

**FACTORS AFFECTING THE STRATEGIC PLAN
IMPLEMENTATION THE CASE OF GURAGHE ZONE
TECHNIQUE AND VOCATIONAL EDUCATION
TRAINING COLLEGES**



MASTER OF BUSINESS ADMINISTRATION THESIS

BY

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COLLEGES**

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented in any university before. Moreover, all the materials used in this thesis have been duly acknowledged using complete references.

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ACRONYMS

CC	College culture
CL	College leadership
CR	College resource
CRS	College reward system
CS	College structure
RDT	Resource dependence theory
MoSHE	Ministry of Science and Higher Education
OT	Organization Theory
OD	Organization Development
DOFED	Department of Finance and Economy Development
PDF	Probability Density Function
PI	Political instability
SWOT	Strength, Weakness, Opportunity & Threat
TVET	Technical Vocational Education & Training
SPI	Strategic plan implementation
SPSS	Statistical Package for Social Sciences

ABSTRACT

The main objective of this study was “Factors Affecting Strategic Plan Implementation the Case of Gurage zone TVET Colleges”. The study used an explanatory research design with systematic sampling technique. The population of the study consisted of 498 board members and employees of Gurage Zone TVET colleges specially (Agena, Wolkite and Butajira) The sample size was 222 board members and employees which included 27 board members, 103 teachers, 9 management bodies, 21 department heads, and 62 administration officers. The data was collected from two sources as primary and secondary. Primary data collected through questionnaire, interview and personal observation from three colleges. Secondary data was collected from written documents and reports. The collected data was analyzed using statistical package for social sciences (SPSS) version 21. The study used descriptive (i.e., mean, percentage and standard deviation analysis) and inferential analysis like regression analysis. The result of the study showed that organizational culture, structure, resources allocation, strategic leadership and reward positively affected, while political instability negatively affected implementation of strategic plan at Gurage zone TVET colleges. The study further recommends that leaders should understand and perform strategic plan implementation by reducing factors affecting strategic plan implementation. All employees should get involved in strategic plan implementation to maximize the achievement of it. Proper monitoring and evaluation should be carried out so as to ensure success of the strategic plan. It also recommends to college’s management body should give attention to distribution adequate, resource.

Key words: *Organizational Culture, Organizational Leadership, Political instability, Organizational Resource, Organizational Reward, Strategic Plan implementation, Organizational Structure*

CHAPTER ONE

INTRODUCTION

In this chapter the researcher introduced the overall theme of the study. This includes background of the study, statement of the problem, research objectives, research questions, significance of the study, the scope of the study, and limitation of the Study, definition of key words and terms and organization of the study.

1.1 Background of the Study

Technical vocational Education and Training (TVET) refers to a range of learning experiences which are relevant to the world of work and which occur in a variety of training context, including educational institution and world of work place (UNEVOC, 2006). Stevens (2001) clarified the essence of TVET by stating that TVET includes programs providing participants with skills, knowledge and attitude that enable them to engage in productive work to adapt rapidly to changing market economics and to participate as responsive citizens in their society.

Strategy is a scope and direction of a firm for long-term environmental change by aligning resources and competencies to achieve stakeholder vision, objectives and expectations (Joyce & Drumaux 2014). Strategy is also set of actions that are coordinated to meet the company's goals, goals and objectives (Demirkaya 2015). So, this is a way to accomplish the goals of the organization. Strategic management and its instruments play an enormous and significant role in enabling organizational capabilities and in a challenging setting leading to the achievement of the organization's objectives. In addition, the organization's efficiency is enhanced by strategic management procedures (Genc 2017). Strategic plan is a method that outlines the wide direction of an institution. It is a step-by-step guide mapping how the organization will achieve its future objectives (Ferlie and Ongaro 2015). The managerial job of implementing the chosen approach should take into account the evaluation of what it will take to create the organizational capacities required and allow targeted goals to be achieved on timetable.

Private, public and third-sector organizations are now serious about strategic plan as an instrument to enhance organizational efficiency and competitiveness (Demirkaya 2015). The efficacy of the entire scheduling phase decreases if the formulated policies are not enacted (Siddique and Shadbolt 2016).

Moh'd and Lyimo (2019) say that public management theorists have not yet adequately developed particular ideas about the important role of strategy implementation and how strategic plans can be accomplished. Adegwah (2014) conducted a study on "assessing the factors of implementation in selected high schools in Kenya" and identified four items that influenced the execution of the strategy. These are management abilities, organisational policies, distribution of resources and reward / incentives. However, some frequently used models and frameworks are accessible to scientists and executives in strategic management fields such as SWOT assessment, Porter's generic approaches, portfolio models (Wheelen and Hunger 2012).

According to Mbaka and Mugambi (2014) stated that, the execution of the strategy is more essential for the organization than the formulation of the strategy because if the strategy is not effectively enforced by the employees and management, its costs and damages are greater than the failure of the formulation of the strategy. The failure of the execution phase of the strategic plan has led many firms to struggle and find it hard to maintain in a competitive setting, although the method of formulation is powerful (Rajasekar, 2014).

