving the student outcomes and institutional performance. In Cambodia, investing in human capital of polytechnic staff was particularly relevant, given the historical gaps in training, exposure to the modern technologies, and pedagogical skills (Asian Development Bank, 2014). Programs such as workshops, industry attachments, and capacity-building initiatives not only enhanced staff competencies but also fostered institutional innovation, better governance, and alignment with labor market needs.

### ***Transformational Leadership***

Transformational Leadership emphasized the role of leaders in inspiring and motivating staff by articulating a compelling vision, fostering professional development, and encouraging innovative practices (Leithwood, 1994; Bass, 1990). Unlike transactional leadership, which focused on rules, rewards, and compliance, transformational leadership sought to elevate the motivation, engagement, and employee performance, aligning goals with institutional objectives. In the TVET context, transformational leaders play a crucial role in driving curriculum innovation, improving teaching quality, and promoting staff engagement in continuous professional development. Integrating these theories provided a comprehensive framework for managing the polytechnic institutions. All institutional components were aligned and coordinated. Institutional effectiveness theory significantly provided the mechanisms for measuring performance and identifying areas for improvement. Human Capital Theory emphasized the importance of investing in staff skills and competencies, while Transformational Leadership focused on motivating and inspiring staff to achieve strategic goals.

Practical and conceptual guidance for enhancing management effectiveness of Cambodian polytechnic institutes. Strategic planning, staff development programs, governance structures, and leadership practices can meet policy objectives, respond to the labor market demands, and produce competent, employable graduates, and professional growth (Bolman & Deal, 1997; Leithwood, 1994). SWOT analysis provided a structured method to assess the strengths, weaknesses, opportunities, and threats in educational institutions (Wilson, 2016). Strengths and weaknesses were the internal factors, while the opportunities and threats were the external factors influenced by policy, labor markets, and socio-economic trends, emphasizing the importance of effective management, governance, and leadership in the polytechnic institutions to achieve policy objectives and improve institutional performance (UNESCO, 2013; Meyer, 2008; ADB, 2014).

### **3. Methodology**

A case study design was adopted with theoretical research design in providing a comprehensive assessment of the management effectiveness. This study used secondary data analysis, such as document analysis, institutional reports, strategic plans, and policy documents (2018–2023). With data Analysis, this study used thematic analysis and SWOT Analysis to identify institutional strengths, weaknesses, opportunities, and threats. In addition, triangulation was employed to ensure reliability by cross-verifying data from multiple sources. With the ethical Considerations, Informed consent was obtained from relevant documents. Confidentiality and anonymity were maintained.

## 4. Results

### *Philosophy of Educational and Institutional Management*

The management philosophy of the National Polytechnic Institute of Techo Sen reflected a combination of participatory governance and alignment with Cambodia's national TVET policy(2017–2025). This philosophy emphasized the integration of national priorities, institutional goals, and stakeholder engagement to ensure effective leadership and organizational performance. Participatory governance was a central feature of the institute's management philosophy, allowing for inclusive decision-making and active involvement of faculty, administrative staff, and, in certain cases, student representatives. This approach aligned with international best practices in educational governance, which recognized that institutional performance improved when multiple stakeholders contributed to strategic decisions (Bolman & Deal, 1997). Within the practice, participatory governance at Techo Sen included collaborative curriculum review sessions, departmental planning meetings, and consultation with industry partners to ensure that programs remain relevant and responsive to labor market needs.

With the vision and strategic alignment, the institute's overarching vision was to produce a skilled workforce aligned with the requirements of Cambodia's evolving labor market. This vision was embedded in institutional policies, operational strategies, and day-to-day management practices, reflecting strong alignment with the national TVET framework (MoEYS, 2017). By emphasizing employability and competency-based education, the institute ensured that the graduates acquired both theoretical knowledge and practical skills, enhancing their readiness for industry employment. The leadership style at the institute combined administrative control with transformational behaviors (Leithwood, 1994; Bolman & Deal, 1997). Administrative control ensured compliance with the national regulations, institutional policies, and internal procedures, providing a structured framework for governance. Transformational leadership significantly promoted motivation, professional growth, and innovation among staff. Leaders articulated a clear vision, encouraged participatory decision-making, and fostered a culture of the accountability and continuous improvement. This dual approach balanced regulatory compliance with institutional dynamism, enabling the polytechnic to maintain operational efficiency while supporting staff and student development.

