



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF BUSINESS ADMINISTRATION (MANAGEMENT)**

**Factors affecting strategic plan implementation in selected public TVET colleges: The case of Entoto, Addis Ababa Tegnareid and General Winget Poly Technic colleges**

A-Thesis submitted to the school of graduate studies of Addis Ababa University in partial fulfillment of the requirements for the degree of master of business Administration with a specialization in management

**By: Kalkidan Asmamaw**

**Advisor: Dejene Tulu (PhD)**

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Technic colleges)**

**By: Kalkidan Asmamaw**

**APPROVED BY BOARD OF EXAMINERS**

**Dejene Tulu (PhD)**

**Advisor**



**Signature**

**Lakew Alemu(PhD)**

**Internal Examiner**



**Signature**

**Baymot Tadesse(Phd)**

**External Examiner**



**Signature**

## Declaration

I, Kalkidan Asmamaw, hereby declare that the research entitled "factors affecting strategic plan implementation in selected public TVET colleges, is my original work done under the guidance of my advisor Dr. Dejene Tulu. Every source and material used in the research has been properly credited.

Kalkidan Asmamaw

Name

  
\_\_\_\_\_

Signature

15/1/2025

Date

## Certification

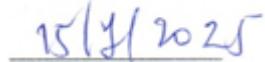
This is to certify that Kalkidan Asmamaw has conducted a research work entitled” factors affecting strategic plan implementation in selected public TVET colleges“. This thesis is submitted to Addis Ababa University, Business and Economics faculty for Examination under my approval as an Advisor.

**Dejene Tulu(PhD)**

Name



Signature



Date

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**List of Acronyms**

ANOVA.....Analysis of Variance

MoE .... ..Ministry of Education

MoSHE..... ..Ministry of Science and Higher Education

SPSS.....Statistical Package for Social Science

TVET..... Technical Vocational Education and Training

SPI.....Strategic Plan Implementation

UNESCO.....United Nations Educational, Scientific and Cultural Organization

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## ABSTRACT

*Driven by the realization that, in spite of their presence, public TVET colleges in Ethiopia often struggle to effectively implement strategic plans, this study was conducted to analyze factors affecting strategic plan implementation in public TVET colleges by taking selected three poly technic colleges (Entoto, Addis Ababa Tegebareid, and General Winget) as case studies. The study employed quantitative Explanatory Research design. Using stratified random sampling technique sample size of 321 respondents was selected for the study. Questionnaires were distributed as a data collection tool for the selected sample size for the study and 311 valid responses were returned. Data was analyzed using descriptive and inferential analysis on SPSS version 27. The results implied that the four factors (leadership, Resource Allocation, Organizational Structure, policy and procedures) have a positive significant effect on strategic plan implementation in the selected TVET colleges. The results emphasize the importance of these elements in accomplishing strategic objectives and the necessity of focused enhancements in organizational structures, leadership development, resource allocation tactics, and policy clarity to improve the execution of strategic plans in public TVET colleges. Therefore it has been concluded that improved strategic plan implementation in public TVET colleges is highly caused by good leadership, proper resource allocation, well outline organizational Structure, and well outline policy and procedures. The report ends with recommendations for enhancing these areas in order to maximize the efficacy of strategic implementation in public TVET colleges.*

*Key words: strategic plan implementation, Leadership, Organizational structure, Resource Allocation, Policy and Procedure*

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1 Background of the Study**

A strategy is a plan that integrates an organization's objectives, policies, and operational procedures (Mintzberg, Ahlstrand & Lampel, 2020). An organization can ascertain its direction over the next few years, how it will get there, and how it will determine if it succeeded or failed through strategic management. Many businesses utilize strategic management as a key framework to improve the management of the business environment and management and achieve their corporate objectives in the competitive and economic globe (Okeowo, 2017).

According to Pearce & Robinson, (2017) Organizations must adapt to their surroundings through a well-thought-out strategic plan if they are to meet their aims and objectives. Strategies therefore remain a critical tool for organizations to determine goals and objectives identify necessary courses of action and allocation of resources necessary to achieve the set goals.

As studies showed that, even though strategic plan formulation is important for an organizations success, excellent strategies alone doesn't always guarantee success of an organization.

A key step in the strategic management process is strategy implementation. Strategy implementation is called the "action stage" of strategic management (David & David, 2015). For organizations to remain competitive in such a dynamic, complex and unpredictable environment, successful implementation of its strategy is critical (Spender, 2014). Successful strategy implementation enhances organizations to produce excellent performance (Collins & Porter, 2010).

Implementing strategies into practice requires managers and staff to be mobilized, effective polices to be developed, necessary resources and technology needs to be integrated. Strategy implementation, which is sometimes seen as the most challenging phase of strategic management, calls for understanding, sacrifice, and dedication. The success of the strategy's implementation depends on managers' capacity to inspire their workforce, sufficient resources and well organized structure (David & David, 2015).

strategy implementation process needs: the ability to realize the organization's strategy, administrative support and information systems, provision of Financial and other resources

necessary for plans, for creating a favorable organizational atmosphere ,operational guidance on key strategic performance targets and Good management style (Dzemyda,2014).

Strategic planning and strategic implementation are no longer just the domain of business, they are now fundamental concepts used by academic institutions to ensure their survival, competitiveness, and success (Rowley & Sherman, 2001, p. 5).

“Technical and Vocational Education and Training (TVET) is a world of education and training that prepares citizens to flexibly respond to changing technology and the labor market by bringing knowledge, attitudes and skills across different occupations and technologies” (MoSHE,2020).

“The TVET System in Ethiopia in its current format was set up in 2000/01, since when it has been afforded significant coverage in the subsequent five year development plans. Ethiopia's TVET system aims to address skills gaps in the economy by training youth and young adults “(MoE, 2008).The objective of Ethiopian TVET policy and strategy is to provide demand driven, high quality, relevant technical and vocational education and training; to all citizens to create competent, motivated, adaptable and innovative work force which can contribute to the prosperity of the country (MoSHE, 2020).

“TVET strategy is directed and implement by the federal TVET Agency, while some of its implementing activities are delegated to regional TVET office and TVET colleges (MoE, 2008). The mandate of federal Authorities includes the formation of national policy, the performance of all statutory functions at national level; formulation of occupational standards, assessment of certification, drawing up of accreditation rules and running the system of TVET teachers, instructor training and for the training ,as lower levels and providing selective support for the implementing actors”(MoE,2008).

“The main responsibility for implementing the TVET system rests with the regional authorities, which may again delegate functions to lower levels administrative units i.e. zonal and woreda TVET offices and TVET councils .the regional authorities are responsible for planning, coordinating, supporting the TVET institutions in their jurisdiction .more over the regions are responsible for securing funding for the public TVET and TVET institutions under their control Although the government of Ethiopia has shown commitment to education in general and has made substantial progress, challenges still remain in most of the TVET system of the country” (MoE, 2008).

A 2018 world bank report highlighted concerns regarding the quality and relevance of TVET programs, citing a mismatch between skills acquired and employers need(World Bank , 2018) TVET must respond to the competence needs of the labor market and create a competent, motivated, and adaptable workforce capable of driving economic growth and development. Effective strategic plan implementation is therefore, paramount for Ethiopian TVET institutions to navigate these challenges effectively.

Entoto, Addis Ababa Tegebareid, General winget poly technic colleges are among the oldest and most prominent technical and vocational training college in Ethiopia. They are located in Addis Ababa Ethiopia. Entoto poly technic college (EPTC) ,the former Teferi Mekonen School was established in 1917 E.C as primary school and worked as complementary school the college has todays name and task starting from 1994 E.C the college provides vocational training in 11occupational sectors.Addis Ababa Tegbareid poly technic college was also established by 1934 E.C with the objective of producing Technical skilled man-power of the country.

General winget poly technic college is also among the oldest poly technic college established by 1938 E.C to offer technical education to produce skilled man power. The college currently provides vocational training in 12 departments.

The objective of these poly technic colleges as of other TVET institutions in Ethiopia to provide demand driven, high quality vocational training to produce a competent, motivated , adaptable and an innovative work force in Ethiopia that contributes to poverty reduction and social and economic development. Realization of the aforementioned national development requires clear and strong TVET policy and strategy (MoSHE, 2020). Not only strategic plan it needs, effective implementation of strategic plans to achieve their goals. Well executed strategic plans can enable institutions to optimize resource allocation, adapt to technological advancements, and relevance of their training programs. This study focuses on identifying the key factors that influence strategic plan implementation in public TVET institutions in Ethiopia, contributing to a better understanding of how these institutions can improve these effectiveness and impact. Specifically, this research examines the role of leadership, resource allocation, organizational structure, and policy and procedures in shaping the success of strategic plan implementation with unique context of the TVET institutions in Ethiopia.

## **1.2 Statement of Problem**

Ethiopian TVET system is with a range of problems despite being a central aspect of government policy. The TVET system has been developing different strategies to meet the goals of the sector however there are indications that, TVET lacks efficiency and effectiveness (MoSHE, 2020). The sector is not yet achieved as expected, especially in expanding TVET institutions, increasing enrollment rates, providing skilled individuals. Studies have showed that many TVET Graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower. Further more substantial resource wastage occurred as a result of underutilization of equipment in public TVET institutions (MoE, 2008).The main cause related to such challenges is the implementation of the TVET strategy rather than its content. Numerous firms strive to accomplish their goals by implementing various strategic plans that motivate them to compete in the market and for business success but fail to success .In many cases, strategies fail due to inadequate implementation rather than poor plan formulation (David &David, 2015).

According to Mintzberg, Ahlstrand & Lampel (2020), Strategy implementation is often more critical to success than strategy formulation itself. Inadequate implementation can lead to even the well-conceived plans failing to achieve their goals. Well formulated strategies fail at implementation stage.

Like many other organizations, despite the government's efforts to improve technical and vocational education and training (TVET) through various strategies in Ethiopia, effective implementation is still a major obstacle. Inadequate funding, insufficient infrastructure, and shortage of qualified instructors are persistent obstacles to effective TVET implementation worldwide (UNESCO, 2015). In Ethiopian context, these limitations have been particularly pronounced, impacting the quality of training and employability of graduates (World Bank, 2018).

Several scholars have identified various factors that hinder successful implementation of educational policies, particularly in developing countries.For example Gachunga et al. (2020) show how dedicated leaders foster innovation and better resource management to increase institutional capacity. This study tried to show the leadership commitment and resource management aspect to increase institutional capacity it doesn't address other factors that affect strategy implementation.

Waithaka and Kilika (2020) conducted a study to determine how particular management approaches impact TVETs' implementation of strategic plans. According to this study there was a statistically significant correlation between management practices and the execution of strategic plans throughout the centers (Waithaka & Kilika , 2020).this study mainly focused on the management practice aspects it doesn't consider other factors like organizational structure and policy and procedure aspect that affect strategy implementation. According to Griffin (2007) and Thompson (2003), well-structured organizational structure and clearly defined policy and procedure are critical for effective strategy implementation

Mutisya, Njihia & Otieno (2021) also conducted to identify the factors that influence the execution of strategies in technical institutions that provide technical skills in Mombasa County, Kenya The study found that technology and human resources do affect how strategies are implemented. This study also focused on the relationship of Human resource and technology and strategy implementation doesn't consider other factors that can affect strategy implementation.

While this and other substantial body of literature exists on strategic plan implementation in TVET sector and other organization, limited research has specifically addressed the challenges and the factors behind the challenges with the Ethiopian TVET sector. Furthermore the relative importance of different organizational factors such as leadership style, Resource availability, the organizational structure and the policy and procedures and the individual and the combined effects with in Ethiopian TVET colleges hasn't been addressed.

This study thus sought to fill the gap by focusing to determining factors that influence strategic plan implementation on public TVET colleges considering the case of three selected public TVET colleges namely; Entoto, Addis Ababa Tegebareid and General Winget poly technic colleges in Addis Ababa.

### **1.3 Objective of the study**

#### **1.3.1 General Objective**

The General objective of the study is analyzing factors influencing strategic plan implementation in selected public TVET colleges.

#### **1.3.2 Specific Objectives**

- To assess the effect of leadership on the strategic plan implementation in selected TVET public colleges

- To determine the effect resource allocation on the strategic plan implementation in selected public TVET colleges.
- To examine the effect of organizational structure on the strategic plan implementation in selected public TVET colleges.
- To assess the effect of policy and procedure on the strategic plan implementation in selected public TVET colleges.

#### **1.4 Significance of the Study**

This study may help TVET administrators understand the role that Effective strategic plan implementation plays on improving the performance of TVET colleges. The study may also help other higher education institutions by providing them with information on how to carry out their institutional strategic plans. Moreover, by learning from this study about successful methods to implement school strategies, principals in TVETs may be able to take actions that help mitigate those factors that affect strategy implementation management and ensure the success of their strategic implementation plans. The results of the study may also be used by the government to create regulations governing the implementation of TVET strategic plans that are effective and to increase public knowledge of the strategies that work and those that don't. Lastly, the study adds to the existing body of knowledge on factors affecting implementation of strategic plans in TVET institutions and may help other researchers on the area.

#### **1.5 Scope of the Study**

The scope of this study is geographically limited to three polytechnic colleges (Entoto, Addis Ababa Tegbareid and General Winget) in Addis Ababa. They are selected because of their seniority and because they are poly technic colleges. The study used quantitative research approach only. Stratified sampling was used for sampling the population. Questionnaire was the only data collection method used for this study.

#### **1.6 Limitation of the Study**

The study focused on assessing the internal Factors which affect strategic plan implementation such as leadership, organization structure, resource allocation and policy and procedure on selected public TVET colleges. External factors were not considered on this study. And the study was limited to three selected poly technic colleges.

## **1.7 Organization of the Study**

This paper is organized into five chapters. Chapter one contains back ground of the study, statement of the problem, research objectives, significance of the study, scope and limitation of the study.

In chapter two, literatures related to theoretical frame work, empirical evidence and conceptual frame work and research hypothesis are contained.

Chapter three covers the methodology part it contains the research design method, the research approach, sampling methods, source of data and data collection methods, validity and reliability and model specifications and research ethics.

Chapter four contains descriptive and inferential analysis and presentation. The last chapter contains summary of findings, conclusions and Recommendations.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURES**

#### **2.1 Introduction**

This chapter provides a systematical analysis of relevant and related literature regarding organizational factors that affect strategic plans implementation. Basic concept definitions and various generalized theories on strategic management are included in the theoretical review, whereas the generalizations made by other academics on the topic in relation to the study's conceptual framework, research objectives, and variables influencing the implementation of strategic plans are included in the empirical review.

#### **2.2 Theoretical Review**

Theories provide a foundation and leading concepts for research to be conducted .This study bases on different theories which explain the strategic plan from different angles to guide how an organization interacts with environment leading to improvement in the firm performance and get better competitive advantage . The theories also provide valuable information to parties interested in strategy formulation, implementation and evaluation.