According to Tony (2007) "Strategic management is concerned with the character and direction of the enterprise as a whole." It is concerned with basic decisions about what the enterprise is now, and what it is to be in the future. It determines the purpose of the enterprise and provides the framework for decisions. Strategic planning is one of the primary objects of an institution. It involves the identification, implementation and monitoring of strategies of the institution which define the behavior of the institution under changing and indefinite environmental conditions (Nermin *et al.*, 2012).

Strategy implementation is the action that moves the organization along its choice of route towards its goal the fulfillment of its mission, the achievement of its vision. It is the realization of intentions (MacLennan, 2012).

Therefore, higher education institutions are complex organizations with a strong sense of tradition and a distinct culture. Without implementation, even the most superior strategy is useless. Vinither & Mwikamba (2016) described that the notion of strategy implementation might at first seem quite straightforward: the strategy is formulated and then it is implemented. Implementing would thus be perceived as being about allocating resources and changing organizational structure. This study, therefore, aims at investigating the extent to which factor influencing the implementation of strategic planning in case of Guraghe Zone TVET Colleges.

1.2. Statement of the Problem

For organizations to remain competitive in the dynamic, complex and unpredictable environment, successful implementation of its strategic plan is critical. It can therefore be inferred that strategic plan implementation is continually becoming a key challenge for organizations in these modern times.

As two scholars agreed up on, effective strategy implementation is important to any organization (public and private) survival in all sectors but frequent criticism that the produced documents end up collecting dust on the shelf, where firms ignore or fail to make good use of precious information depicted in the strategic plan document (Moh'd & Lyimo, 2019).

Despite the effort of government and other stakeholders in ensuring that TVET colleges in particular successfully adopt and implement “strategic planning”, a number of TVET Colleges still face enormous failure in this regard. In a number of cases, the poor performance of TVET Colleges may be attributed to a lack of a comprehensive strategic plan. However, as observed by Comstock and Ziegler (2005) in the majority of the colleges one would find a strategic plan but the weakness is that this is often not implemented.

However, Factors of influencing implementing strategic Planning are widely seen in the different organizations as well as TVET colleges. The information (unpublished) obtained from Gurage Zone TVET Department has applied its effort to implement strategic plan but the external and internal stakeholders had given feedback as limitation or weakness in strategic plan implementation.

Most of the previous studies were did not address the problem of this study which was to determine the challenges facing strategy implementation in Gurage zone TVET colleges. Therefore, this study will be necessary to indicate the reason to why the Implementation of strategic Planning fail or not align with Formulated Strategic Plan within the selected Guraghe Zone TVET colleges.

1.3. Research Questions

In order to show factors of Implementation of strategic Planning with in Guraghe Zone TVET Colleges and findings would be set to seek reliable answers for the following research questions:

- ❖ What is the strategic plan implementation practices look like in Guraghe Zone TVET Colleges?
- ❖ What factors affect implementation of strategic plan in Guraghe Zone TVET Colleges?
- ❖ What is the level of strategic plan implementation in Guraghe Zone TVET Colleges?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study is to investigate factors influencing the implementation of strategic plans from 2015-2020 in Guraghe Zone TVET Colleges.

1.4.2. Specific Objectives

- To assess strategic plan implementation practices in Guraghe Zone TVET Colleges
- To identify internal and external factors that affect strategic plan implementation in Gurage Zone TEVT Colleges
- To assess the level of strategic plan implementation at TVET colleges in Guraghe Zone?

1.5. Significance of the study

This study would be helped Gurage Zone TEVT Colleges to be proactive in dealing with factors that affect the implementation of their strategic plans. It is meant to solve the situation whereby, though organizations underline the value of strategy implementation, majority end up either not implementing their strategic plans or implementing wrongly. Second, the study is thus of value to policy, theory and practice by forming a platform upon which further research on issues of implementation of strategic plans by organizations shall be undertaken by managers.

Third, the academicians and researchers on the same field as strategic implementation will particularly find this study useful in guiding on any future related studies and as a reference work. It would even be much easier for them if it's published. The research would also be helpful in contribution extra theoretical understanding on variables influencing the execution of strategic plans to current and future organizations.

1.6. Scope of the study

The research would be focused on factors affecting implementation of strategic plan. Strategic plan implementation was the process or activities of all organizations. However, this study is delimited to Gurage Zone TVET colleges. The scope of this study would be also limited and analyzed the near five years data between September 2015/2016 and July / 2020.

The research would be conducted between the month of December/2020 and May 2021. The respondents in the study would be focused on board members, college managements, trainers, department head and administration staffs in the Guraghe Zone TVET colleges.

1.7. Operational definition of key words and terms

Strategy; is the balance of activities and decisions between internal competences and external situation of an institution. Accordingly, strategy can be seen as a, play, position, pattern, plan and perspective (Johnson and Scholes, 2012)

Strategy Implementation; Strategic implementation or execution is worried with carrying out of the chosen strategy for the organization or putting the plan in to accomplishment or practice (Awale et al., 2016)

Organizational culture; The meaning of organizational culture signifies an assortment of opinions, ethics, and principles of organization employees and is the result of factors such as history, markets, technology, employees, products, management style, national culture and many more (Hills and Jones, 2013). On the other hand, Andrews et al. (2017) describe organizational culture to denote the way things are done within the firm that provide direction, meaning and the basis for action.