### *Cultural Contexts and Programs of TVET Institutional Management*

Management philosophy cultivated a culture of collaboration, transparency, and responsiveness within the institute. Staff report feeling empowered to participate in decision-making, contribute to curriculum design, and engage in the professional development. This also strengthened relationships with

external stakeholders, including industry partners and government agencies and enhancing institutional credibility and relevance in Cambodia's TVET landscape. The management strategies of the National Polytechnic Institute of Techo Sen translated the institution's philosophy into operational practices that guided planning, resource allocation, and performance management. These strategies encompassed strategic planning, monitoring and evaluation, and capacity-building programs, which collectively aimed to improve the institutional effectiveness and staff competencies. Strategic planning was a core component of the institute's management strategy. Curriculum Review was as regular assessment and revision of technical and vocational programs to align with labor market trends, technological advancements, and employer requirements. The review process involved the faculty members, industry representatives, and external experts to ensure relevance and quality. Staff Development Programs that were defined as structured initiatives, such as professional workshops, certification courses, and mentorship programs, were implemented to enhance the competencies of administrative staff and instructors. These programs strengthened the pedagogical skills, technical expertise, and leadership capacities. With the partnership Initiatives, strategic collaborations with industry, government agencies, and regional educational institutions facilitated the student internships, faculty attachments, and joint projects. These partnerships enhanced the practical training opportunities and bridge the gap between theoretical instruction and labor market requirements.

### ***Monitoring and Evaluation Systems in TVET Management***

Monitoring and evaluation (M&E) systems were in place to assess the institutional performance, staff effectiveness, and student outcomes. These TVET systems included performance appraisal tools, internal audits, and compliance checked aligned with national TVET standards. While the M&E framework is robust in theory, its implementation is sometimes limited by bureaucratic procedures, which can slow decision-making and reduce the responsiveness of interventions. Despite these challenges, the institute demonstrated a commitment to continuous improvement, using M&E results to inform the policy adjustments, staff training priorities, and curriculum enhancements. Capacity-building programs was a key strategic focus, reflecting the application of Human Capital Theory in practice (Becker, 1964; Schultz, 1961).

The institute conducted professional development at multiple levels, such as individual, department, and institutional levels. For Individual Level, Training sessions improved technical skills, pedagogical knowledge, and administrative competencies. By focusing on departmental level, workshops and collaborative projects strengthened teamwork, departmental coordination, and curriculum delivery. Similarly, institutional level carried out leadership

training and strategic management programs that enhanced the governance capabilities and institutional resilience. The impact of the capacity-building initiatives was evident in improving the teaching quality, effective administrative-processes, and enhanced engagement with industry partners. By investing in human capital, the institute ensured that staff were capable of delivering high-quality education and supporting national TVET objectives. With integration of strategies and philosophy, the institute’s management strategies are closely aligned with its philosophy. Participatory governance was embedded in strategic planning and curriculum review, transformational leadership driven the staff engagement in capacity-building initiatives, and monitoring systems ensure accountability and performance alignment with the national standards. This integration created a coherent management framework that promoted institutional effectiveness, staff development, and graduate employability. Leadership significantly encouraged staff participation in decision-making. Staff highlighted the need for advanced technical training and infrastructure upgrades. Institutional processes were more effective but sometimes slowed by administrative procedures.

**SWOT Analysis**

| SWOT Category | Findings   |
|---------------|--|
| Strengths     | Policy alignment, skilled staff, structured capacity-building programs, governance framework |
| Weaknesses    | Limited infrastructure, insufficient funding, gaps in technical skills                       |
| Opportunities | National policy support, industry partnerships, labor market demands                         |
| Threats       | Labor market mismatch, rapid technological changes, regional competition                     |

**5. Discussion**

***Human Capital and Capacity-Building Initiatives***

Educational management plays a main role in effectively managing the TVET institution and leadership practices. The management philosophy, strategies, and capacity-building initiatives are consistent with theoretical frameworks and best practices. With the transformational leadership and participatory governance, the combination of transformational leadership and participatory governance significantly enhances institutional effectiveness. Leaders adopt a dual approach and balance the administrative control with inspiration, motivation, and engagement of staff, which is consistent with the principles outlined by Leithwood (1994) and Bolman & Deal (1997). Transformational leadership encourages staff to align their individual goals with institutional objectives, promotes professional growth, and fosters a culture of innovation.