##### **2.2.1 Resource-based view theory**

The central tenet of the resource-based theory is that a company's competitive edge stems from its unique resources and capabilities. (Wernerfelt, 1984). This theory states that resources owned

by an organization are critical for a firm to sustain competitive advantage and superior performance (Barney & Clark, 2007). The resource-based view's (RBV) main contention is that, even when a company has clearly defined objectives to achieve, the availability of resources frequently determines how those objectives will be carried out (Rangan, 2004). According to the RBV model, resources have a primary role in assisting businesses in achieving improved organizational performance. The RBV focuses on the utilization and deployment of resources, leading to the development of resource-driven competencies and eventual competitive advantage. In RBV, resources refer to assets, business process, capabilities, the firm's attributes, knowledge, information and other resource controlled by a company to enhance efficiency and effectiveness (Barney, 1991). The two critical assumptions of RBV are that resources must be heterogeneous and immobile. According to Barney & Clark (2007), company resources can be grouped into three categories; those are physical capital resources, human capital resources and organizational capital resources. Physical capital resources refer to company equipment, plant, its access to raw materials, geographical location and the physical technology utilized by a company.

Human capital encompasses experience, intelligence, training, judgment, relationships and insights from employees, such as managers and workers in a company. Finally, organizational capital resources refer to a company's formal structure, the company's formal and informal system, which comprises planning, managing and coordinating systems. Organizational resources also relate to informal relationships between a company and its business environment. In order to manage valuable, rare and imperfectly imitable resources and obtain competitive advantage, the organization should have proper management and well-organized policies and procedures (Barney and Clark, 2007).

The resource-based view theory is an influential approach in strategic management. It has been widely applied as a managerial framework to determine vital resources for a firm to achieve a sustained competitive advantage (Utami & Alamanos, 2023).

### **2.2.2 Path-Goal theory**

Path-goal theory is the common theoretical evolution from contingency theory to research in the field of leadership, and this originated from the framework on prediction on motivation theory and main contributors to the recent theory development (Northouse, 2016). The secret to all contingency theories is to know what sort of leadership is appropriate in any given situation. In contingency theory, that there is no one ideal way to run an organization or make choices;

instead, management techniques must be flexible in order to provide the optimum outcomes for the company.

Path goal theory states that the primary role of the leader is to provide clear objectives based on the traits of their team members and the workplace, selecting the best leadership style to accomplish those goals, determining the achievement and motivational indicators to use, and doing everything within their power to spot and remove any barriers that their subordinates may face (Northouse, 2016). According to this theory, leaders' behavior will impact their employees. Therefore, they must provide practical guidance and resources to help their subordinates achieve their goals. Leaders must also take action and compensate for their employees' shortcomings.

This theory includes four different approaches of leadership behavior, which are directive, supportive, participative, and achievement-oriented leadership (House & Mitchell, 2017).

In directive leadership leaders establish specific objectives clear guidelines to eliminate uncertainty and support staff members on their journey. Employees under this leadership style are continuously monitored.

Supportive: Situations in which managers actively assist and engage with their staff. In this approach leaders provide emotional support for employees they treat their employees with greater friendliness and accessibility.

In Participative approach leaders consult their staff members before making decisions. They prioritize their employees' opinion and inputs.

In achievement oriented type of approach leaders inspire their staff members by setting challenging goals. This style of leadership sets high standards for followers and employees have an incentive to perform better (Malik, 2012).

According to Olowoselu, Mua'azam bin & Shorouk, (2019) Application of this theory might be a viable solution to leadership and subordinate challenges in the educational institution. Education leaders should put in use the path-goal leadership approaches in their daily dealings with their subordinate in their various educational institutions.

### **2.2.3 Concept of strategy implementation**

Strategy implementation is an integral component of the strategic management process and is viewed as the process that turns the formulated strategy into a series of actions and then results to ensure that the vision, mission, strategy and strategic objectives of the organization are successfully achieved as planned (Thompson & Strickland, 2003).

Lynch, (1997) also states that strategy implementation is the process of putting the organization's selected strategies into practice. It comprises transforming the strategic plan of the organization into action and, ultimately, into outcomes

(Carrols, 2000) emphasizes the significance of strategy implementation and argues that good strategy implementation is a prerequisite for organizational success in addition to establishing strategies that are appropriate for both internal and external settings. Many unsuccessful attempts to reorient firms' strategies have been attributed to inadequate strategy execution techniques.

According to (Wheelen and Hunger, 2003: 15) that implementing strategies entails creating the frameworks, programs, finances, and procedures from which the strategies are to be implemented. Howe, (1986) states that in order to implement a strategy, it is necessary to identify the key tasks that must be completed, assign those tasks to specific people, provide for the coordination of discrete tasks, implement good leadership, which comprises placing the right people in the right positions within the organization, and implement functional leadership, which involves allocating resources to enable the chosen policies to be implemented, an adequate management information system must be designed and installed, as well as organizational implementation, which entails choosing the proper organizational structures for the chosen policies.

Organizational success depends on the alignment of strategy and organizational structure. Hill (2001), states that creating suitable organizational structures and control mechanisms is a necessary step in implementing the organization's plan. In order to achieve a fit between the company's strategy, structure, and control, he breaks down this process into several steps: designing the organizational structure, which involves assigning roles and responsibilities to various managers and subunits within the organization; matching strategy and structure; designing control systems, which involves choosing the best way to evaluate the performance of the strategy and control of subunits; and, finally, being in a position to manage change.

According to Ansoff & McDonnell (1990), changing the current policies and processes and adopting the right policies and processes at every level of the organization is necessary for the implementation of a plan. They made the point that, while if some strategy implementation issues and challenges are shared by all organizations, others are exclusive to a given organization. Therefore, it is essential that individuals tasked with making decisions pay close

attention to the implementation process on a regular basis so that they can concentrate on potential problems and devise solutions.

#### **2.2.4 Thompson and Strickland Model**

The Thompson and Strickland Model (2003), states for a success full strategic plan implementation an organization needs to have structure that facilitates the implementation of the strategy, assigns the right people to the right tasks, and strengthens the company's relevant skills and competencies through training and capacity building. According to this model, in order for a strategy to be implemented, there must be sufficient funding available, and thus an organization must supply the necessary financial resources. It also further goes and says, an organization needs inter-support units that encourage the creation of policies and procedures that will make it function well and concentrate its efforts in one area.

The Model of Thompson and Strickland (2003), explains how leadership in a company inspires and motivates staff members to be innovative and supportive of teamwork. Every business should have a culture that reflects how it wants to be regarded, and as such, leadership has an impact on shared values that are observed throughout the organization, including value formation and conflict resolution. Organizations with distinct cultures do relate to stakeholders in unique ways. Because they outline the steps an organization must take to successfully execute strategy implementation and meet organizational performance, the elements in this model are pertinent to this study.

#### **2.2.5 Ricky Griffin's Model**

Effective strategy execution determines organizational performance, according to Ricky Griffin's Model (2007). According to the view, leadership is responsible for putting up an organization's culture and values, motivating employees, providing direction, and communicating with them(Griffin,2007). Organizational structures, which include decentralization of functions, division of labor, and the establishment of basic organizational structures that facilitate quicker decision-making, are another influence (Griffin, 2007).

According to this view, in any organization, decentralized systems improve accountability and transparency in communication between managers and staff. This concept states that human resource, improving job quality, hiring qualified staff, and promoting them will improve an organization's performance. Technology is the other factor. Organizational performance can be

impacted by job design and the appropriate use of technology. Financial budgeting is a part of the appropriate control system that comprises information control systems (Griffin, 2007).

Generally According to this model, an organization should focus on five main functions: information control system, technology, leadership, structures, and human resources, in order to achieve comprehensive strategy implementation and organizational performance. There are subtasks for each of these functions that need to be completed.

## **2.2.6 Factors Influencing Strategic Plan Implementation**

As many studies states that there are many factors that enable or impeded the implementation of Strategic plan. Some of these factors that are identified are organizational leadership, organizational structure, organizational Resource and policy and procedure.

### **2.2.6.1 Leadership**

According to Thompson (1997), any organization's top management is responsible for establishing the organization's mission and goals. It determines the long-term course of an organization, sets clear performance goals, and supervises the implementation of all strategic initiatives.

Poor leadership is one of the key barriers to a successful strategy's execution, according to Cater and Pucko (2010), even though a well-formulated strategy, a strong and effective pool of skills, and human capital are all vital resources for strategy success. A major obstacle to a successful strategy's execution is getting personnel on board and focusing their skills and business knowledge on the new plan. Thus, the importance of having strong leadership transcends all other considerations. Without strong leadership an organization is unlikely to successfully implement a corporate strategy.

A strong management team is necessary for even the most well-thought-out corporate strategy to succeed (Thompson, 1997). According to Galpin (1998), management's ability to inspire and inform employees to act on a corporate strategy is what separates effective strategy deployment from poor strategy implementation. Senior management must make informed and prudent judgments in order to address specific strategic concerns that may have an impact on the implementation of strategic plans. In examining strategy execution bottlenecks, found that unclear dependability and culpability, coupled with a poor and inadequate distribution of knowledge, were the main causes of strategic plan implementation failures.

The literature consistently identifies leadership as the critical factor in strategic plan implementation. Transformational leadership characterized by inspiring shared vision and empowering employees, has been shown to be particularly effective in driving strategic alignment. However other studies have emphasized the importance of transactional leadership, which focuses on setting clear goals and providing rewards for performance. The applicability of these different leadership styles may depend on the specific contexts and organizational culture. In the context of Ethiopian TVET institutions, where resources are often limited and bureaucratic structures can be rigid, a combination of these leadership styles may be necessary to effectively implement strategic plans. This research will examine the specific leadership behaviors that are most strongly associated with successful strategy implementation.

### **2.2.6.2 Organizational structure**

Organizational structure describes how work is distributed among an organization's personnel in order to accomplish its goals. Organizations need appropriate frameworks if they are to carry out their plans in an efficient manner (Lumpkin, 2013).

According to Daft (2010), organizational structure entails the formal reporting ties within an organization, the number of levels in the hierarchy and the authority vested in managers and supervisors, the arrangement of people into departments and departments into the entire organization and in general it is the architecture of an organization's systems. The assignment, control, and coordination of roles, power, and duties, as well as the information flow across the various levels of management, are all governed by organizational structure.

The organizational structure provides a basis for carrying out a plan. According to Gibson (2010), an organizational structure outlines how to assign, schedule, and oversee tasks that are focused on achieving the organization's goals. Consequently, the business needs to decide on an organizational structure and control mechanisms that would enable them to carry out their strategy in an efficient manner. Chandler (1962), states that structure and strategy must be coordinated. Structure follows strategy, which implies that intentional adjustments are made to the structure to align it with the organization's chosen course of action. The execution of a strategy experiences chaos, inefficiency, and friction when it is not matched with the appropriate structure. The tasks, roles, and interrelationships must be arranged in a way that aligns with the selected strategy for the implementation to be effective. As a result, when implementing a

strategy, the organizational structure must come first. It is thought to either facilitate or impede the execution of strategies (Pearce and Robinson, 2002).

Chandler (1962), asserts that coordinating strategy and organizational structure affects the organization's form, division of labor, duties and responsibilities, allocation of power, and decision-making processes.

Many Researchers contended that businesses need strong organizational frameworks in order to carry out their policies (Lumpkin, 2013). Moreover, they contend that appropriate strategy-structure alignment is a necessary condition for successful strategy implementation. Those extant literatures emphasized the importance of structure for strategy implementation with different aspects, therefore considering those different aspects of structure; this study will examines organizational structure in terms of flexibility, division of tasks, hierarchy, and decentralization coordination and Alignment.

### **2.2.6.3 Organizational Resource**

Resource allocation is another key determinant of strategic plan implementation success (Wheelen & Hunger, 2003; Barney, 1991)

Thompson and Strickland Model (2003), to effectively execute strategic plans, resources are required. Thus For organizations to implement their strategic plans, they should consider if the needed resources are available. It also goes further and states that an organization should provide adequate financial resources that will enable the strategy to be executed because for a strategy to be executed sufficient funds should be available.

The resource based view (RBV) argues that resource are the key for company's success and competitive advantage .therefore for a company to have better strategic implementation and achieve its goals it should make sure the availability of sufficient resources and efficient allocation of resources . Financial, physical, human, and technology resources are the minimum four categories of resources that any organization possesses and can use to accomplish its goal (David and David, 2015). However , simply having access to resources is not enough; they must be allocated strategically to support the implementation of key initiatives(Thmpson,2003).studies have shown that inadequate or misallocated resources can significantly hinder strategic plan implementation. This research will investigate how resource allocation practices in Ethiopian public TVET Colleges affect the success of strategic plan implementation considering the availability of resource and effectiveness of their allocation.

#### **2.2.6.4 Policy and procedure**

Policy refers to specific guidelines, methods, procedures, rules, forms, and administrative practices established to support and encourage work toward stated goals (Fred and Forest, 2016). According to Fred and Forest (2015), Policies are instruments for strategy implementation. Policies set boundaries, constraints, and limits on the kinds of administrative actions that can be taken to reward and sanction behavior; they clarify what can and cannot be done in pursuit of an organization's objectives. Policies are instruments for empowerment. They make decision-making simpler. They direct managers' decisions and actions when implementing strategies for their subordinates. Standard operating procedures are offered by them. They are usually written and formal.

According to Fred and Forest (2015,) policies play the following roles in the execution of strategies: Policies encourage the consistent handling of related tasks. This coordinates tasks and reduces frictions. Policies provide faster decision-making by standardizing solutions to common issues. They provide workers more authority. Policies make daily decision-making less uncertain. They offer pre-planned responses. Policies provide a dependable pattern of managerial behavior. Policies reduce resistance to organizational strategies. They create indirect control over independent action. And enhance productivity at work. Policies help understand the business environment. Policies identify the key activities and provide a general strategy to decision-makers on how to handle issues as they arise. They clarify what can and cannot be done in pursuit of an organization's objectives (Fred and forest, 2015).

Policies let both employees and managers know what is expected of them, thereby increasing the likelihood that strategies will be implemented successfully (Fred and Forest, 2016). They provide a basis for management control, allow coordination across organizational units, and reduce the amount of time managers spend making decisions. Procedures are the specific methods employed to express policies in action in day-to-day operations of the organization. Policies and procedures are designed to influence and determine all major decisions and actions, and all activities take place within the boundaries set by them. Together, policies and procedures ensure that a point of view held by the governing body of an organization is translated into steps that result in an outcome compatible with that view. According to Hill (2001), well connected policies help enforce strategy implementation by channeling action, behavior, decisions and practices which promote strategy accomplishment. Considering the above literatures about the

importance of policy and procedures, this study examined policy and procedure for effective strategy implementation in terms of the availability of well documented, clear, policy, procedure and operational plans and the effectiveness of the available policy and procedure in the organization

### **2.3 Empirical Review**

A study by Gachunga et al. (2020), attempted to determine how leadership commitment influences the competitiveness of TVET institutions. The study used a descriptive research design with 68 TVET institutions as its target audience. The results showed that strategic direction, employee involvement, and sound decision-making by leaders increased the competitiveness of TVET institutions in Kenya. The study suggested that in order to improve the efficiency of their operations, TVET institution management should adopt a leadership commitment and make sure that resources are used effectively.

Waithaka and Kilika (2020) conducted a study to determine how particular management approaches impact TVETs' implementation of strategic plans. The target group consisted of 92 participants (instructors, board members, institutional heads, and their deputies) from 37 centers. A standardized questionnaire that was self-administered helped to obtain the data. Based on the findings, there was a statistically significant correlation between management practices and the execution of strategic plans throughout the centers. As the study recommends in order to improve the implementation of strategic plans. The planning component of management practices and employee empowerment should be prioritized by the institutions.