Organizational resource; organizational resources refer to all assets, organization processes, and capabilities. Knowledge, firms attribute, information and much more that enables an organization to execute strategies and increase its efficiency (Gebhardt and Eagles, 2014).

Leadership style, it refers to the regular pattern of behavior showed by leaders when relating to assistants and others. Major issues include the way leader's offerings, talk, and controller the people or the condition (Higgins, 2005)

Strategic plan, is in essence, a firm's game plan. Just as a football team needs a decent game plan to have a chance for success, a firm must have a good strategic plan to compete successfully (David & David, 2015).

1.8. Organization of the Study

The study was organized into five chapters. The first chapter contains introductory part that is background of the study, statement of the problem, basic research questions, objectives, and significance of the study, Scope of the study, definition of key words and organization of the study. The second chapter covers review of related literatures. The third chapter deals about research methodology. Then the fourth chapter covers data presentation, results and discussions. The fifth chapter includes the findings, conclusions and the recommendation part. Finally references and appendix is also attached at the end of this paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introductions

This chapter aims at reviewing important literatures related to research topic. It consists of theoretical, empirical review and Conceptual framework. In theoretical literature review the researcher used the theoretical review on how different authors have defined them and empirical literature review which provide the different findings from different researcher who has done similar study. Conceptual framework explained relationship between independent variables and dependent variable.

2.1.1 Concept of Strategic Planning

Different authors have been defined strategic plan in their own ways. According to Louw and Venter (2006) defined strategic plan as the general structure for leveraging resources to obtain a viable improvement. Strategic planning is a pattern for the organization to achieve their goals during strategy execution processes. When creating a strategic plan, there are certain objectives that the organization is trying to satisfy during the execution of the strategic plan. Strategic planning is the formal procedure of an organization's future course. All strategic planning deals with the what, how, when and whom (Kotter, 2007).

2.1.2 Historical Development of Strategic Plan

The word strategic planning initiated in the 1950s and was popular between the mid-1960s and the mid-1970s. Throughout these years, strategic planning was widely believed to be the answer for all problems. A strategic plan is, in essence, a firm's game plan. Just as a football team needs a decent game plan to have a chance for success, a firm must have a good strategic plan to compete successfully (David & David, 2015).

Strategic planning is additionally defined by because the continuous process of creating innovative decisions systematically and with the best knowledge of their futurity, organizing systematically the efforts to hold out these decisions and measuring the results against the expectations through organized reaction (Peter Ducker, 1993).

2.1.3. Importance of Strategic Planning

A number of reasons are given by scholars as to why organizations should engage in strategic planning. According to Lawlor (n.d.), the importance of strategic planning is viewed from two perspectives. From a macro perspective, business today gets done in a global market place; change is occurring at an unprecedented pace, time and distance continue to become less and less relevant. There was a time when strategic planning was done by the biggest companies, and those who lead change. Now it is a requirement just to survive. Leaders of business must be looking ahead, anticipating change, and developing a strategy to proactively and successfully navigate through the turbulence created by change. At a micro view, the level of any individual company, strategic planning provides a company purpose and direction. How are you going to get somewhere if you don't know where you are going? Everyone in an organization needs to know what they sell or do, who their target customers are, and they compete. A good strategy will balance revenue and productivity initiatives. Without strategic planning, businesses simply drift, and are always reacting to the pressure of the day. Companies that don't plan have exponentially higher rates of failure than those that plan and implement well.

2.1.4. Strategic Plan Implementation

Strategic plan implementation is the conversion of selected strategy into action to attain strategic goals and objectives. It is the process of activity to be performed according to a predetermined plan in order to achieve the perceived goal. This implementation process requires resource planning and logistics of implementation, change of organizational structure, improvement of system to be employed to manage the organization (Riston, 2011). According to Dzemyda (2014) after the development phase of the organization's strategy, the next stage is strategy implementation, which includes the tasks of preparing the actors, resource allocation, budget planning and controlling procedures.

2.1.5. Theoretical Literature

Strategy implementation should be linked to the original theories and frameworks that are supporting their existence. Theories formed the basis on which the study would be undertaken. The theories mentioned under this study are: strategic fit, the resource dependence, systems, classical and contingency theory.

2.1.5.1. Strategic Fit Theory

Strategic Fit of an organization defines how well the resources and capabilities matched with the opportunities to the external environment: the operating environment, unanticipated competition or entrants by new players in the industry and changes in government policies and others. So, strategic fit theory further recommends ways on how to overcome these barriers (Madegwa Andrew L. K., 2013).

To achieve Vision of Technical and Vocational Education and Training (TVET) in Guraghe Zone seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country. Therefore to decide implementing strategy, the employees, and managers have to do a clear understanding of the institution's core beliefs and values i.e. to achieve vision, accomplish the mission, and identify ways to alleviate or address challenges or obstacles in order to get success.