This aligns with broader literature, which emphasizes that transformational leaders in educational institutions enhance organizational performance by cultivating motivation, commitment, and collaboration among employees. Participatory governance, on the other hand, ensures inclusive decision-making, giving staff and, in certain cases, student representatives the opportunity to contribute to curriculum design, operational planning, and policy implementation. The integration of these leadership approaches reflects the best practices for increasing staff engagement, improving institutional performance, and fostering accountability (Bush, 2011; Harris, 2013).

Capacity-building initiatives at the institute highlight the critical role of Human Capital Theory (Becker, 1964; Schultz, 1961) in improving institutional performance. Training programs, professional workshops, and mentorship schemes have strengthened staff competencies in technical instruction, administration, and leadership. These findings align with previous research emphasizing that investment in staff development is a key determinant of organizational effectiveness in TVET institutions (Asian Development Bank, 2014; UNESCO-UNEVOC, 2015). Human Capital Theory posits that the knowledge, skills, and competencies of individuals directly contribute to institutional productivity and performance. Enhancing staff skills have translated into improved curriculum delivery, better student outcomes, and more effective engagement with industry partners. This demonstrates that systematic investment in human capital is a practical strategy for enhancing the quality and relevance of technical and vocational education in developing countries.

While Cambodian polytechnic institutes, including Techo Sen, have made significant progress in implementing management practices, they still lag behind more advanced systems in countries such as Singapore and Malaysia in terms of resource allocation, infrastructure quality, and industry collaboration (Loo, 2013; Tan & Chua, 2017). In Singapore, Polytechnic institutions benefit from well-established public-private partnerships, modern training facilities, and highly skilled instructors. Industry involvement in curriculum development ensures graduates are workforce-ready upon completion. TVET institutions in Malaysia emphasize competency-based education, certification aligned with international standards, and structured apprenticeship programs in partnership with industries. In Cambodia, while progress is evident in curriculum development, staff capacity-building, and governance structures, challenges persist, including limited financial resources, infrastructure gaps, and restricted industry engagement.

### ***Integration of Educational and Institutional Management***

Effectiveness of Institutional management (Birnbaum, 1988; Bess & Dee, 2012) is important in evaluating TVET performance. Effective management practices, such as participatory governance, capacity-building initiatives, and monitoring systems, contribute to measurable outcomes, including improved graduate competencies, enhanced staff performance, and more efficient institutional processes. By systematically applying institutional effectiveness frameworks, the National Polytechnic Institute of Techo Sen can continue to identify strengths and weaknesses, address challenges, and implement evidence-based improvements that align with national TVET policies. Greatly, the management philosophy and strategies are consistent with the established educational management theories and regional best practices. With leadership practice, transformational leadership significantly enhances staff motivation, innovation, and institutional performance. Capacity-building programs strengthen staff skills, improving curriculum delivery and student outcomes. Participatory governance and adherence to national TVET policies ensure the institutional accountability and relevance. Cambodia's polytechnics are progressing in management practices but require strategic investments to match ASEAN peers in resource utilization and industry partnerships.

### ***Enhancement of Leadership Training Programs***

While the institute demonstrates a combination of administrative control and transformational leadership, there is an ongoing need to enhance leadership capacities to foster innovation, strategic vision, and adaptive management practices. Leadership training programs should be designed to develop Strategic Thinking Skills, equipping leaders with ability to anticipate changes in labor market demands, technological developments, and policy shifts, enabling proactive decision-making. By promoting the leadership behavior transformation, it encourages leaders to inspire and motivate staff, nurture professional growth, and cultivate a shared vision for institutional development (Leithwood, 1994). Strengthen Participatory Governance is to train leaders in collaborative decision-making, conflict resolution, and stakeholder engagement, ensuring all staff members contribute meaningfully to institutional planning and policy implementation. By investing in structured leadership development programs, the institute can enhance its capacity to implement strategic initiatives, foster innovation, and ensure that institutional goals are met efficiently. Leadership training also supports succession planning, preparing mid-level managers to take on future leadership roles while maintaining institutional stability and continuity. Another critical implication is the need to enhance collaboration with the industry partners to address skills gaps in the labor market. By developing the