Bassa (2015) has carried out an analysis on The Practice of Strategic Planning and Strategy Implementation in Ethiopian Public Universities. The study's goal was to look into how strategic planning and strategy implementation are done in Ethiopia's public universities. The study's findings demonstrated that, Stakeholders were not adequately involved in the planning process, Universities did not sufficiently assess their changing external environment, Strategies and activities were not effectively communicated to staff. Insufficient monitoring, follow-up, and feedback systems were in place, Key decisions often deviated from strategic plan objectives and priorities. The study suggests that there needs to be increased stakeholder engagement, clear communication, robust monitoring and evaluation and Decision alignment. Overall, the study emphasizes the need for Ethiopian public universities to adopt a more comprehensive and participatory approach to strategic planning and implementation to achieve their goals.

A study has been conducted by Mutisya, Njihia & Otieno (2021), to identify the factors that influence the execution of strategies in technical institutions that provide technical skills in Mombasa County, Kenya. This study set out to ascertain the relationship between technology, strategy implementation, and human resources. Resource-based view theory and Okumu's implementation framework was used for the research. Mixed methods research design was used with a sequential exploratory design. The study found that technology and human resources do affect how strategies are implemented. The study suggested that in order to improve the process' efficacy, management should regularly train staff members on strategy implementation techniques.

In order to assess the impact of strategy implementation on the performance of public Technical Vocational Educational Training (TVET) institutions in Kiambu County, Kenya, Karemu & Gongera (2014) carried out a study. The study's objective was to pinpoint the variables that influence strategy execution and, in turn, these institutions' performance. The goal of the study was to clarify the networks of relationships between the dependent variable, organizational performance, and the independent variables, which include, among others, human resources, institutional management, financial allocations, curriculum, materials, and facilities. A mixed research strategy was used in the study.

The study found that Kiambu County's Technical and Vocational Education and Training is beset by difficulties in the education sector, including insufficient finance, a dearth of up-to-date training supplies, inadequate training resources, antiquated technologies being used, ignorance of novel training techniques, and a negative public perception. Therefore, the researcher suggested that in order to improve public technical and vocational training institutions' performance, the government should sufficiently fund them, implement performance standards, and routinely assess how well these standards are being met. It should also introduce the newest techniques and technologies for teaching and learning for both teachers and students. To guarantee efficacy, it is also advised that the government devise a system for monitoring the execution of all of its TVET initiatives.

A study by Abdi (2023), attempted to determine the influence of institutional factors on strategic plan implementation in technical vocational education and training institutions in wajir county, kenya. The purpose of the study was to ascertain how institutional management affected the execution of strategic plans in TVET institutions located in Wajir County; how resource

availability affected the execution of strategic plans in TVET institutions located in Wajir County, how organizational structure affected the execution of strategic plans in TVET institutions located in Wajir County and how institutional strategic planning policies affected the execution of strategic plans in TVET institutions located in Wajir County.

The study used mixed research approach descriptive research design .The study found a strong correlation between the execution of strategic plans and institutional management practices. The study also found a substantial and positive correlation between the execution of the strategic plan and the availability of resources. Additionally, the study found a strong correlation between organizational structure and strategic plan execution.

The findings showed a substantial and positive correlation between organizational policies and strategic plan execution. The study came to the conclusion that institutional policies, organizational structure, resource availability, and management practices all had an impact on how well strategic plans were implemented. As a result, the study suggested that the Technical Vocational Education Authority (TVETA) of the government provide principals with the necessary training to develop and implement initiatives.

A study on the factors impacting the implementation of strategic management plans in particular tertiary institutions was conducted by Messah and Mucai (2011). A descriptive survey was used as the research design. According to the study, the Board of Governors' and institutional leadership's preferences affect how resources are allocated, which in turn affects how strategic management plans are implemented. The process of allocating resources functions as a filter, selecting which planned and/or emergent projects receive money and move forward while rejecting others.

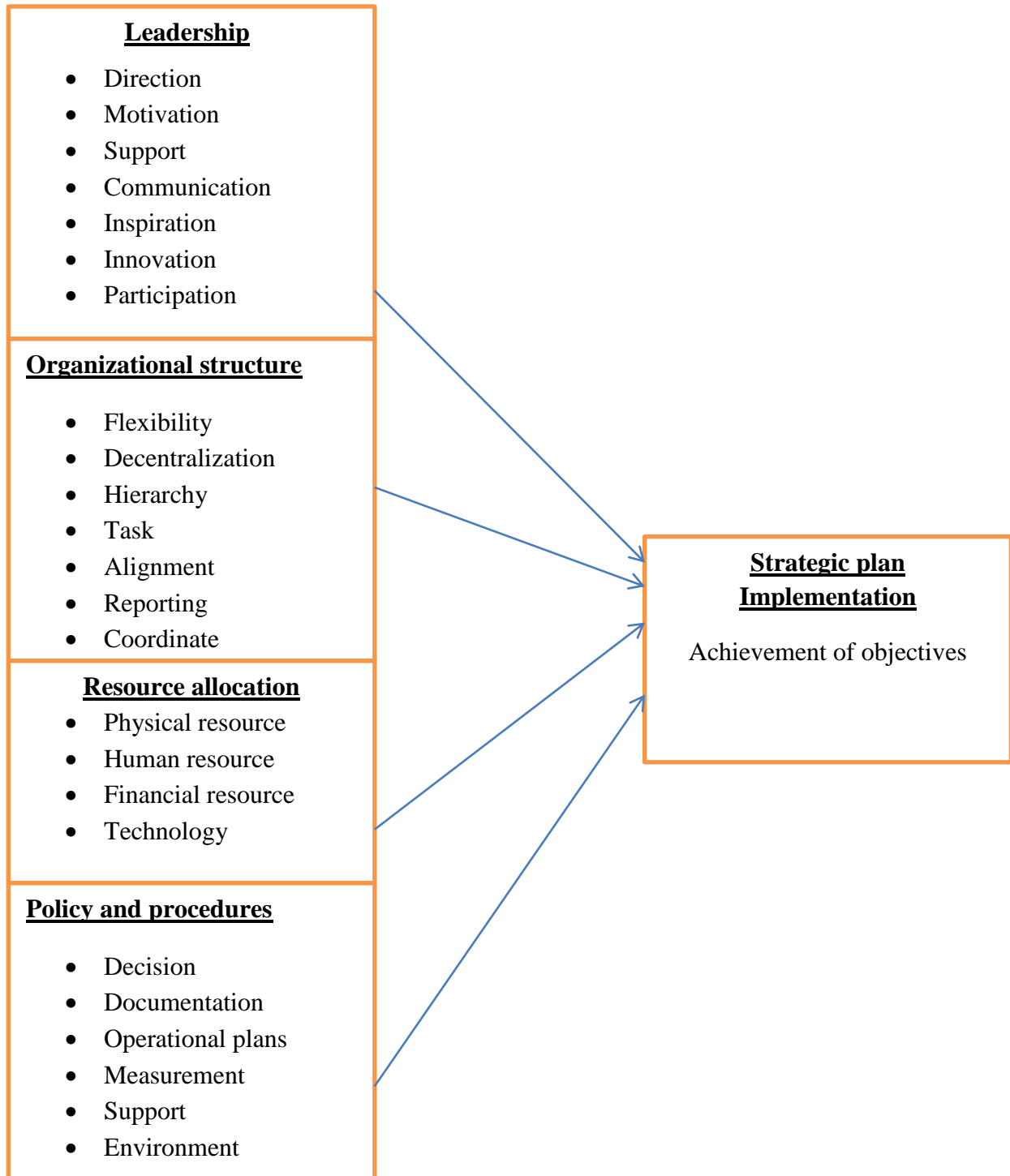
The study recommends tertiary institutions to have a greater degree of faculty involvement in any future strategy formulation and assessment. The Agencies must also make sure that faculty members are highly sensitized, and they must provide useful programs for capacity building that enhance skill and encourage faculty members' readiness to engage. It is advised that more research be done to determine how well the strategic management plans being used at tertiary institutions are working.

A research by Mwangi (2014), Factors affecting strategy implementation in public universities in Kenya, attempted to determine the factors that affect strategy implementation in public universities in Kenya. The study used correctional survey design. The study discovered that

organizational culture, structure, resources, top management commitment, and communication all had an impact on how strategies were implemented at universities. This was caused by the university's unsuitable environment for the successful implementation and control of the strategy, as well as a lack of knowledge about the importance of organizational structure, design, and goal-aligning structural design. Additionally, key decision-makers in the strategic decision-making process did not actively participate in the plan's implementation; individuals are not held accountable or rewarded for carrying out the plan, the university's excess resources, insufficient departmental manager leadership and direction, and a lack of commitment from university management to the strategy.

Those extant literatures figured out different factors affecting strategic plan implementation on TVET and other organizations. However, in depth analysis of those factors affecting strategic plan implementation still lacks. Most of the literature focused on limited factors. Therefore considering all the above literatures and theories, this study assessed the relationship of leadership, resource allocation, organizational structure and policy and procedures with strategic plan implementation with each of them containing different measuring elements.

## 2.4 Conceptual frame work



Source: Adapted from Hussein & Gichinga (2018) And Abdi (2023).

## **2.5 Research Hypothesis**

Ha<sub>1</sub>: There is positive and significant relationship between leadership and strategic plan implementation in selected public TVET colleges.

Ha<sub>2</sub>: There is positive and significant relationship between resource allocation and strategic plan implementation in selected public TVET colleges.

Ha<sub>3</sub>: There is positive and significant relationship between organizational structure and strategic plan implementation in selected public TVET colleges.

Ha<sub>4</sub>: There is positive and significant relationship between policy and procedure and strategic plan implementation in selected public TVET colleges.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the research methodology that is used throughout the research. It contains the research approach, research design, target population, sampling technique, sample size, data source, data collection instrument, data analysis methods, validity and reliability model specification and research ethics to be followed.

#### **3.2 Research Design**

This study deployed explanatory research design. The reason for choosing this Research design is According to De Vaus (2001), Explanatory research aims to explain the causes of a certain event and make the relationship between factors clear. Explanatory research is used to explain the links and patterns observed in the data (Creswell & Creswell, 2017). Therefore this research design allows testing of hypothesis. According to punch (2013), Explanatory studies are very useful when attempting to determine how strongly variables relate to one another. Collis and Hussey (2009) also stated that Researchers can better grasp the interactions between many components in a given situation by using an explanatory method. Explanatory research design is therefore used in this study.

#### **3.3 Research Approach**

The research approach used for this study is quantitative research approach. Quantitative research approach is a means for testing objective theories by examining the relationship among variables (Creswell & Creswell, 2017). As Pallant (2016), stated quantitative research facilitates

the use of statistical tools and methods to analyze data .Statistical analysis enables researchers to assess the significance of their results and draw conclusions about the larger population. Cohen, Manion and Morrison(2018),also stated that Quantitative research is commonly used to test hypotheses and investigate the Relationships between variables .and since the objective of this research is to assess factors influencing strategy implementation and determine the relationship between variables like leadership, organizational structure, resource allocation and policy and procedures and strategy implementation quantitative research approach with explanatory research design used for this study.

### **3.4 Data Type and Sources**

This study used primary and secondary data. The primary data for this research collected through structured questionnaires administered to staffs within the three public TVET colleges. The questionnaires included five-point Likert scale items to gauge perceptions of various factors affecting strategy implementation. Additionally, secondary data were sourced from governmental reports, previous research studies published in academic journals focusing on strategy implementation within educational institutions and other organizations, Books and internet. These sources provided contextual insights and validated findings from the primary data.

### **3.5 Target Population**

The target population of this study was all populations from three selected poly technic colleges (Addis Ababa Tegebareid, Entoto and General Winget). There are a number of advantages for using the complete population. First, it makes it easier to fully comprehend the viewpoints and experiences of every staff member participating, which produces conclusions that are stronger (Cohen, Manion, & Morrison, 2018). Additionally, research on the full population reduces sampling bias and guarantees that the findings accurately reflect the circumstances in the chosen colleges. This method is in line with the suggestions made by Creswell and Creswell (2017), who state that performing a census can produce more accurate and useful data when the population size is manageable, especially for applied research in educational context. Therefore this study contained all population from the selected three poly technic colleges with total amount of population N=1625

**Table 3.1 Number of population**

Name of colleges	Number of population		
	Administration	non Admin staff	Total
Entoto poly Technic College	4	610	614
Tegebare id poly Technic college	4	455	459
General Winget poly Technic college	4	548	552
Total	12	1613	1625

Source: Institution’s Human Resource Management

### **3.6 Sampling Frame**

According to Creswell & Creswell (2017), an effective sampling frame should accurately reflect the population from which the sample will be drawn, ensuring comprehensive coverage for better reliability and validity of the research findings. The sampling frame for this research consists of all staffs which includes Administrators, all other non admin Staffs which includes lectures and all other permanent staffs within the selected public Technical and Vocational Education and Training (TVET) colleges, specifically: Addis Ababa Tergabere id , General winget and Entoto poly technic colleges. Utilizing the entire population of these three colleges as the sampling frame minimizes sampling bias and enhances the generalizability of the results (Bryman, 2016).

### **3.7 Sample Size**

As to Saunders et al. (2016), sample size calculation ascertains a sufficient number of participants that may accurately estimate outcomes for the entire population. This will allow the researcher to make inferences or generalizations about the population based on the sample data.

To determine the appropriate sample size for this study, Yamane’s 1967 formula was utilized, which allows for sample size determination based on the total population size and the margin of error. The formula is given as:

$$n = \frac{N}{1 + N(e^2)}$$

Where n is the required sample size, N is the population size, and e is the margin of error (Yamane, 1967).

Therefore To calculate the sample size for this study with total number of population N=1625, at 95% confidence level and 5% margin error;

$$n = (N) / (1 + N ((0.05)^2))$$

$$n = (1625) / (1 + 1625((0.05)^2))$$

$$n = 320.9 \text{ approximated to } 321$$

Therefore the sample size for this study is 321

### **3.8 Sampling Technique**

The sampling technique used for this research is stratified random sampling. This research aims to investigate the factors affecting strategy implementation in selected public TVET colleges. Given the diverse nature of these colleges, a stratified random sampling approach is deemed most appropriate to ensure the sample adequately reflects the heterogeneity within the population (Lohr, 2010). Public TVET colleges exhibit variations in size, program offerings, resources, and management styles and others. Stratified random sampling addresses this by dividing the population into strata based on relevant characteristics. This allows for the proportional representation of each stratum in the sample, mitigating the risk of bias and enhancing the generalizability of the findings. Furthermore, stratified sampling enables targeted analysis within each stratum, facilitating the identification of potential differences and the development of tailored recommendations for strategy implementation (Lohr, 2010).

The first level of stratification was creating strata for the selected three poly technic colleges. (Addis Ababa Tegebare id, Entoto, and General winget), depending on the proportion of number of population and the required sample size. Within each college, a second level of stratification was implemented based on job role as Admins and non Admin staffs. The sample size for each stratum was determined proportionally based on the population size within each stratum. This approach will allow for accurate estimations and generalizability.

The sample size for each stratum for the three colleges based on their proportion was as follows: Entoto, 37.7% of the total population size. The sample size for Entoto was then approximated to 121, General Winget, 33.9 %.the sample size for General Winget was also approximated to 109 and Addis Ababa Tegebareid, 28.2% of the total population .the sample size for Addis Ababa Tegebareid is therefore approximated to 91.the second stratification followed to determine the sample size amount for admins and non admin staffs in each college based on their proportion therefore for Entoto the sample size for admins was approximated to 1 and for non admins approximated to 120,for General Winget the sample size was approximated to 1 for admin and

108 for others and for Addis Ababa Tegebareid the sample size for Admins was approximated to 1 and 90 for non admin staffs.