Though strategy fit is concerned with strategies works in practice; these are mainly designing he structure of the organization to support the performance through the process and relationships. To enabling success at the different level of TVET colleges, they will use complete utilization of resources such as People, Information, Technology, and managing the strategy by modifying it for the exact situation.

2.1.5.2. Resource Dependence Theory

Resource dependency theory (RDT) examines the relationship between organizations and the resources they need to operate. Resources can take many shapes or forms, including raw materials, workers, and even funding. If one organization maintains the majority of a resource, then another organization will become dependent on it in order to operate, creating a symbiotic relationship (Amy J. H., Brian J. C. &Michael C.W., 2009)

Too much dependency creates uncertainty, which leaves organizations subject to risk of external control. External control may be imposed by the government or other organizations, and can have a significant effect on operations, such as funding or personnel.

In order to lower this risk, the security firm will have to explore other clients to lower the level of dependence on one client (Omanya Jean A., 2017). Though, leaders are constantly seeking advantages to improve partnerships with other organizations in order to strengthen their own organizations.

2.1.5.3. System Theory

According to Ann L. Cunliffe (2008:18) and (Gary N. McLean. 2006), A system may be referred as units composed of several interdependent parts. System may be denoted as a grouping of parts and not simply an accumulation of individual parts. Though each part performs its own functions yet they work towards a common goal. The behavior of the entity is a joint function of the behaviors of the individual parts and their interactions.

According to the education and training policy and its implementation, MoSHE (2015:122 – 123) states about “The implementation of the educational strategy is going to require enormous capital outlay. Therefore, it is very important to make the educational system as economic as possible without compromising its quality.” In order to implement the Strategy, the higher Educational Institutions becomes conducive for the teaching – Learning process. The climate of the higher Educational Institutions will have a direct effect on their productivity and job satisfaction.

An open system is a system that has external interactions. Such interactions can take the form of information, energy, or material transfers into or out of the system boundary, depending on the discipline which defines the concept. In general, in the TVET colleges an open system is applicable in which accepting the trainees from different area or environment and also distributing graduate trainees to different organization.

2.1.5.4. Classical Management Theory

Classical management theory aims to find the ‘one best way’ to manage through the application of scientific methods and universal principles. This view was current till the first half of the twentieth century (Lovely Professional University, 2011). Classic theories might be considered passive in relation to action models because they describe change mechanisms and explain how change occurs without ambitions to actually bring about change (Per Nilsen, 2015). Classical theorists were divided in opinion.

The two streams are: scientific management and administrative management. The scientific management stream of the organization theory emphasized on the efficiency of lower levels of organization while administrative stream focused on the efficiency of higher levels. There is increasing interest among implementation researchers in using theories concerning the organizational level because the context of implementation is becoming more widely acknowledged as an important influence on implementation outcomes (Per Nilsen, 2015).

2.1.5.5. Contingency theory

Contingency theory emphasizes there is no ‘one best way’ (as in the classical and scientific management approaches) which depends on the nature of the environment to which the organization must relate and suggests that management and organizational practices will depend on the characteristics of each situation. In other words, finding the appropriate organization structure will depend on many factors including the environment, the task, technology, people etc. (Ann L. Cunliffe, 2008:18).

As already stated above, the contingency theories that states that effective leadership depends on the style of leading as well as on the control over a situation. And the organization design or structure will also be affected by related external factors including the environment, the task, technology, people, the way and ability of the leader to meet its goal by rewarding or punishing. This idea also supported by Fiedler’s contingency theory states that “effective leadership depends not only on the style of leading but on the control over a situation. There needs to be good leader-member relations, task with clear goals and procedures and the ability for the leader to mete out rewards and punishments” Lovely Professional University (2011).

2.2. Empirical Literature

When considering the review of different literature, on factors influencing strategy implementation Studies shows that there are similarities in main factors. This indicate that several factors need to be considered though developing and implementing strategy. Therefore, some researchers have studied and identify on factors of implementation. Budgets and resources allocated within the functional areas of an organization will affect

whether plans will be achieved or not and the time it will take to achieve these targets (Jooste and Fourie, 2009).

Gebhardt and Eagles (2014) evaluated those factors leading to implementation of strategy plans for parks and recreation in the province of Ontario, Canada. The study revealed the factors required for successful implementation and those that were obstacles to implementation.

The planning process and the human implementation factors that were important to successful implementation of the strategy included, staff understanding the rationale behind the plan and having a commitment to the plan, consulting both public and general interest groups. Having key policy leaders lobbying on behalf of the plan and the staff greeting with recommendations were also identified as being key to successful implementation.

The researchers listed the main obstacles to implementation as; lack of resources and staff having negative feelings towards the plan. Other obstacles listed included lack of staff involvement and high staff turnover. Lack of leadership, and specifically strategic leadership, at the top of the organization has been identified as one of the major barriers to effective strategy implementation.