curriculum, it involves industry experts in reviewing and updating curricula to ensure alignment with current technologies, standards, and workplace practices. Develop structured internship programs that provide students with hands-on experience, enhancing employability and bridging the gap between theoretical instruction and practical skills. Partner with companies to conduct applied research, innovation projects, and technical problem-solving exercises that benefit both students and industry. Strengthening industry partnerships ensures that graduates possess relevant competencies, improves institutional reputation, and contributes to regional economic development. It also facilitates knowledge transfer between academia and industry, enabling polytechnic staff to stay updated with technological trends and best practices.

### ***Implement Continuous Quality Assurance and Monitoring Systems***

The study emphasizes the importance of continuous quality assurance (QA) and monitoring systems to maintain institutional effectiveness and improve performance outcomes. While current monitoring and evaluation mechanisms exist, they are limited by bureaucratic procedures and delayed implementation. Comprehensive QA Frameworks establish clear standards, benchmarks, and performance indicators for teaching, administration, and student outcomes, consistent with national TVET policies and international best practices. Implement Real-Time Monitoring Tools help use the digital dashboards and reporting systems to track student performance, staff productivity, and resource utilization, enabling timely decision-making and intervention. Periodic Audits and Feedback Mechanisms conduct internal audits, surveys, and stakeholder consultations to identify strengths and weaknesses, and use findings to guide institutional improvements.

Continuous QA and monitoring systems not only enhance accountability and transparency but also support data-driven management, allowing the institute to identify gaps, allocate resources effectively, and respond to emerging challenges in a timely manner. By combining leadership enhancement, industry collaboration, and robust quality assurance, the institute can create a synergistic management framework that promotes staff motivation, innovation, and professional growth. This ensures graduates possess skills aligned with labor market needs. It also strengthens institutional performance, governance, and accountability. These practical implications are grounded and supported by the theoretical frameworks, such as Transformational Leadership Theory, Human Capital Theory, and Institutional Effectiveness Theory, demonstrating that strategic investment in leadership, partnerships, and monitoring systems is critical for enhancing the TVET institutional effectiveness in Cambodia

## 6. Conclusion

The National Polytechnic Institute of Techo Sen demonstrates effective management practices aligned with Cambodia's national TVET policy. Transformational leadership, structured governance, and capacity-building programs significantly contribute to institutional effectiveness. Challenges include infrastructure limitations, bureaucratic delays, and labor market alignment issues. Continuous professional development is essential for staff and leadership. Strategic industry partnerships are needed to enhance the skill relevance. Regular institutional audits and quality assurance mechanisms is the requirement for enhancing management in TVET institutes. Identifying strengths helps highlight areas of excellence, effective leadership, capacity-building initiatives, and policy compliance. Recognizing weaknesses exposes limitations, including infrastructure deficits, insufficient staff competencies, and gaps in program relevance. Opportunities reveal external factors that the institute can leverage, such as partnerships with industry, government initiatives, and regional collaborations, while threats indicate challenges, including technological changes, labor market shifts, and resource constraints. Conducting a SWOT analysis enables a comprehensive understanding of the institutional performance and provides an evidence-based foundation for improving the management effectiveness and institutional sustainability. The significance of this study lies in its potential contributions to both theory and practice in the field of TVET, particularly within Cambodian and Southeast Asian contexts. The study provides a comprehensive understanding of how leadership philosophy, operational strategies, and governance structures impact institutional effectiveness, staff capacity, and student outcomes. The study provides new insights into how institutional management practices can influence the sustainability of vocational education programs. Furthermore, the research situates Cambodia's experience within the broader Southeast Asian context, offering comparative insights for regional TVET development, and highlighting best practices and challenges that may inform future studies in similar contexts (Nguyen & Tran, 2017; Kongkerd, 2015).

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