### **3.9 Data collection and instruments**

Data was collected using a structured questionnaire employing a closed-ended format with a five-point Likert scale. “Questionnaires are particularly well-suited for quantitative research designs, allowing researchers to collect data from a large sample efficiently and systematically”(Neuman, 2014). The Likert scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree), with values of 2 (Disagree), 3 (Neutral), 4 (Agree) representing the intermediate positions. Five-point likert was chosen because The 5-point Likert scale is a widely used and reliable method for measuring attitudes and perceptions, offering a balanced range of response options that allow respondents to express their degree of agreement or disagreement (Carifio & Perla, 2007).The questionnaire was adapted and modified primarily from ABDI (2023) Hussein and Gichinga (2018), and Ondiek and Lewa (2019). Additional questions have been incorporated based on the relevant literature on Path Goal Theory House and Mitchell (2017). The questionnaire was structured into 6 sections corresponding to the research objective. Each section focuses on a specific area related to factors affecting strategy implementation. The questionnaire was intended to measure the following variables: leadership, resource allocation, organizational structure, policy and procedure and strategy implementation.

### **3.10 Data Analysis Methods**

The data collected for this study analyzed using SPSS (Statistical Package for the Social Sciences) software. Descriptive statistics were employed to provide an overview of the data, including measures of central tendency (mean) and variability (standard deviation, variance). To examine the relationships between the variables and test the research hypotheses, inferential statistical techniques applied. Specifically, linear regression and correlation analysis were utilized. Regression was selected to assess the influence of the independent variables (leadership, organizational structure, resource allocation, and policy) on the dependent variable (strategy implementation). This model allows for the prediction of strategy implementation based on the combined effects of the independent variables (Pallant, 2016).

### 3.11 Validity

Validity, as defined by Heale and Twycross (2015), is the degree to which a concept is accurately measured in a quantitative study. Heale and Twycross (2015), identify three main categories of validity. These are content validity, construct validity, and criterion validity. Content validity looks at whether the instrument adequately covers all the content that it should with respect to the variable. Construct validity refers to whether inferences can be drawn about test scores related to the concept being studied .in criterion validity Correlations can be conducted to determine the extent to which the different instruments measure the same variable. To ensure the validity of the instrument, all of the constructs utilized in this research were taken from earlier research works and definitions with minimal adjustments to best suit the sort of service under this study.

### 3.12 Reliability

Reliability relates to the consistency of a measure it is the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions (Heale and Twycross, 2015). As stated on Heale and Twycross (2015), the most often used test for assessing an instrument's internal consistency is Cronbach's  $\alpha$ . The Cronbach's  $\alpha$  value ranges from 0 to 1. A dependability score of 0.7 or above is considered satisfactory. To investigate the reliability of the questionnaire, pilot test was conducted on 50 respondents to ensure the reliability using Cronbach's  $\alpha$  on all constructs. The result showed that alpha coefficient of 0.97.This Cronbach's  $\alpha$  result is above 0.7. And the Cronbach's  $\alpha$  result of each constructs is also above 0.7 .which is acceptable according to Heal and Twycross(2015) as indicator of reliability.

**Table 3.2 Reliability Test**

Reliability Statistics		
Variables	Cronbach's Alpha	Number of Items
Leadership	0.899	7
Resource Allocation	0.889	7
Organizational Structure	0.905	7
Policy and procedures	0.891	7
Strategy plan implementation	0.899	7
Over all reliability	0.975	35

Source: Survey, 2024

As shown on table 3.2 above the result of Cronbach's alpha test for each variables and total items showed that the instrument is consistent and reliable. The chance of getting consistent response is 97.5 %.

### **3.13 Model Specification**

The adopted regression model for the study is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where: Y = the dependent variable (strategic plan implementation)

$\beta_0$ =the coefficient of the constant or y-intercept,  $\beta_1$ =the coefficient of the first predictor (X1)

$\beta_2$ =the coefficient of the second predictor (X2),  $\beta_3$ =the coefficient of the third predictor (X3)

$\beta_4$ =the coefficient of the fourth predictor (X4)

X1=Leadership

X2=Resource Allocation

X3=Organizational structure

X4=Policy and Procedure

e= Error term

### **3.14 Ethical Considerations**

Necessary steps to keep the ethical considerations have been followed on this research. Informing respondents of the purpose of the research during data collection has been implemented, as has been done from the title selection and area selection. The responders' privacy and confidentiality has been taken into account by the researcher.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND PRESENTATION

#### 4.1 Introduction

In this chapter the data collected through structured questionnaires from respondent's on the selected three Poly technic colleges to study factors affecting strategic plan implementation is analyzed, interpreted and presented. The demographic facts obtained from the respondents summarized using frequency distribution. Questionnaires were analyzed by using descriptive statistics and inferential statistics particularly Regression analysis. The data was analyzed using SPSS version 27. A total of 321 questionnaires were distributed. Six were not returned, representing a non-response rate of 1.9%. An additional four questionnaires were discarded due to substantial missing data. This resulted in a final sample size of 311 usable questionnaires for analysis representing a response rate of approximately 97% .This high response rate suggests minimal non response bias, justifying the analysis of the returned data. However, it is important to note the limitation posed by missing data (Babbie, 2021).

#### 4.2 Descriptive Analysis

##### 4.2.1 General information of the Respondents

General information about the respondents, including age, gender, education level, length of service, workplace, and employment position, are presented using frequency and percentage (%) in table 4.1 below.

**Table 4.1 Demographic information**

		Frequency	Percent %	Valid Percent %
Gender of Respondents	Male	243	78.1%	78.1%
	Female	68	21.9%	21.9%
	Total	311	100.0%	100.0%
Age of Respondents	21-30	67	21.5%	21.5%
	31-40	159	51.1%	51.1%
	41-50	61	19.6%	19.6%
	over 50	24	7.7%	7.7%
	Total	311	100.0%	100.0%
Education level of	Diploma	21	6.8%	6.8%

Respondents	Degree	186	59.8%	59.8%
	Master	104	33.4%	33.4%
	Total	311	100.0%	100.0%
Experience of Respondents	Below 5	26	8.4%	8.4%
	5-10	162	52.1%	52.1%
	10-15	110	35.4%	35.4%
	15-20	11	3.5%	3.5%
	Above 20	2	0.6%	0.6%
	Total	311	100.0%	100.0%

Source: Survey, 2024

The demographic characteristics of the 311 respondents in the Table 4.1 shows that Male participants make up 78.1% of the sample, while female participants make up 21.9%. In terms of age, 51.1% of respondents are between the ages of 31 and 40, while 21.5% are between the ages of 21 and 30. Respondents over 50 constitute 7.7% and those between 41 and 50 (19.6%) make up a Small percentage. This indicates that the employees are matured enough to give valid responses to this study. In terms of educational level, the most common qualification among respondents is first degree, accounting for 59.8% of the sample. A substantial portion holds a master's degree (33.4%), while a small number possess a diploma (6.8%).this shows that majority of the respondents are good enough to understand and respond the questions better.

Regarding professional experience, the majority of respondents (52.1%) said they had five to ten years of professional experience. While fewer respondents had less than five years of experience (8.4%), fifteen to twenty years (3.5%), or more than twenty years (0.6%), a sizable chunk (35.4%) have between ten and fifteen years of experience. This indicates that majority of the employees are familiar with strategic plan implementation practice of the colleges.

## **4.2.2 Descriptive analysis of variables**

### **4.2.2.1 Effect of Leadership on Strategic Plan Implementation**

The respondents were given seven statements on a five-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) in order to assess the effect of leadership on the implementation of strategic plans. Table 4.2 below shows the descriptive statistics of the respondent's response.

**Table 4.2 Effect of Leadership on strategic plan implementation**

	Mean	Std. Deviation	Variance
Leaders in the institution set objectives and provide clear directions.	2.94	1.188	1.412
Leaders in the institution motivate employees towards achievement of objectives	2.44	1.140	1.299
Leaders in the institution inspire and provide emotional support to employees	2.43	1.107	1.226
Leaders communicate to the employees about the activity and status of the strategy implementation	3.48	1.207	1.457
Leaders are innovative and competent	2.38	1.049	1.100
Leaders encourage employee's feedback and participation regarding the strategic plan.	2.49	1.147	1.315
The leadership in the institution highly influences the strategic plan implementation.	3.51	1.133	1.283
Valid N (listwise)	311		

Source: Survey, 2024

Table 4.2 presents descriptive statistics for seven variables measuring aspects of leadership within the institution (N=311). The results reveal a mixed perception of leadership effectiveness across different aspects. Some item such as “Leaders set objectives and provide clear directions”, “Leaders communicate to the employees about the activity and status of the strategy implementation” and 'The leadership in the institution highly influences the strategic plan implementation' received a higher mean score of 2.94, 3.48 and 3.51 respectively. This shows that on average, leaders are somewhat effective in setting clear objectives and providing directions, communication was perceived more favorably and leaders have a significant influence on strategic plan implementation in the colleges. This aligns with the importance of directive leadership in ensuring task clarity and reducing ambiguity (House, 1971) and

underscores the importance of strong leadership in translating strategic plans into tangible results (Thompson & Strickland, 2003). On the other Hand items, “Leaders motivate employees towards achievement of objectives” , “Leaders inspire and provide emotional support to employees” and “Leaders are innovative and competent” received slightly lower mean scores of 2.44, 2.43 and 2.38 respectively , this low level agreement suggests that leaders are less effective in motivating employees towards achieving objectives, leaders are also less effective in inspiring and providing emotional support to employees and leaders are less effective in demonstrating innovation and The mean score for “Leaders encourage employee’s feedback and participation regarding the strategic plan” was 2.49 again suggesting somewhat limited agreement with this aspect.

In general, the descriptive statistics indicate that although the institution's leaders are reasonably successful in some areas, like direction, communication and influencing the execution of strategic plans, they are less successful in inspiring and offering emotional support, motivating staff, and exhibiting creativity and competence. The relatively high standard deviations ranging (1.049- 1.207) across most items suggest substantial variation in perceptions among the respondents.

#### **4.2.2.2 Effect of Resource Allocation on Strategic Plan Implementation**

To examine effect of Resource allocation on Strategic Plan Implementation, the respondents were asked seven statements by five point Likert scale measurement (strongly disagree, disagree, neutral, agree, strongly agree).The descriptive statistics of the respondent’s response is as in the table 4.3 below.

**Table 4.3 Effect of Resource Allocation on Strategic Plan Implementation**

	Mean	Std. Deviation	Variance
The resources are used in accordance with the established goals.	2.83	1.157	1.340
The institution allocates adequate financial resource to implement the strategic plan.	2.80	1.145	1.310
The institution has necessary physical resources to implement the strategic plan	2.72	1.128	1.272

The institution possesses enough highly skilled human resource to facilitate the execution of strategic plans.	2.98	1.302	1.696
The institution has integrated information technology into its daily operations.	2.84	1.144	1.310
The institution's system of allocating, planning, and utilizing resources is transparent	2.52	1.107	1.225
Resource allocation in our institution enhances strategic plan implementation	2.38	.975	.952
Valid N (listwise)	311		

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Source: Survey, 2024

The descriptive statistics in Table 4.3 reveal the perceptions of resource allocation's effect on strategic plan implementation, based on responses from 311 participants using a 5-point Likert scale. The results suggest a generally positive relationship between resource allocation and successful strategy implementation. Several items show means above the scale midpoint (2.5), indicating a tendency towards agreement that adequate resources are allocated and utilized effectively in the institutions. to examine the findings in more detail: While most items show means between 2.72 and 2.98, indicating a moderate agreement, the relatively high standard deviations (ranging from 0.975 to 1.302) suggest considerable variability in perceptions among respondents. This indicates that while there is a general tendency towards positive views of resource allocation's impact, there exist significant differences in individual experiences and assessments.

The findings are largely consistent with the Resource-Based View (RBV) theory (Barney, 1991; Wernerfelt, 1984). The RBV posits that a firm's strategically valuable resources, when properly allocated, are key determinants of competitive advantage and successful strategy implementation. The relatively higher mean scores for items such as “The institution possesses enough highly skilled human resource to facilitate the execution of strategic plans” (M = 2.98),”The institution has integrated information technology into its daily operations” (M=2.84)

and “The resources are used in accordance with the established goals” (M = 2.83) support this. Efficient allocation of these valuable resources (human capital and adherence to strategic goals) directly contributes to effective implementation, as implied by the RBV. Rick Griffin's (2012) work on project management also supports the findings. Griffin emphasizes the crucial link between resource availability and project (or in this case, strategic plan) success. The observed moderate to high means across items related to resource adequacy (financial, physical, human) suggest that, in line with Griffin's principles, the institution's resource provisioning is largely perceived as sufficient to aid implementation. However, the variability in responses might indicate inconsistencies in resource allocation or its effectiveness across different parts of the colleges. The relatively lower mean for "Resource allocation in our institution plan enhances implementation" (M = 2.38) warrants attention.

#### **4.2.2.2 Effect of Organizational Structure on Strategic Plan Implementation**

To Assess the effect of Organizational structure on Strategic Plan Implementation, the respondents were asked seven statements by five point Likert scale measurement (strongly disagree, disagree, neutral, agree, strongly agree).The descriptive statistics of the respondent’s response is as in the table 4.4 below.

**Table 4.4 Effect of Organizational Structure on Strategic Plan Implementation**

	Mean	Std. Deviation	Variance
The institution has flexible structure for decision making	2.75	1.089	1.187
The structure in the institution allows division of tasks and powers among the various departments	2.91	1.066	1.136
Many levels of hierarchy are involved in the institution's decision-making process	2.92	1.146	1.313
There is well coordination among departments to achieve strategic objectives	2.84	1.159	1.344

There is simple layer of reporting in the institution	2.82	1.142	1.305
The structure in the institution effectively balances division of tasks and Responsibilities among the employees in the organization	2.75	1.165	1.358
The current structure of the institution aligns with the strategic plan implementation	2.62	1.146	1.313
Valid N (listwise)	311		

Source: Survey, 2024

Table 4.4 presents descriptive statistics assessing the effect of organizational structure on strategic plan implementation, based on 311 respondents' ratings on a 5-point Likert scale. The results indicate a generally positive perception of the institution's structure's suitability for effective strategic implementation, although with notable variability in responses.

Most items show mean scores above the midpoint (2.5), suggesting a tendency toward agreement that the existing structure facilitates implementation. A closer examination reveals that several aspects of the organizational structure receive relatively high average ratings: "The structure in the institution allows division of tasks and powers among the various departments" (M = 2.91), "Many levels of hierarchy are involved in the institution's decision-making process" (M = 2.92), and "There is well coordination among departments to achieve strategic objectives" (M = 2.84). These relatively high mean scores suggest that respondents perceive a degree of structural support for effective decision-making, task allocation, and interdepartmental collaboration. These findings are broadly consistent with Thompson and Strickland's (2003) strategic management model, which emphasizes the importance of designing an organizational structure that is aligned with and supportive of the chosen strategy. A well-defined structure, efficient communication channels, and clear lines of authority are crucial for effective strategy execution (Thompson & Strickland, 2003).

The relatively high means in this study suggest that the institution's structure, at least in the perceptions of its members, fosters these elements. However, the standard deviations (ranging

from 1.066 to 1.165) reveal substantial variability in responses, suggesting that the perception of structural support for implementation is not uniform across all respondents. This variation may highlight aspects of the structure that need improvement, potentially causing inconsistencies in implementation effectiveness.