In study made by Kagumu and Njuguna (2015); Organizational factors influencing strategy implementation in the Anglican Church of Kenya: The case of Kirinyaga Dioceses, indicated for strategies to be effectively implemented the availability of resources, organizational culture, Human resources and leadership play great role.

In study by Mbaka and Mugambi (2014); Factors affecting successful strategy implementation in the water sector in Kenya; results showed the most important reason for the failure of the strategy implementation in the water sector in Kenya included resources limitation, incompetent management and staff, poor planning for execution and lack of integration among the department, followed by structural and contextual dimensions.

According to Wendel Clark (2017), the failure of implementing strategy state as: lacking of Resources, Poorly Defined process, Lack of Support and no Follow up are included as factors of Strategy implementation.

Though, the above different authors explained that factors of Strategy implementation are nearly similar or overlap one by the other. Strategy implementation therefore ... as a process being undertaken through a systematic approach and provides a link between strategic implementation and success. Various studies carried out on strategic implementation but none of these studies examined the factors affecting implementation of strategic plans in Gurage zone TVET colleges. Therefore, this is the gap the researcher seeks to carry out the study and fill that gap.

2.3. Conceptual Framework

Conceptual framework is a group of concepts that are broadly defined and systematically organized to provide a focus, a rationale, and a tool for the integration and interpretation of information usually expressed abstractly through word models (Moh'd & Lyimo, 2019). Conceptual framework of this study explains relationship between independent variables and dependent variable. Independent variables in this study are colleges' structure, culture, resources, leadership, reward and external factors. Dependent variable of this study is implementation of strategic plan.

2.3.1. Strategy Implementation

The main thing in implementation is preparing implementation plan. The questions that get asked here are "how are we going to get there?", "what do we have to do to get there?" and "who is going to do what?" In other words, we start to develop the specific action plan to reach the strategic goals established. Issues such as structure, staffing, monetary needs, funding, timetable, specific responsibilities and measurement tools can be addressed (Susan Quinn, 2010).

Jean A (2017) pointed out that strategy implementation is putting strategy into action and the manner in which the strategy is implemented can have a significant impact on whether it will be successful or not. Strategy implementation remains a central challenge for many institutions more so in contemporary management system.

So, according to Robert N. Lussier & Christopher F. Achua (2010), Strategic implementation is critical to a company's success at addressing strategic issues like: who, where, when and how of reaching the desired goals and objectives. It focuses on the entire organization. Implementation occurs after environmental scans, SWOT analyses, and identifying strategic issues and goals that affecting an organization's mandates, mission, values, product or service level and mix, cost financing, structure, or management. Implementation involves assigning individuals, teams, committees and managers to tasks and timelines that will help an organization reach its goals.

To conclude, Strategy implementation the manner in which an organization should develop, utilize, and amalgamate organizational structure, control systems, and culture to follow strategies that lead to competitive advantage and a better performance. Organizational structure allocates special value developing tasks and roles to the employees and states how these tasks and roles can be correlated so as maximize efficiency, quality, and customer satisfaction. 2.3.2. Institutional Culture and Strategy Implementation

Gerry et al .(2009) organizational culture is the “basic assumptions and beliefs that are shared by members of an organization that operate unconsciously and define in a basic taken for granted fashion an organization's view of it and its environment.” The element of organizational design is the specific collection of values, norms, beliefs, and attitudes that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization.

Cristian-Liviu (2013) conducted a study on organizational culture and strategy, how does it work. In this study the results indicated that companies are competing in a highly competitive business environment and seek new ways to ensure increased performance and development, especially by gaining sustainable competitive advantage as a result of implementing new strategies. Having a good strategy will not guarantee success; companies need to be able to execute that strategy effectively. This means not only having the necessary resources needed to execute the strategy but also ensuring that the organizational environment is favorable towards the new strategy.

2.3.3. Institutional Structure and Strategy Implementation

According to Lovely Professional University (2011), described as an organization structure shows the authority and responsibility relationships between the various positions in the organization by showing who reports to whom. It argues that organization involves establishing an appropriate structure for the goal seeking activities. It is an established pattern of relationship among the components of the organization.

According to Chitale, Mohanty and Dubey (2013) an organization can have modest edge over its competitors due to an effective organization structure. How firm plan its structure is a very significant determinant. How much value the organization creates depends on institute design, because it is the means of executing an organization's strategy. Many sources of competitive advantage, such as skills in research and development that result in novel product features or state-of-the-art technology, quickly disappear because they are relatively easy for competitors to copy. It is much more difficult to imitate good organizational design that brings into being a successful organizational structure.

2.3.4. Institutional Resources allocation and Strategy Implementation

Charles W. L. Hill, Gareth R. Jones (2008) Define the resource like “financial, physical, social or human, technological, and organizational factors that allow an organization to create value for its customers.” (Danise Lindsey W., n.d.) Resourcing a strategic plan involves providing the people, money, and materials to ensure successful implementation.

In general organization resources can be divided into two types: tangible and intangible resources. Tangible resources are something physical, such as land, buildings, plant, equipment, inventory, and money. Intangible resources are nonphysical entities that are the creation of managers and other employees, such as brand names, the reputation of the company, the knowledge that employees have gained through experience, and the intellectual property of the company, including that protected through patents, copyrights, and trademarks (Charles W. L. Hill, Gareth R. Jones, 2008).