The slightly lower mean for "The current structure of the institution aligns with the strategic plan implementation" (M = 2.62) also deserves attention. While still above the midpoint, this suggests there's room for enhancement in the alignment between the organizational structure and strategic goals. This could indicate mismatches between the structure and the requirements of the chosen strategy, potentially creating bottlenecks or inefficiencies in the implementation process. Further investigation into this discrepancy is warranted to identify and rectify structural issues hindering effective implementation.

#### **4.2.2.4 Effect of Policy and Procedure on strategic Plan Implementation**

To Examine the effect Policy and Procedure on Strategic Plan Implementation, the respondents were asked seven statements by five point Likert scale measurement (strongly disagree, disagree, neutral, agree, strongly agree).The descriptive statistics of the respondent's response is as in the table 4.5 below.

**Table 4.5 Effect of policy and Procedure on strategic Plan Implementation**

	Mean	Std. Deviation	Variance
The institutions has explicit policies on how decisions are made	2.81	1.092	1.193
The institution has clear policies that create a culture to supports the strategic implementation	2.80	1.122	1.259
The institution has well documented procedures on how employees in the organization are supposed to operate	2.70	1.135	1.288
The institution has set well policies and procedures that can measures organization performance	2.97	1.121	1.257

There is a documented annual operational plan that outlines deadlines and assigns accountability for certain tasks or results	2.92	1.116	1.246
The policy and procedures in our institution enhance strategy implementation	2.70	1.129	1.275
The institution has clear policies on how to interact with the environment	2.76	1.132	1.280
Valid N (listwise)	311		

Source: Survey, 2024

Table 4.5 Presents descriptive statistics (N = 311) assessing the perceived impact of policies and procedures on strategic plan implementation, using a 5-point Likert scale. The data suggests a generally positive relationship between well-defined policies, clear procedures, and effective strategic implementation.

Most items show mean scores exceeding the midpoint (2.5), indicating a tendency toward agreement that established policies and procedures positively contribute to implementation. Several items, such as "The institution has set well policies and procedures that can measure organizational performance" (M = 2.97) and "There is a documented annual operational plan that outlines deadlines and assigns accountability for certain tasks or results" (M = 2.92), exhibit relatively high mean scores, suggesting strong perceived positive effects.

This aligns with Fred and Forest's (2015) .Fred and Forest (2015) emphasize the role of clear operational plans in providing direction and reducing ambiguity during implementation. The high mean scores for these items strongly suggest that the institution's approach to policy and procedure creation reflects these key principles. However, the standard deviations (ranging from 1.092 to 1.135) highlight considerable variability in responses. This indicates that while a general positive perception exists; individual experiences and assessments differ significantly, potentially reflecting inconsistencies in policy implementation or enforcement across the colleges.

The less-than-strongly positive means for items such as "The institution has explicit policies on how decisions are made" (M = 2.81), " The institution has well documented procedures on how employees in the organization are supposed to operate (M=270) " and "The policy in our

institution enhances strategy implementation" (M = 2.70), despite still being above the midpoint, suggest areas for potential improvement in policy clarity, alignment with strategic goals, and the overall effectiveness of policies in driving implementation in the colleges.

#### 4.2.2.5 Strategic Plan Implementation

To Examine the dependent variable (Strategic Plan Implementation), the respondents were asked seven statements by five point Likert scale measurement (strongly disagree, disagree, neutral, agree, and strongly agree). The descriptive statistics of the respondent's response is as in the table 4.6 below.

**Table 4.6 Strategic Plan Implementation**

	Mean	Std. Deviation	Variance
In our institution strategic plan is implemented in accordance with strategic plans	2.95	1.103	1.217
The strategy implementation at our institution is timely	2.96	1.063	1.131
In our institution due to strategic implementation the organizational goals and objectives has been achieved	3.05	1.058	1.120
Due to strategy implementation better organization performance has been achieved	3.10	1.008	1.016
There are organized performance standards for monitoring strategy implementation.	2.95	1.115	1.243
The strategy implementation contributed to achieve the desired outcomes	2.88	1.082	1.170
There were supportive environment in the institution for the strategy implementation	2.82	1.095	1.200

Table 4.6 presents descriptive statistics (N = 311) evaluating the perceived success of strategic plan implementation, based on a 5-point Likert scale. The results largely indicate a positive assessment of the implementation process, with most items exhibiting mean scores well above the midpoint (2.5), suggesting general agreement on the effectiveness of the strategy execution. The relatively low standard deviations (ranging from 1.008 to 1.115) further suggest a relatively consistent perception across respondents. Several items show particularly high mean scores: "Due to strategy implementation, better organizational performance has been achieved" (M = 3.10), "In our institution due to strategic implementation, the organizational goals and objectives have been achieved" (M = 3.05), and "The strategy implementation at our institution is timely" (M = 2.96). These high mean suggest that respondents perceive a strong link between the strategic plan implementation and the achievement of organizational goals and improved performance. This observation aligns with Thompson and Strickland's (2003) strategic management model, which emphasizes the importance of effective implementation processes in achieving strategic objectives and enhancing organizational performance. Thompson and Strickland (2003) highlight the crucial role of effective resource allocation, strong leadership, and a supportive organizational culture in translating strategic plans into tangible results. The high mean scores suggest that the institution is largely perceived as successfully addressing these aspects. Furthermore, the presence of "organized performance standards for monitoring strategy implementation" (M = 2.95) aligns with Griffin's (2007) project management framework, which emphasizes the need for effective monitoring and control mechanisms to ensure projects stay on track and achieve their objectives. Griffin (2007) likely highlights the role of performance metrics and regular monitoring in enabling timely corrective actions and keeping the project (in this context, the strategic plan implementation) aligned with the overall goals. The high mean score suggests respondents perceive a functioning monitoring system.

In general all the above showed the descriptive analysis of the variables .However, it is crucial to note that the analysis only provides a snapshot. It doesn't account for potential biases or limitations in respondent perception. Therefore in order to determine the relationship of the variables further quantitative analysis was performed

### 4.3 Inferential Analysis

The inferential analysis section investigates the relationships between the independent variables and a dependent variable using different statistical techniques specifically correlation analysis and regression analysis.

#### 4.3.1 Correlation Analysis

Correlation analysis is a statistical technique used to determine the direction and strength of linear relationship between two or more variables (Field, 2013). A specific kind of correlation analysis called Pearson correlation is used to quantify the linear relationship between two continuous variables. Its value falls between -1 and +1 variables. Perfectly negative correlation is denoted by -1, perfectly positive correlation by +1 and no correlation by zero. A value close to 1 indicates high positive correlation between the variables (Field, 2013).

Pearson correlation coefficients were used to examine the relationships between the dependent variable, the implementation of the strategic plan, and the independent variables, leadership, resource allocation, organizational structure and policy and procedure.

**Table 4.7 Correlation Analysis**

		Strategic Plan Implementation
Leadership	Pearson Correlation	.819**
	Sig.	.001
Resource Allocation	Pearson Correlation	.859**
	Sig.	.001
Organizational Structure	Pearson Correlation	.855**
	Sig.	.001
Policy and Procedure	Pearson Correlation	.855**
	Sig.	.001

\*\*.

Correlation is significant at 0.01 level(2-tailed)

The findings, which are shown in Table 4.7, show that all of the independent variables and the implementation of the strategic plan have strong positive and statistically significant

relationships .particularly strategic plan implementation was strongly correlated with leadership ( $r = .819, p < .01$ ), resource allocation ( $r = .859, p < .01$ ), organizational structure ( $r = .855, p < .01$ ) and policy and procedure ( $r = .855, p < .01$ ). Every correlation found was significant at  $p < .01$ .

These findings show that higher levels of Leadership, Resource Allocation, Organizational Structure and Policy and Procedure are linked to higher levels of Strategic Plan Implementation. However these results show correlations. They don't imply causations. To determine the distinct and combined impacts of the independent variables on the implementation of a strategic plan further analysis (Regression Analysis) was performed.

### **4.3.2 Regression Analysis**

Regression analysis is a statistical technique used to model the relationship between a dependent variable and one or more independent variables (Field, 2013). It is primarily used for prediction and causal inference. Thus helps to understand how changes in the independent variables are associated with changes in the dependent variable. In this study regression analysis is conducted to know to what extent the independent variable explains the dependent variable. It is also used to understand by how much each independent variable (Leadership, Resource Allocation, Organizational structure, Policy and procedure) explains the dependent variable that is strategic plan implementation.

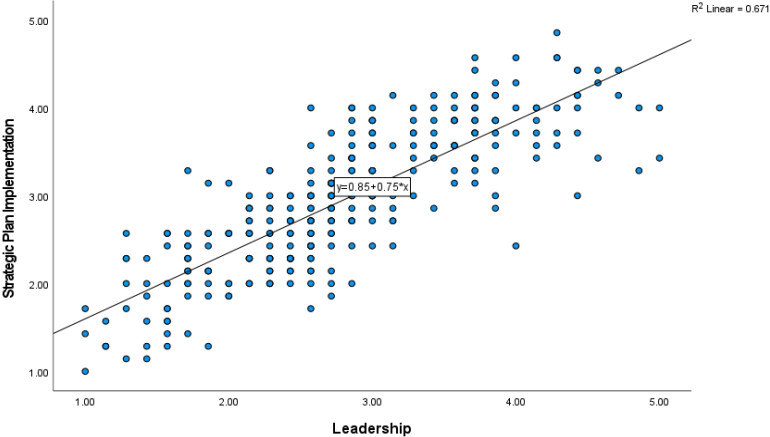
However, the validity of linear regression relies on several key assumptions. Before conducting the regression analysis, these assumptions must be assessed to ensure the reliability and interpretability of the results. These assumptions include [linearity, normality of residuals, absence of multicollinearity, independency of errors and homoscedasticity]. Violation of any of these assumptions can lead to biased or inefficient estimates, undermining the validity of the regression model. Therefore, diagnostic tests were performed to check for violations of these assumptions using SPSS. This approach is consistent with best practices in regression analysis (Field, 2013; Tabachnick & Fidell, 2013).

#### **4.3.2.1 Test of Regression Assumptions**

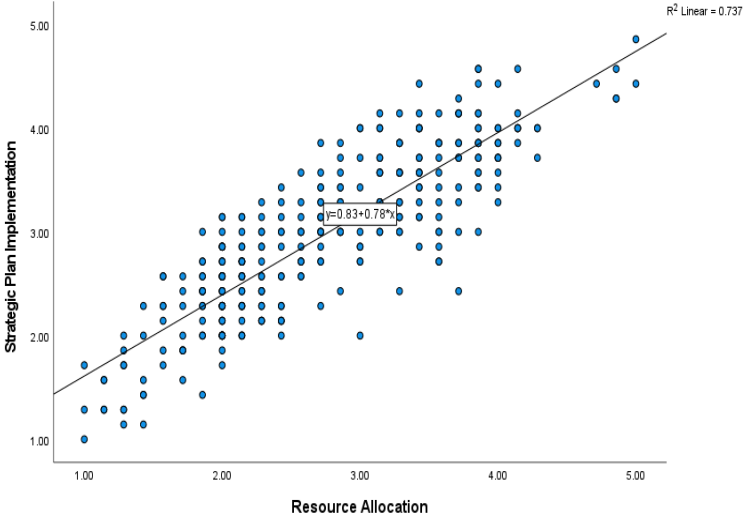
##### **Linearity**

To assess the linearity assumption of the multiple linear regression models, scatterplots were generated for each independent variable against the dependent variable (Strategic Plan Implementation). Visual inspection of these plots revealed no significant deviations from

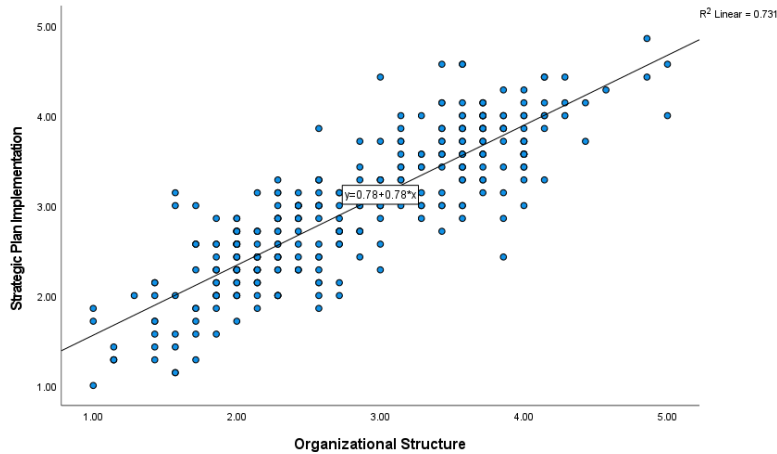
linearity for any of the independent variables (see figure of the scatter plots below). This suggests that the linearity assumption was met. This method of visually inspecting scatterplots is a common practice in assessing the linearity assumption in regression models (Field, 2013).



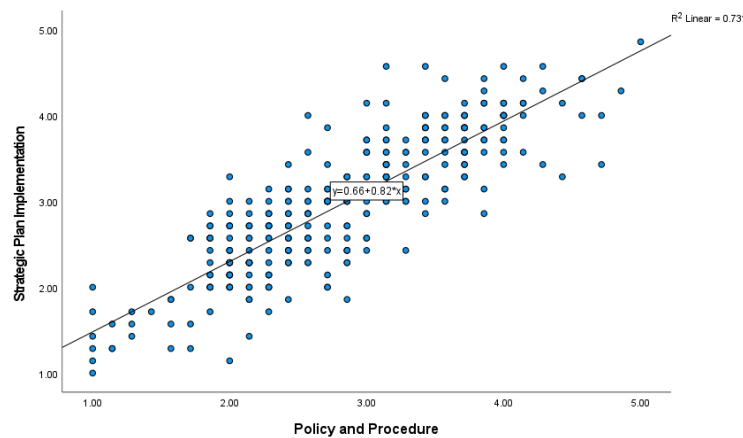
**Figure 4.1** Scatter plots of Leadership and strategy plan implementation



**Figure 4.2** Scatter plots of Resource Allocation and strategy plan implementation



**Figure 4.3** Scatter plots of organizational structure and strategy plan implementation



**Figure 4.4** Scatter plots of policy and procedure and strategy plan implementation

## Normality

Many statistical techniques, particularly those used in regression analysis, assume that the data follow a normal distribution. Normality refers to the symmetrical bell-shaped distribution of data points, characterized by a concentration of values around the mean and a tapering off of frequencies toward the extremes. This assumption is vital because it ensures the validity of certain statistical tests and the reliability of inferences drawn from the data. Departures from normality can lead to biased estimates and inaccurate conclusions (Field, 2013).

In this study, it was essential to assess the normality of the residuals from the regression model, as the assumption of normality for residuals is fundamental for the validity of several regression analysis techniques (Gujarati & Porter, 2009).