Rudolf Grünig & Richard Kühn (2011) “Resources” is meant here in a very wide sense: Not only superior technological means, human resources, information systems and financial resources, but also soft factors such as company culture and brand image, as well as complex capabilities such as innovation capabilities, cooperation capabilities, the ability to change and so on.

2.3.5. Institutional Strategic leadership and Strategy Implementation

Leadership is the ability to influence others to achieve specified goals and objectives. Johnson (2005) views leadership as giving the following functions; giving of orders which are clear, complete and within the capabilities of the subordinates to accomplish the assignments for achieving intended objectives. This indicates that leadership has a critical role to play in strategic planning process. According to Hussey (1998), the quality of the vision of the organization is tied in directly with the quality of leadership, and, of course, a good system of planning cannot compensate for a lack of leadership. He thinks that vision in the context of strategic management are really beginning to think of leadership, and it is an obvious fact that the success of an organization is at least as much related to the quality of leadership as it is to the formation of a superior strategy.

2.3.6. Institutional Reward structure and strategy implementation

According to Stephen P. Robbins & Mary Coulter (2012) Reward management refers to implementation of long-term reward policies and practices to closely support and advance organizational objectives as well as employee aspirations by both non-financial and financial means.

Reward management in an organization is one of the most essential elements in motivating employees to contribute their best effort in order to generate innovative ideas that lead to better business operations. It also include elements such as learning and development opportunities and/or an attractive working environment, in addition to the wider pay and benefits package.

Michael Armstrong (2014). People reward b recognition through feedback, the provision of opportunities to achieve, the scope to develop skills, and guidance on career paths. Reward also associated with pay by generating the information required to decide on pay increases or bonuses related to performance, competency or contribution. Therefore, he categorizes reward in to two: financial rewards, tangible and they relate to pay and non-financial rewards; rewards which focus on motivating employee.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

3.1. Introduction

This section plans the approach to be adopted towards gathering data that was used to generate solutions to the study objective. It contains the outline on the profile and the scope of the study as well as the method that were used to collect the data and also how the data collected was analyzed so as to come up with findings, interpretations, conclusions and recommendations of the study.

3.2. Description of the Study Area

This study was conducted in Gurage zone, which is part of the Southern Nation, Nationalities and People Regional State. It is located between 37° 28' and 38° 38' longitude and 7° 28' and 8° 27' latitude, covering an area of about 5,932 km². Based on the data from Gurage zone Department of Finance and Economy Development (DOFED), the zone has thirteen administrative woreda with 412 peasant associations (PAs) and two town administrations. The zone bounds with Oromiya regional state in the north, northeast and northwest, Silti zone in the south east, Hadiya zone in the south, and Yem special woreda in west directions. Wolkite, the capital of the zone, is 155 km away from Addis Ababa in the Addis-Jimma road (DOFED, 2015). Guraghe Zone TVET Department is one of Governmental structure in Guraghe Zone administrations. Under Guraghe Zone TVET Department there are nine TVET colleges. According to the information obtained from Guraghe Zone TVET Department three of them are (Agena, Wolkite and Butajira colleges) having their own strategic plans and implementing now.

3.3. Research Design

Cresswell, (2009) defines research design as plans and the procedures for research that span the decisions from wide assumptions to exhaustive methods of data collection and analysis. Omari (2011) also defines a research design as a distinct plan on how a research problem will be attacked. Therefore, this study applied explanatory research design. According to Kothari (2014) explanatory research, aims at establishing the cause-and-effect relationship between variable.

This study discussed the relationship between internal factors (organizational structure, organizational culture, organizational resources organizational leadership and reward on strategic plan implementation) and external factors by collecting and analyzing data to establish whether influence on strategic plan implementation at Guraghe zone TVET colleges.

3.4. Research Method

This study utilized mixed methods (quantitative and qualitative) approach through collecting and analyzing both qualitative and quantitative data. There are some rationales to use mixed methods for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen, 2007). Second, mixed methods approach is important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Creswell, 2003).

3.4. 1. Target Population

The target population of the research is 498 which entailed the board members, college management bodies, teachers (trainers), department head and administrative staffs of Guraghe Zone TVET Colleges.

3.4.2. Sampling Techniques

In general, there are 3 colleges, selected purposively based on the experience of implementing strategic plan in Guraghe Zone TVET Department. Within this structure, 60 board members, 229 teachers, 50 college management bodies, 20 department head and 139 administration officers were the target population of the research. Systematic sampling technique was applying in selecting the intended sample size of respondents because, according to Nicholas Walliman (2011) Systematic sampling is a sampling method that selects samples using a numerical method e.g., selection of every 10th name on a list.

3.4.3. Sample Size Determination

This refers to the number of items to be selected from the universe to constitute a sample. The size of population must be kept in view for this also limits the sample size. According to Nicholas Walliman (2011), if the population is very homogeneous, and the study is not

very detailed, then a small sample will give a fairly representative view of the whole. If statistical tests are to be used to analyze the data, there are minimum sample sizes specified from which any significant results can be obtained. The size of the sample also should be in direct relationship to the number of variables to be studied.