To evaluate the normality assumption of the residuals, a combination of graphical and analytical methods were employed. The use of multiple methods is crucial because each test has unique

properties; no single test is always perfect. The application of both visual inspections and formal tests minimizes the risk of misinterpreting the data. Visual inspections are needed because formal tests can be unreliable, especially with large sample sizes (Razali & Wah, 2011). The normality of the residuals was assessed using the following approaches:

**Skewness and Kurtosis**

Skewness and kurtosis were examined to evaluate the normality of the data distribution. Skewness is a measure of the distribution's symmetry; values close to zero signify symmetry (Field, 2013). A longer left tail is indicated by negative skewness, whereas a longer right tail is indicated by positive skewness. Kurtosis is a measure of the distribution's "tailedness" and peakedness; a value of zero indicates a mesokurtic distribution that resembles a normal distribution (Tabachnick & Fidell, 2013). According to some sources, near normality is indicated by skewness values between -2 and +2 and kurtosis values between -3 and +3 (George & Mallery, 2021).

**Table 4.8 Skewness and Kurtosis**

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Standardized Residual	311	-.227	.138	.060	.276
Valid N (listwise)	311				

Source: Survey, 2024

In this study as shown in the table 4.8, the standardized residuals exhibited a skewness of -.227 and a kurtosis of .060 which is on the range on commonly used rule of thumbs for skewness and kurtosis (George & Mallery, 2021.) Indicate reasonable symmetry and peakedness for a dataset to be considered close to a normal distribution.

**Shapiro Wilk and Kolmogorov-Smirnov Test**

Kolmogorov-Smirnov and Shapiro-Wilk tests were used to further evaluate the standardized residuals' normality. The Kolmogorov-Smirnov test calculates the maximum difference between the sample data's cumulative distribution function and the cumulative distribution function of a normal distribution, whereas the Shapiro-Wilk test gauges how close the data is to a normal distribution (Field, 2013). For both tests, the null hypothesis is The data is dispersed normally and According to Field (2013), a low p-value (usually less than 0.05) signifies that the data is not normally distributed

**Table 4. 9 Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual	.033	311	.200 <sup>*</sup>	.994	311	.320

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

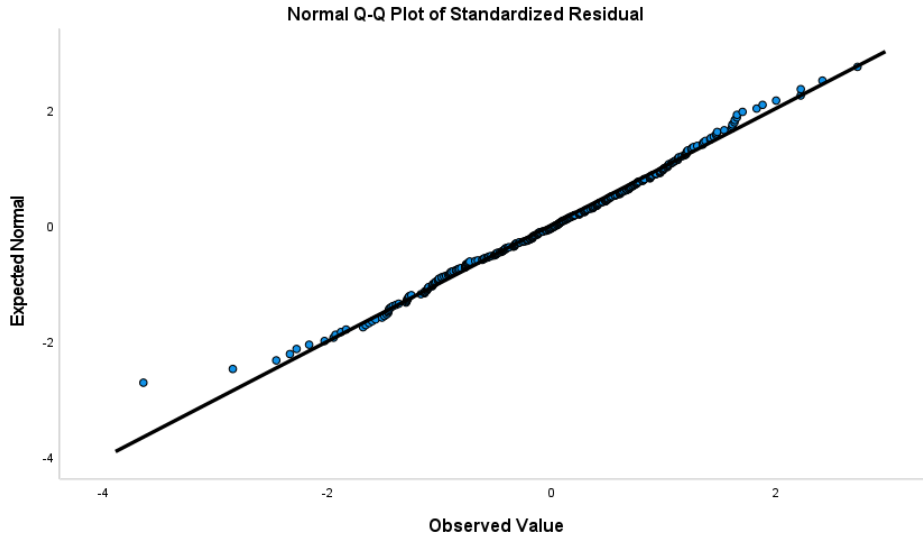
Source:Survey,2024

According to the above table4.9 the result of The Kolmogorov-Smirnov test yielded a statistic of .033 with a significance level of .200, and the Shapiro-Wilk test yielded a statistic of .994 with a significance level of .320. These results suggest that the residuals are normally distributed. Specifically, the non-significant p-values (.200 and .320) for both tests indicate that we fail to reject the null hypothesis of normality.

### **Quantile - Quantile plot**

To visually evaluate normality, a Q-Q plot of the standardized residuals was generated The Q-Q plot (Quantile - Quantile plot) is a graphical tool used to determine if a sample of data is representative of a specific probability distribution, most frequently a normal distribution. It contrasts the data set's quantiles with those predicted by a theoretical normal distribution (Field, 2013). The vertical axis of a Q-Q plot shows the expected Quantiles from a normal distribution, while the horizontal axis shows the observed Quantiles of the data.

If the points in the Q-Q plot closely resemble a straight diagonal line, it indicates that the data are well-approximated by a normal distribution. The closer the points to the line, the better the fit to normality (Field, 2013).



**Figure 4.5 Q-Q Plot of Standardized Residual**

The Q-Q plot in figure 4.5 showed that the majority of points closely followed the diagonal line, indicating a good approximation to normality.

### **Histogram**

To visually evaluate the normality assumption, a histogram of the standardized residuals was created. A histogram is a visual depiction of a dataset's distribution. It shows the frequency (or count) of data points that fall into designated bins or intervals. The vertical axis displays the frequency, while the horizontal axis depicts the dataset's range of values. Each bar's height represents the quantity of data points in that specific bin (Field, 2013).

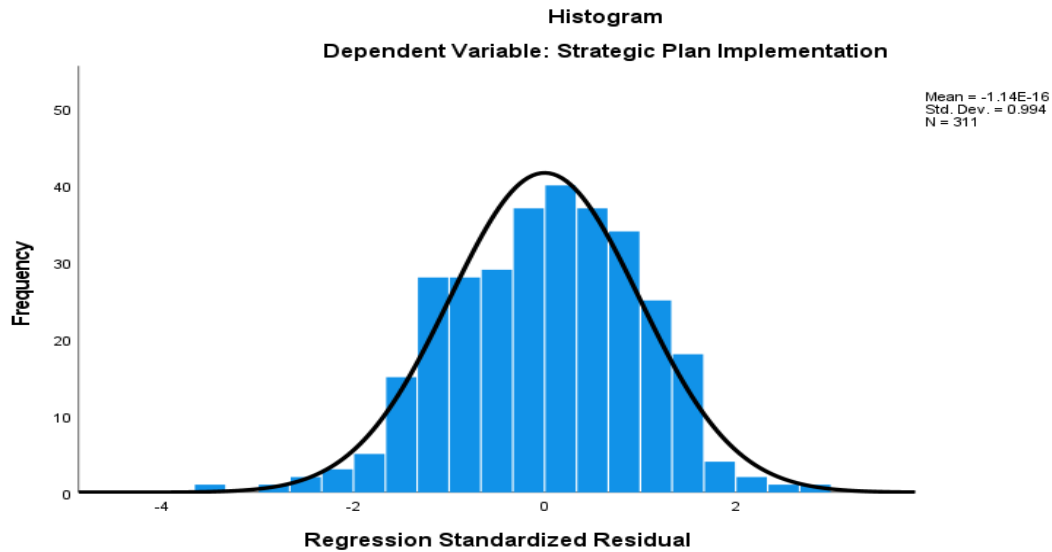
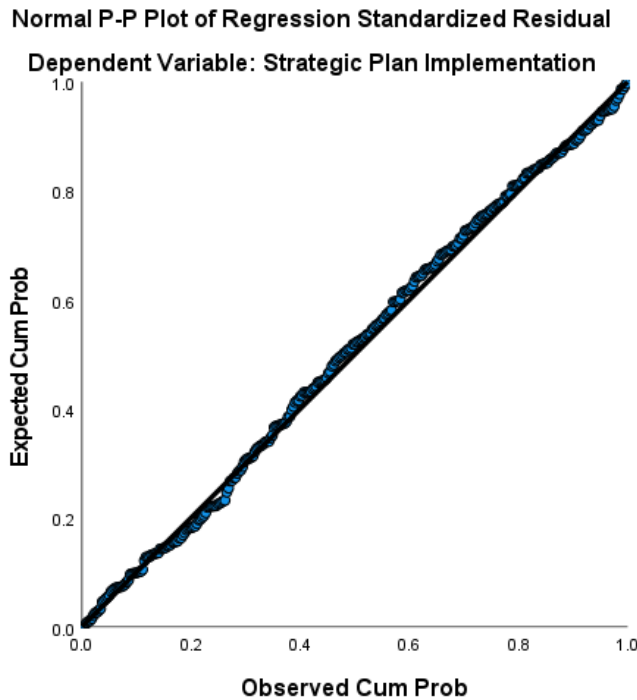


Figure 4.6's histogram showed a distribution that was closely symmetrical, with the data points nearly adhering to the superimposed normal curve. According to this, the residuals appear to be very normally dispersed.

### **Probability-probability plot**

Another graphical technique for evaluating how well a dataset fits a theoretical distribution typically a normal distribution is a P-P plot, or probability-probability plot. A P-P figure compares the cumulative probabilities as opposed to Quantiles, as in a Q-Q plot. The vertical axis of a P-P plot shows the expected cumulative probabilities from a theoretical normal distribution, while the horizontal axis shows the observed cumulative probabilities of the data. The range of both axes is 0 to 1. A good fit to the theoretical distribution (in this case, normality) is indicated if the points in the P-P plot closely resemble a straight diagonal line. The fit is better the closer the points are to the line (Field, 2013).



**Figure 4.7 P-P Plot of standardized Residuals**

In the figure 4.7 the diagonal line is mostly followed by the points. Thus the P-P plot shows a reasonably good fit to normality.

Therefore considering all the above tests for normality they all showed that the assumption of normality was followed.

### **Test for Multi collinearity**

Multi collinearity is the existence of high correlations between independent variables. This can affect the statistical significance of the independent variables. Variance inflation factors (VIFs) are used to evaluate multi collinearity (Field, 2013). A VIF of 10 or above is sometimes seen as worrisome (Field, 2013; Menard, 2002), signifying that the correlations between predictors have inflated the regression coefficient's variance tenfold. In this study as shown in table 4.9, VIF was examined in order to evaluate multi collinearity of variables. Since all of the VIFs in this analysis are much less than 10, as seen by the VIF values, which ranged from 3.966 to 5.328, multi collinearity does not seem to be a major problem in this multiple regression model.

**Table 4. 10 Test of Multi collinearity**

Model	Collinearity Statistics		
	Tolerance	VIF	
1	(Constant)		
	Leadership	.252	3.966
	Resource Allocation	.188	5.328
	Organizational Structure	.207	4.829
	Policy and Procedure	.201	4.981

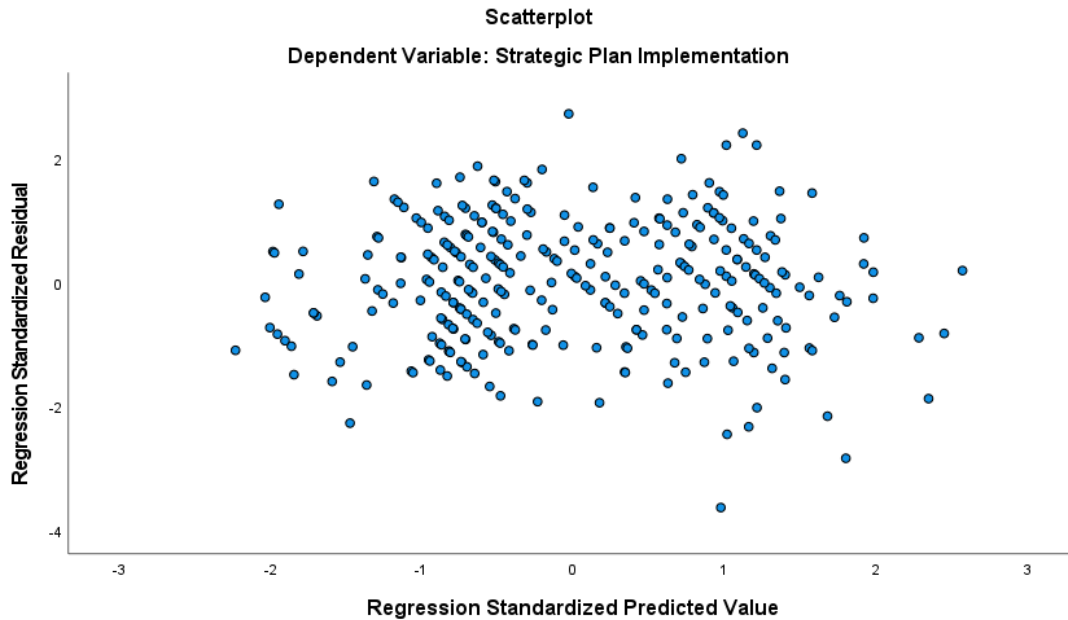
a. Dependent Variable: Strategic Plan Implementation  
Source, Survey, 2024

### **Test for Autocorrelation**

Auto correlation is the correlation between the residuals (errors) of a regression model at many time points (Field, 2013). This indicates that the error terms are not independent of one another and that the error at one time point is related to the error at another time point. One popular statistical technique for identifying autocorrelation in regression model residuals is the Durbin-Watson test. The test statistic has a range of 0–4. When the Durbin-Watson value is 2, autocorrelation is not detectable (Field, 2013). A value close to 2 also shows no auto correlation (Gujarati & Porter, 2009). As indicated in table 4.10, The Durbin Watson value for this investigation is 1.835. According to the obtained value; autocorrelation is not a major issue in this model, which means that the error terms are approximately independent.

### **Test for homoscedasticity**

Homoscedasticity is the assumption that the variance of the errors (residuals) is constant across all levels of the predictor variables. The most common method for testing for homoscedasticity is to create a scatterplot of the standardized residuals against the standardized expected values (Field, 2013). If homoscedasticity is present, the residuals should be randomly distributed about zero and have a distribution that is almost constant across the range of expected values. heteroscedasticity is suggested If the spread fluctuates in a systematic manner or if there is a pattern (Field, 2013).



**Figure 4.8 Test of Homoscedasticity**

A somewhat consistent distribution of the residuals across the expected value range is seen by the scatterplot of standardized residuals against standardized projected values in figure 4.8 above. There is no obvious trend showing that the variance of the residuals is increasing or decreasing as the expected value changes. This implies that the homoscedasticity assumption was met.

### **Multiple Linear Regression Analysis**

A statistical technique called multiple linear regression makes use of numerous independent variables in order to forecast the result of a single continuous dependent variable. The model assumes a linear relationship between each independent variable and the dependent variable, holding all other variables constant. This enables researchers to examine the independent contribution of each predictor while controlling for the effects of others (Hair et al., 2013).

This study aims at investigating the Effect of Leadership, Resource Allocation, Organizational structure and Policy and procedure on strategic Plan implementation. Because it allows for the simultaneous examination of the linear relationship between the dependent variable and several independent variables, multiple linear Regressions were selected as the analytical method for this investigation. This technique allows for a comprehensive assessment of the combined effect of various predictors on the outcome variable.

The model is expressed as:  $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + e$

Where: Y = the dependent variable (strategic plan implementation)

$\beta_0$ =the coefficient of the constant or y-intercept,  $\beta_1$ =the coefficient of the first predictor (X1)

$\beta_2$ =the coefficient of the second predictor (X2),  $\beta_3$ =the coefficient of the third predictor (X3)

$\beta_4$ =the coefficient of the fourth predictor (X4)

X1=Leadership

X2=Resource Allocation

X3=Organizational structure

X4=Policy and Procedure

e= Error term

To determine the effect of the predictors' variables on the dependent variable, the significance level of the 0.05 with 95% confidence interval was employed.

Data cleaning process has been undertaken before running regressions to ensure that all data are properly entered into SPSS and no outlier is found as outliers can radically alter the outcome of analysis and are violation of normality. All other assumptions of linear regression have been followed and no assumption of violation is found.