There are various approaches for computing the sample size. To determine the appropriate sample size, the basic factors to be considered are the level of precision required by users, the confidence level desired and degree of variability. Based on for this survey data, the total respondents included in the study will be determined according to the formula given by Yamane (1967). According to him, for a 95% confidence level and $p = 0.05$, size of the sample should be
$$n = \frac{N}{1 + N(e^2)}$$

Where, n is the sample size, N is the population size and e is the level of precision (the acceptable sampling error). Therefore, this formula be used for our population, in which $N = 498$ with $\pm 5\%$ precision. Assuming 95% confidence level and $p = 0.05$, we get the sample size as

$$n = \frac{498}{1 + 498(0.05^2)} = 222$$

Based on this formula a total of 222 respondents from Guraghe Zone TVET Colleges and the numbers of respondents in each TVET and level would be determined by proportionate sampling technique as follows: 27 respondents from board members, 103 respondents from teachers, 9 respondents from department head, 21 respondents from management bodies and 62 respondents from administration officers would be used as survey members to achieve the objectives of the current study.

Table 1: Targeted Sample size

No	Respondents	Population(N)	Sample size(n)	Sampling method
1	Board members	60	27	Systematic Sampling Technic
2	Teachers	229	103	
3	College management bodies	50	21	
4	Department head	20	9	
5	Administration officers	139	62	
	Total	498	222	

Source: Researchers Own Survey. (2021)

3.4.4. Data Source and Data Type

In this study, two sources of (primary and secondary) data were used. From primary source, questionnaires, personal observation & interview were used. Questionnaires items design to board members, teachers, management bodies, department head and administrative staffs. Interview asked for all department heads and management which are selected and targeted: Personal observation applicable by researcher.

The secondary data were obtained from published journal, internet, published and unpublished documents from selected department head offices of Gurage Zone TVET Colleges. Because they are the front-line stake holders to giving quantitative and qualitative evidences either by questionnaire or interview or personal observation or document.

3.4.5. Methods of Data Collection

The researcher followed the following data collection procedure. First close ended questionnaires were prepared and sent to the adviser for comments. Subsequent to confirmation of the adviser the questionnaires were distributed to the three selected colleges in Gurage zone TVET department. The sample frame of employee working at management positions were developed in cooperation with human resource management divisions head. The researcher conducted an interview in key strategic team members assigned to monitor and evaluate strategic plan implementation.

3.4.5.1. The Questionnaire

It is the most convenient when the sample size is large, because it limits inconsistency and also saves time. In order to collect the required data, the researcher used well-designed structured questionnaire as best instrument. The design of the questionnaire was used simple and clear language to collect meaningful data from the respondents. The reason for the structure and design of the questionnaire has great importance in any survey where the questionnaire is to be completed by the respondents (John A. et al., 2007). Therefore, the researcher collected the necessary data from the targeted respondents through close ended questionnaires. The questions were in statements form and employees were asked to express their agreement/disagreement in the five-point Likert scale (1=strongly disagree, 2= disagree, 3= neutral, 4= agree, 5=strongly agree). The questionnaires were adopted from previous study and review of related literature.

3.4.5.2. Interview

Interview is appropriate tool for accessing a person's opinion and claims that the interview allows an interviewer to measure or understand the interviewee's knowledge, information, likes and dislikes, attitudes, thinking and beliefs Best and Kahn (2003). For this study semi-structured interview guide was used because they are particularly useful in creation of rich qualitative data due to their flexibility, being focused, and time effective (Patton, 2002). The interview schedule was designed with six top management bodies and six department heads that who are responsible to monitor, evaluate strategic plan implementation, the management bodies and department heads were selected, because they have better understanding on the area and they have better knowledge or information better than others in colleges. During interview session, the researcher recorded all important points on sound recorder and organized them for analysis purpose.

3.4.6. Methods of Data Analysis

After the require data was collected from the sample respondents. The next task is carefully checking for its completeness and comprehensiveness. Then the SPSS version 21 was used to analyze the data. The data analysis included calculation of frequencies and percentages. Here also descriptive statistics like mean, standard deviations and Regression analysis for the interpretation of the study.

3.4.7. Model Specification

The respondents are stratified as those in board members, trainers, department heads and administration officers. In total therefore the sample would be composed of 222 respondents which are also equal to the target population of the study. The study applied regression analysis to establish the relationship between the dependent and the independent variables.

The following Regression Model would be used to analyze the factors influencing implementation of strategic plan in Guraghe Zone TVET Colleges.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \varepsilon, \text{ Where:}$$

$Y = \text{strategic implementation}$

$\beta_0 = \text{Constant Term}$

$\beta_{(1-6)} = \text{Beta coefficients}$

$X_1 = \text{colleges' structure}$

$X_2 = \text{colleges' culture}$

$X_3 = \text{colleges' resource}$

$X_4 = \text{colleges' reward}$

$X_5 = \text{colleges' leadership Style}$

$X_6 = \text{political instability}$

$\varepsilon = \text{Error Term}$

3.4.8. Validity and Reliability of Instrument

3.4.8.1. Validity of the instrument

Content validity of the instrument for the present study was ensured as the relationship between strategic plan implementation and variables are identified from the literature and were reviewed by professionals and academicians.