## Model Summary

**Table 4.11 Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.905 <sup>a</sup>	.819	.817	.33706	1.835

a. Predictors: (Constant), Policy and Procedure, Leadership, Organizational Structure, Resource Allocation

b. Dependent Variable: Strategic Plan Implementation

Source: Survey: 2024

In regression analysis, the model's overall fit is summarized in the Model Summary table. It provides a summary of how well the dependent variable is predicted by the overall model (Field,

2013). Table 4.11 shows the model summary of the multiple linear regression analysis that predicts the implementation of the strategic plan based on leadership, Resource allocation, organizational structure and policy and procedure. R in the model summary, which stands for multiple correlation coefficients, indicates how strongly the independent and dependent variables have a linear relationship. Higher values on the scale of 0 to 1 signify a stronger relationship (Field, 2013). The model indicates that there is a very strong positive relationship ( $R=.905$ ) between the dependent variable and the independent variables.  $R^2$  (R-squared or Coefficient of Determination), is a measure of the proportion of variance in the dependent variable that can be explained by the independent variables in the model. The included predictors in this model account for 81.9% of the variance in the strategic plan's implementation, according to its  $R^2$  value of .819. Even when the number of predictors is taken into account, a considerable amount of variance is explained, as shown by the adjusted  $R^2$  of .817, which is slightly less than  $R^2$ . The model appears to fit the data reasonably well as the standard error of the estimates shows .337. A better fit of the regression model is shown by a reduced standard error of the estimate, which implies less variability of the observed data around the predicted value (Field, 2013).

### **ANOVA Test**

The analysis of variance (ANOVA) table below presents the results of this analysis, showing that the combined effect of these variables was highly significant

The F-statistic and its corresponding p-value are the primary findings in an ANOVA that indicate how well the independent factors together predict the dependent variable. The regression model's overall significance is tested using the F-statistic. In comparison to the unexplained variance, a larger F-statistic suggests that the model explains a significant amount of variation.

The likelihood of witnessing the data if the null hypothesis were true, that is, if none of the independent factors have an impact on the dependent variable, is represented by the p-value linked to the F-statistic. One can reject the null hypothesis and determine that the model is statistically significant if the p-value is minimal, usually less than .05 (Feld, 2013).

**Table 4.12 ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	157.463	4	39.366	346.510	.001
	Residual	34.764	306	.114		
	Total	192.227	310			

a. Dependent Variable: Strategic Plan Implementation

b. Predictors: (Constant), Policy and Procedure, Leadership, Organizational Structure, Resource Allocation

Strategic Plan Implementation is strongly predicted by the model ( $F(4, 306) = 346.51, p = .001$ ), as shown in ANOVA table 4.12. The model's explanation of the variance in Strategic Plan Implementation attributed to the four predictor variables is substantially larger than the unexplained variance (error or residual variance), according to this highly significant F-statistic. This finding suggests that these four factors taken together are highly predictive of the implementation of the strategic plan.

### Regression Coefficient

A multiple linear regression was conducted to examine the effects of Leadership, Resource Allocation, Organizational Structure, and Policy and Procedure on Strategic Plan Implementation. All independent variables were measured using 5-point Likert scales, and their means were used in the analysis.

**Table 4.13 Regression Coefficient**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.479	.070		6.821	.001
	Leadership	.148	.044	.161	3.335	.001
	Resource Allocation	.243	.051	.267	4.753	.001
	Organizational Structure	.249	.049	.274	5.130	.001
	Policy and Procedure	.250	.052	.262	4.821	.001

a. Dependent Variable: Strategic Plan Implementation

Source: Survey, 2024

The results of a multiple linear regression analysis using Strategic Plan Implementation as the dependent variable and Leadership, Resource Allocation, Organizational Structure, and Policy and Procedure as the independent variables are displayed in the regression coefficient table above. Table 4.13's findings shows there was a substantial correlation (all  $p < .05$ ) between the four predictors and the implementation of the strategic plan.

According to Table 4.13 the regression intercept, (labeled Constant in the table 4.13) which is the value of the regression line when all of the variables included take on zero values, has an unstandardized beta coefficient value of 0.479. Leadership's unstandardized beta coefficient value is .148 with a P-value of less than 0.05. This indicates that, when all other factors were held constant, Strategic Plan Implementation improved by 0.148 units for every unit rise in the mean Leadership score. The unstandardized Beta coefficient value of Resource Allocation is 0.243 with  $P < .05$ . This implies that for every one-unit increase in the mean score of Resource Allocation, Strategic Plan Implementation increased by 0.243 units, holding other variables constant. Organizational Structure's unstandardized beta coefficient value is 0.249 with a P-value of less than .05. This indicates that, when all other factors were held constant, Strategic Plan Implementation improved by 0.249 units for every unit rise in the mean organizational structure score. The unstandardized Beta coefficient value of policy and Procedure is 0.250 with  $P < .05$ . This implies that a one unit increase in policy and procedure holding other variables constant increases the value of strategic plan implementation by 0.250 units

All predictors are statistically significant: All four independent variables have p-values (Sig.) below .05, which suggests that the likelihood of these correlations being the result of chance is extremely low. Every variable makes a substantial contribution to the prediction of the implementation of the strategic plan. All coefficients (B) are positive, indicating a positive relationship between each independent variable and the success of Strategic Plan Implementation. Higher levels of Leadership, Resource Allocation, Organizational Structure, and Policy and Procedure are associated with better strategic plan implementation.

Based on the findings of the regression coefficient table, the multiple linear regression equation that demonstrated the execution of a strategic plan with respect to organizational structure, policies and procedures, resource allocation, and leadership was thus formed as follows:

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + e$$

$$Y = 0.479 + 0.148x_1 + 0.243x_2 + 0.249x_3 + 0.250x_4 + e$$

Where: Y = the dependent variable (strategic plan implementation),  $\beta_0$ =the coefficient of the constant or y-intercept,  $\beta_1$ =the coefficient of leadership(X1),  $\beta_2$ =the coefficient of Resource Allocation (X2),  $\beta_3$ =the coefficient of Organizational structure(X3),  $\beta_4$ =the coefficient of policy and procedure (X4), e= Error term.

## **Hypothesis Testing**

### **Ha<sub>1</sub>: There is positive and significant relationship between leadership and strategic plan implementation in selected public TVET colleges**

The regression coefficient for leadership was investigated in order to evaluate the relationship between strategic plan implementation and leadership. The results showed a significant positive correlation ( $\beta = 0.148$ ,  $p < .05$ ). The null hypothesis ( $H_{01}$ : There is no positive and significant association between leadership and strategic plan implementation in selected public TVET colleges) can be rejected in favor of the alternative hypothesis, which holds that there is a positive relationship, due to the extremely significant p-value ( $< .05$ ).

### **Ha<sub>2</sub>: There is positive and significant relationship between resource allocation and strategic plan implementation in selected public TVET colleges**

Through the analysis of its regression coefficient, the effect of resource allocation on the execution of strategic plans was examined. A substantial positive correlation is shown by the results ( $\beta = 0.243$ ,  $p < .05$ ). Thus it can be concluded that there is a positive statistically significant link between resource allocation and strategic plan implementation in public TVET colleges, rejecting the null hypothesis ( $H_{02}$ : There is no positive and significant relationship between resource allocation and strategic plan implementation in selected public TVET colleges) in light of the statistically significant p-value ( $< .05$ ).

### **Ha<sub>3</sub>: There is positive and significant relationship between organizational structure and strategic plan implementation in selected TVET colleges**

The regression coefficient for organizational structure was analyzed to determine its effect on strategic plan implementation. A statistically significant positive relationship was found in the results ( $\beta = 0.249$ ,  $p < .05$ ). The p-value is extremely significant ( $.001$ ). Thus, the alternative hypothesis is supported and the null hypothesis ( $H_{03}$ : There is no positive and significant relationship between organizational structure and strategic plan implementation in TVET colleges) is rejected.

#### **Ha<sub>4</sub>: There is positive and significant relationship between policy and procedure and strategic plan implementation in selected public TVET colleges**

The regression coefficient for policy and procedure was investigated in order to look at how the variable affects the implementation of strategic plans. A significant positive relationship was observed ( $\beta = 0.250$ ,  $p < .05$ ). This statistically significant finding ( $p = .001$ ) leads to the rejection of the null hypothesis ( $H_{04}$ : There is no positive and significant relationship between policy and procedure and strategic plan implementation in selected public TVET colleges). And the alternative hypothesis supported.

#### **4.4 Discussion of Results**

Investigating how organizational structure, leadership, resource allocation, and policies and procedures affect strategy implementation was the goal of this study. Strong, favorable, and statistically significant correlations between each of the independent variables and the execution of the plan were found by the analysis.

The descriptive analysis revealed high mean scores for the majority of the variable's items, the correlation analysis also showed high strong relationship of the dependent variables and the strategic plan implementation.

The regression analysis revealed positive beta coefficients for all four independent variables and all p values were below 0.01, indicating that all of these variables had a very strong influence on strategy implementation. The  $R^2$  value of 0.819 also indicated the combined effect of these variables account the 81.9% the variation in Strategic plan implementation.

##### **Leadership and Strategic Plan Implementation**

The high correlation result from correlation analysis ( $r = .819$ ,  $p < 0.01$ ) between Leadership and strategy implementation indicated the strong relationship of the two variables. This was supported by the regression analysis with beta coefficient ( $\beta = 0.148$ ,  $p < .05$ ). The results therefore highly indicate the high correlation of the independent variable (Leadership) and the dependent variable (strategy implementation). And the good leadership applied causes a better strategic plan implementation. This is consistent with extant literatures. Successful strategy implementation requires effective leadership, which is defined by a clear vision, effective communication, and the capacity to inspire and influence employees (Griffin, 2007). Strategies are more likely to be implemented successfully when leaders encourage a sense of ownership and involve staff in the strategy process (Thompson, 2003). An organization is unlikely to successfully execute a

corporate strategy without good leadership ((Thompson, 2003).Therefore this study emphasizes that it is crucial to have good Leadership for successful strategy implementation.

### **Resource Allocation and Strategic Plan Implementation**

The correlation Analysis Result for Resource Allocation and Strategic Plan Implementation was high to imply the strong relationship of the two variables( $r=.859$ ,  $p<0.01$ ).the Regression Analysis also showed positive significant relationship of Resource Allocation and Strategy implementation ( $\beta = 0.243$ ,  $p <.05$ ).This emphasizes the high effect of Resource allocation on strategic plan implementation. According to earlier researches, strategic actions depend on the efficient use of resources, such as human, financial, and technological resources (Wheelen & Hunger, 2003). It guarantees that the required resources, with appropriate funding and alignment with strategic goals, are allocated to support the established strategy. Allocating resources also helps guarantee that staff has the resources they need to complete the intended implementation and that implementation obstacles are resolved by allocating additional resources (Thompson, 2003).

According to (Thompson, 2003), Strategic execution is hampered by inadequate or misallocated resources. Therefore this study emphasizes the necessity of effective resource Allocation for successful strategy Implementation

### **Organizational Structure and Strategic Plan Implementation**

The study found a strong, positive Pearson correlation result of  $r=.855$ ,  $p<0.01$ between organizational structure and strategy implementation.

In the regression analysis the beta coefficient for organizational structure was found  $\beta = 0.249$ ,  $P<.05$ .This implies the high strong relationship of organizational structure and strategic Plan Implementation. This finding is therefore consistent with pervious researches that suggests a well-defined, adaptable organizational structure, facilitates effective strategy implementation (Griffin, 2007).Organizational structures, which include decentralization of functions, division of labor, and the establishment of basic organizational structures that facilitate quicker decision-making, enhance strategic plan implementation. The study therefore supports the theory that states the importance of organizational structure on strategic plan implementation.

### **Policy and Procedure and strategy Implementation**

The correlation Analysis Result for Policy and Procedure and Strategic Plan Implementation was ( $r=.855$ ,  $p<0.01$ ) this indicates the strong relationship of the two variables. The Regression

Analysis also showed positive significant relationship of policy and procedure and Strategy implementation ( $\beta = 0.250, p < .05$ )

This study's findings about the beneficial impact of policy and procedures on strategy implementation are consistent with those of the literature on the operational aspects of strategy. Clear policies and procedures guarantee consistency in action, eliminate ambiguity, and offer a framework for implementation (Thompson, 2003). Uniform and specified implementation is ensured by effective and transparent policies. On the other hand, inadequate, conflicting, or ambiguous policies and procedures can hinder the successful implementation of strategies by causing delays and uncertainty, which makes it more difficult for the strategies to accomplish their objectives (Fred & forest, 2015). Hence this study's findings also emphasizes the influence of policy and procedure for effective strategy implementation mentioned on different literatures

## CHAPTER FIVE

### 5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

In this chapter, the main findings of the study on the variables influencing the implementation of strategic plans in public TVET colleges are summarized. The general conclusions drawn from the data analysis and recommendation for enhancing strategic plan implementation in these colleges are presented.

#### 5.1 Summary of Findings

The effects of organizational structure, resource allocation, leadership, and policy and procedures on the implementation of strategic plans in selected public TVET colleges were examined in this study using an explanatory research design and a quantitative methodology. Questionnaires were used to gather data, and 97% of respondents (N=311) answered them. Data collected using a 5-point Likert scale to measure each of the four independent variables (each with seven measuring items) were subjected to descriptive and inferential statistical analysis. According to descriptive analysis for leadership, there is space for development in certain areas, such as motivation, inspiration, and innovation, while other areas, such as communication and influencing the implementation of strategic plans, scored highly. The descriptive analysis for the other variables, such as organizational structure, resource allocation, and policy and procedures, however, mostly showed that there was an agreement to the positive relationship of these independent variables and the implementation of strategic plans in the colleges.

Multiple regressions were used in inferential analysis to examine the connection between the independent variables and the execution of the strategic plan. With  $R=.905$ , the model summary showed a strong and positive relationship between the independent and dependent variables. A high overall link was discovered, with the included independent factors accounting for 81.9% of the variance in the implementation of the strategic plan ( $R^2 =.819$ ). The high F- statistic in the ANOVA test also showed that these four factors taken together are highly predictive of the implementation of the strategic plan. Additionally, the results of the regression analysis in the regression coefficient demonstrated that the implementation of strategic plans in the colleges was positively and statistically significantly impacted by all four independent variables: leadership, organizational structure, resource allocation, and policy and procedures. This supports the original theories that each of these elements has a significant role in the effective implementation of strategic plans. It is evident from the outcome that policy and procedure have the greatest

impact. Demonstrating that, among the four predictors, it has the greatest impact on the strategic plan's implementation when all other parameters are held constant. The relative significance of the predictors seems to be as follows, according to the standardized beta coefficients: Policy and Procedure > Organizational Structure > Resource Allocation > Leadership.

## **5.2 Conclusions**

This study was conducted to analyze factors affecting strategy implementation in selected public TVET colleges. For this purpose three Poly technic colleges (Entoto, AddisAbaba Tegebareid and General Winget) in Addis Ababa were selected as the case study. The study based different theories like Path Goal theory of leadership; Resource based View theory, Thompson and Strickland Model (2003), Ricky Griffin's Model (2007) and other Empirical Researches to draw out factors that affect strategy implementation. From these theories and researches four factors namely Leadership, Resource Allocation, Organizational structure and policy and procedure were considered for the analysis in this research as factors that affect strategy implementation.

To determine the effect of these factors on the strategy implementation the collected data has passed on descriptive and inferential analysis particularly regression analysis.

The Result of the analysis showed that all these four factors have positive significant effect for the implementation of strategic plan in selected public TVET colleges.

### **The Effect of Leadership on Strategic Plan Implementation of selected Public TVET colleges**

From the result it can be conclude that the first factor which is leadership demonstrated positive and significant effect for strategic plan implementation in selected public TVET colleges while as highlighted in the descriptive analysis some specific areas like motivation, inspiration and innovation needs improvement. The study depicted that to improve the strategic plan implementation of selected Public TVET colleges, leadership in the colleges need to have an inspiring and motivating Element of employees. The leader need to be innovative, competent and participative, leaders should be directive in setting objective and providing clear directions ,effective communication need to have maintained throughout strategy Planning and implementation.

### **The Effect of Resource Allocation on Strategic Plan Implementation of selected Public TVET colleges**

For the second predictor the result showed that resource allocation has positive and significant effect for strategy plan implementation of selected public TVET colleges. Therefore for a better strategy implementation in the colleges, these colleges need to have effective resource allocation, the resource allocation need to be transparent, the colleges should allocate adequate financial and physical resources, the colleges should have to possess adequate highly skilled human resource and the colleges should have to adopt information technology in its daily operation.

### **The Effect of Organizational Structure on Strategic Plan Implementation of selected Public TVET colleges**

The third factor which is organizational structure also has high positive and significant effect for strategic plan implementation in selected public TVET colleges as indicated from the result. This implies that for a better strategic Plan Implementation, the colleges should have to adopt and maintain a structure that aligns with strategy implementation. Flexible work structure simple layer of reporting, effective and balanced task divisions and good communication among departments will lead to better strategy implementation.

### **The Effect of Policy and Procedure on Strategy Implementation of selected Public TVET colleges**

The last factor for this study which is policy and procedure also showed a highest of all, positive and significant effect for strategy implementation in selected public TVET colleges. Higher strategic Plan implementation is met with well documented procedure, clear policies that create a culture to support strategy implementation, with explicit policy on how decisions are made, with well documented annual operational plans and with well policy and procedure that can measure Organizational performance .

In general, the results of this study provide compelling evidence that those factors considered for this study namely, organizational structure, leadership, resource allocation, and established policies and procedures, greatly impact the successful implementation of strategic plans at selected public TVET colleges. A robust model with a high  $R^2$  value of 0.819 suggests that these four elements work together to produce a powerful predictive model of effective strategic Plan implementation.

This research, therefore, contributes to a deeper understanding of the complex relationship of these factors in affecting the success of strategic plan implementation within the context of public TVET colleges.

### **5.3 Recommendations**

Based on the research findings and conclusions drawn, the following recommendations are provided to improve strategy implementation at public TVET colleges.

Public TVET colleges shall better adapt and maintain a leadership style involving inspiring, motivating, participating employees and leaders need also to be creative and directive.

Organizational structures shall be reviewed and improved to make sure they are effective, support strategic objectives, and encourage cooperation and communication.

Create and put into action sound resource allocation plans that guarantee the proper distribution of material, human, and financial resources.

Make that policies and procedures are clear, succinct, pertinent, and conducive to the execution of strategic plans by reviewing and updating them on a regular basis. It is necessary to improve the processes for staff input and involvement in policy creation.

#### **Recommendation for further research**

This study focused on the four factors stated above to analyze their effect on strategic plan implementation of public TVET colleges. but in reality there may be more factors like external factors, institutional size, location, and specific programs offered that may affect strategy implementation .not only this, to find a better grouping variables , exploratory factor analysis of independents variables used in this study was conducted and attached at the appendix. Considering all this and other variables under study a more robust research including these areas is recommended.

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## APPENDIX A

### QUESTIONNAIRE

I am kalkidan Asmamaw, MBA student in Management at Addis Ababa University. Currently I am conducting a research to study Factors affecting the Implementation of Strategic Plan in public TVET colleges: the case of Entoto, Addis Ababa Tegbareid and General Winget poly technic college. The questionnaire is only intended for academic purpose. The information you provide will be kept private and confidential. I respectfully ask that you use your free time to complete these questions as honestly as you can. Note that writing your name is not required.

I appreciate you taking the time to complete the questionnaire in advance.

#### Part I. GENERAL INFORMATION

Please put the tick “√” mark under the choice at appropriate place.

- 1 Gender: Male  Female
- 2 Age: 21-30  31-40  41-50  over 50 years
- 3 Education level: TVET/Diploma  First Degree  2<sup>nd</sup> Degree and above
- 4 how long have you been working in the college: below 5 years  5-10 years   
 10-15 years  15-20 years  above 20 years

#### Part II: Factors Affecting Strategic Plan Implementation

Please indicate your level of agreement on the following statements by tick (√) number that best represents your opinion. 1 indicates strongly disagree (SDA), 2 indicates disagree (DA), 3 indicates neutral (N), 4 indicates agree (A), and 5 indicates strongly agree (SA).

No	Factors Affecting Strategic Plan Implementation	SDA	DA	N	A	SA
<b>1</b>	<b>Leadership</b>					
1.1	Leaders in the institution set objectives and provide clear directions.					
1.2	Leaders in the institution motivate employees towards achievement of objectives					
1.3	Leaders in the institution inspire and provide emotional support to employees.					
1.4	Leaders communicate to the employees about the activity and status of the strategy implementation					

1.5	Leaders are innovative and competent					
1.6	Leaders encourage employee's feedback and participation regarding the strategic plan.					
1.7	The leadership in the institution highly influences the strategic plan implementation.					
2	<b>Resource Allocation</b>					
2.1	The resources are used in accordance with the established goals.					
2.2	The institution allocates adequate financial resource to implement the strategic plan.					
2.3	The institution has necessary physical resources to implement the strategic plan					
2.4	The institution possesses enough highly skilled human resource to facilitate the execution of strategic plans.					
2.5	The institution has integrated information technology into its daily operations.					
2.6	The institution's system of allocating, planning, and utilizing resources is transparent					
2.7	Resource allocation in our institution enhances strategic plan implementation					
3	<b>Organizational structure</b>					
3.1	The institution has flexible structure for decision making.					
3.2	The structure in the institution allows division of tasks and powers among the various departments.					
3.3	Many levels of hierarchy are involved in the institution's decision-making process.					
3.4	There is well coordination among departments to achieve strategic objectives					
3.5	There is simple layer of reporting in the institution					
3.6	The structure in the institution effectively balances division of tasks and Responsibilities among the employees in the organization.					
3.7	The current structure of the institution aligns with the strategic plan implementation					
4	<b>policy and procedure</b>					
4.1	The institutions has explicit policies on how decisions are made					
4.2	The institution has clear policies that create a culture to supports the strategic implementation					
4.3	The institution has well documented procedures on how employees in the organization are supposed to operate					

4.4	The institution has set well policies and procedures that can measures organization performance					
4.5	There is a documented annual operational plan that outlines deadlines and assigns accountability for certain tasks or results.					
4.6	The policy and procedures in our institution enhance strategy implementation.					
4.7	The institution has clear policies on how to interact with the environment					

No	Strategy implementation	SDA	DA	N	A	SA
1	In our institution strategic plan is implemented in accordance with strategic plans					
2	The strategy implementation at our institution is timely					
3	In our institution due to strategic implementation the organizational goals and objectives has been achieved.					
4	Due to strategy implementation better organization performance has been achieved.					
5	There are organized performance standards for monitoring strategy implementation.					
6	The strategy implementation contributed to achieve the desired outcomes.					
7	There were supportive environment in the institution for the strategy implementation					

**Thank you for you cooperation**

## APPENDIX B

### EXPLORATORY FACTOR ANALYSIS

#### **Introduction**

This appendix presents the results of an Exploratory Factor Analysis (EFA) conducted to investigate the underlying structure of the independent variables used in this study (Leadership, Resource Allocation, Organizational Structure, and Policy & Procedure). The EFA was conducted in response to feedback from the thesis examiners, who suggested that the original grouping of variables might not fully capture the underlying concepts. Therefore to examine the underlying dimensions of factors affecting strategy implementation, an Exploratory Factor Analysis (EFA) was conducted with the Existing data using Principal Component Analysis (PCA) with a Varimax rotation. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .972, and Bartlett's test of sphericity was significant ( $\chi^2 = 5177.033$ ,  $df = 378$ ,  $p < .001$ ), indicating that the data was suitable for factor analysis.

The analysis revealed two distinct factors with eigenvalues greater than 1, accounting for a total of 54.060% of the variance. The rotated component matrix (Table 2) presents the component loadings for each item. Items with loadings of .40 or higher were considered significant. The highest loadings were considered in each factor with cross loading items. The naming of the items was subjective and based on the items included in each factor.

**Factor1:** This component, accounting for 34.506 % of the variance, was labeled '**strategic organizational frame work**'. it consist items related to leadership(Leaders in the institution set objectives and provide clear directions, Leaders communicate to the employees about the activity and status of the strategy implementation, The leadership in the institution highly influences the strategic plan implementation, Leaders encourage employee's feedback and participation regarding the strategic plan),items related to resource allocation (the resource are used in accordance with established goals, The institution has integrated information technology into its daily operations, The institution allocates adequate financial resource to implement the strategic plan, The institution possesses enough highly skilled human resource to facilitate the execution of strategic plans, The institution has necessary physical resources to implement the strategic plan),Items related to organizational structure(The structure in the institution effectively balances

division of tasks and Responsibilities among the employees in the organization, There is well coordination among departments to achieve strategic objectives, Many levels of hierarchy are involved in the institution's decision-making process, The structure in the institution allows division of tasks and powers among the various departments, The institution has flexible structure for decision making, The current structure of the institution aligns with the strategic plan implementation, There is simple layer of reporting in the institution) ,items related to policy and procedure(There is a documented annual operational plan that outlines deadlines and assigns accountability for certain tasks or results, The institution has set well policies and procedures that can measures organization performance, The institutions has explicit policies on how decisions are made, The institution has well documented procedures on how employees in the organization are supposed to operate, The policy and procedures in our institution enhance strategy implementation, The institution has clear policies on how to interact with the environment, The institution has clear policies that create a culture to supports the strategic implementation).

Therefore since the item consists of items related to leadership, resource allocation, organizational structure and policy and procedure, the name (strategic organizational frame work), emphasizes the combination of organizational structure *and* policy and procedures elements that contribute to effective strategy implementation. It also integrates the role of leadership in setting the direction and ensuring alignment within this framework.

**Factor 2:** This component, accounting for 19.555 % of the variance, was labeled '**Empowering Leadership and Effective resource allocation**'. it consist of items related to leadership (Leaders in the institution inspire and provide emotional support to employees, Leaders are innovative and competent, Leaders in the institution motivate employees towards achievement of objectives) and Item related to Resource Allocation (Resource allocation in our institution enhances strategic plan implementation, The institution's system of allocating, planning, and utilizing resources is transparent).

Therefore since the item consists of items related to leadership and resource allocation the name 'empowering Leadership and Effective resource allocation directly reflects the leadership and resource allocation aspects that are most prominent in this factor. It also highlights the empowering aspect of leadership and the importance of transparency in resource management. Therefore the results of the EFA suggest that factors affecting strategy implementation can be understood in terms of two distinct dimensions, as represented by these components. The

regression analysis performed using these two factors as independent variables and strategy implementation as the dependent variable showed the positive significant effect of these two factors on strategic plan implementation and the factors account 82.3% ( $R^2=.823$ ) of the variance on strategic plan implementation.

## Results

***Table 1:KMO and Bartlett's Test***

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.972
Bartlett's Test of Sphericity	Approx. Chi-Square	5177.033
	df	378
	Sig.	.000

***Table 2:Rotated Component Matrix<sup>a</sup>***

	Component	
	1	2
The resources are used in accordance with the established goals.	.731	.226
Leaders in the institution set objectives and provide clear directions.	.727	.366
The structure in the institution effectively balances division of tasks and Responsibilities among the employees in the organization.	.717	.306
There is well coordination among departments to achieve strategic objectives.	.697	.176
The institution has integrated information technology into its daily operations.	.680	.358
The institution allocates adequate financial resource to implement the strategic plan.	.673	.311

There is a documented annual operational plan that outlines deadlines and assigns accountability for certain tasks or results.	.664	.203
Many levels of hierarchy are involved in the institution's decision-making process.	.661	.333
The structure in the institution allows division of tasks and powers among the various departments.	.657	.236
The institution has flexible structure for decision making	.650	.367
Leaders communicate to the employees about the activity and status of the strategy implementation.	.637	.375
The current structure of the institution aligns with the strategic plan implementation.	.629	.401
There is simple layer of reporting in the institution.	.622	.343
The institution has set well policies and procedures that can measures organization performance.	.607	.418
The institution possesses enough highly skilled human resource to facilitate the execution of strategic plans.	.597	.440
The leadership in the institution highly influences the strategic plan implementation.	.594	.246
Leaders encourage employee's feedback and participation regarding the strategic plan.	.594	.499
The institution has explicit policies on how decisions are made.	.585	.350
The institution has well documented procedures on how employees in the organization are supposed to operate	.561	.441

The policy and procedures in our institution enhance strategy implementation	.558	.414
The institution has clear policies on how to interact with the environment	.551	.418
The institution has necessary physical resources to implement the strategic plan	.528	.438
The institution has clear policies that create a culture to supports the strategic implementation	.514	.396
Resource allocation in our institution enhances strategic plan implementation	.208	.803
Leaders in the institution inspire and provide emotional support to employees	.297	.719
Leaders are innovative and competent	.372	.710
The institution's system of allocating, planning, and utilizing resources is transparent	.450	.646
Leaders in the institution motivate employees towards achievement of objectives	.207	.639

***Table 3: Model Summary***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.907 <sup>a</sup>	.823	.822	.33258

a. Predictors: (Constant), Empowering Leadership and Effective Resource allocation, Strategic Organizational Framework

**Table 4: Regression Coefficients**

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.960	.019		156.934	.000
	Strategic Organizational Framework	.613	.019	.778	32.450	.000
	Empowering Leadership and Effective Resource allocation	.367	.019	.466	19.414	.000

a. Dependent Variable: Strategic Plan Implementation

## Conclusion

This study was conducted to analyze factors affecting strategic plan implementation in selected public TVET colleges initially by conceptualizing the relationship of four independent variables namely Leadership, Resource allocation, Organizational structure and policy and procedure and the dependent variable (strategic plan implementation) each consisting of seven measuring items , based on theories.

To analyze the relationship correlation and regression was conducted and the result revealed that each of these four independent variables has a positive significant effect for strategic plan implementation on the selected public TVET colleges and the four independent variables account for 81.9% of the variance on strategic implementation. However, even though this study was concluded by emphasizing the positive significant effect of each independent variable, based on the Examiners comment to find a better grouping of variables exploratory factor analysis was conducted using the existing data and the items was arranged and reduced into two factors with each factor comprises different aspects of the previously considered variables .

Regression was then performed to find out the relationship of this two new factors and the dependent variable, strategy implementation. The result showed that even though these variables were arranged and reduced into two factors as of the previous regression with four independent variables, the regression analysis with these two factors and strategic plan implementation showed that each of the factors has positive significant effect for strategic implementation. The two factors also account for 82.3 % (  $R^2=.823$ ) of the variance in strategic plan implementation which is approximated to the previous  $R^2$  value. This shows even though the variables arranged

into two factors after EFA the same result was revealed. but for further research it is recommended that if this has been done with new data and including other variables