In research there are two essential types of validities: external and internal. External validity addresses the ability to apply with confidence the findings of the study to other people, out of the domains and other situations (Hocoy 1999) cited in (Roberts and Priest 2006).

Internal validity addresses the reasons for the outcomes of the study area, and helps to minimize other, often unanticipated, reasons for these out comes. There are three types of internal validity these are content validity, criterion-related validity, and construct validity (Punch 1998) cited in (Roberts and Priest 2006).

Content validity is the weakest level of validity, and is concerned with the representativeness of items, such as individual questions in a questionnaire and the intended setting. It can be achieved through conducting a pilot study with people who are similar idea to the intended study participants. Such relevance can be supported by literature reviews and documentary evidence, where available (Colquitt, Baer et al. 2014).

Construct validity involves understands relationships between the different concepts under study and the construct or theory that is relevant to them Factors analysis one of Construct validity (Bryman and Cramer 2004). Therefore, this study addresses content validity, through reviewing of literature and adapting instruments that is used in previous research and would be checked through getting the questionnaire reviewed by experts.

3.4.8.2. Reliability of the instrument

According to Bryman and Bell (2003) Reliability is defined as fundamentally concerned with the degree of consistency measures. According to Hair *et al.* (2003) described Cronbach's Alpha is a method used to measure the reliability of the questionnaire between each item and the mean of the whole items of the questionnaire. The normal range of Cronbach's coefficient alpha value is between 0 and 1, and the higher value indicates that higher degree of internal consistency. Different authors accept different values of Cronbach's alpha so as to achieve internal reliability, but the most frequently accepted value is 0.70 and above to reach internal reliability. The result of reliability test for the questionnaire is shown in the following table.

Table 2-Reliability Test for Questionnaire

No	Variables	No of items	Cronbach alpha result
1	Strategic plan implementation	9	.754
2	Institutional factors influencing strategic plan implementation		
A	College's structure	5	.730
B	College's resource	8	.777
C	College's culture	6	.718
D	Colleges leadership	6	.703
E	College's reward	5	.722
	Total	30	.730
3	External factors(political instability)	6	.800
	Total	45	.761

Source: Researchers Own Survey, (2021)

The Cronbach's coefficient alpha was calculated for each variable of the dependent variable and independent variable. As it is indicated in the above table the values of Cronbach's Alpha for dependent variables (strategic plan implementation 0.754,) and independent variable such as, college structure 0.730, college resource 0.777, college culture, 0.718 college leadership 0.703 college reward 0.722 and external factors 0.800. Therefore, the average Cronbach's reliability level for 45 items under the title factors influencing the implementation of strategic plan in Gurage Zone TVET college shows 0.761, based on the test, the results for the items are reliable and acceptable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1. Introduction

This study investigated factors affecting the implementation of strategic plan in Gurage zone TVET Colleges. This chapter deals with the presentation, analysis and interpretation of data that were collected through questionnaires, interview and observation. The data was collected in the form of separate quantitative variables and analyzed by using SPSS software version 21. The chapter presents the descriptive statistics, percentages and regression analysis that were obtained and have been presented in the form of tables and figures.

4.1. Response Rate

The researcher distributed 222 questionnaires to sample respondents and managed to collect all questionnaires. The researcher then identified the collected questionnaires to ensuring whether they were completely filled or not. After collecting the data, viable questionnaires for the study were 200 in total. Out of 222 targeted respondent's data were collected from 200 respondents, 22 respondents were not able to respond the questionnaire in the data collection processes. This made the response rate 90.1% while 9.9% were not returned. According to Blumberg, Cooper, & Schindler, (2014) a response rate of 50% is adequate for a study, 60% is good and 70% and above is excellent. Thus, a response rate of 90.1% was fit and reliable for the study.

Table 3- Response Rate

No	Name of Population	Questionnaires Distributed	Questionnaires Collected (Number)	Response Rate (%)
1	Management bodies	21	17	80.95
2	Department heads	9	7	77.77
3	Administrative officer	62	59	95.16
4	Trainer	103	93	90.29
5	Board members	27	24	88.88
	Total Population	222	200	90.1

Source: Researchers Own Survey, (2021)

4.2. Sample Respondents Demographic Background

General information of sample respondents that comprehend, gender, age, level of education, duration in the organization and job position of the respondents were presented using tables with their percentage description.

Table 4-Distribution of Demographic factors

Sex of respondents		Respondents age by years				Experience of Respondent in %					Education levels of respondents		
(a)		(b)				(c)							
Male	Female	18-25	26-35	36-49	>49	<3	3-6	7-10	11-15	>15	Diplo ma	Degree	Maste r
67%	33%	3.5%	38%	52%	6.5%	6%	8%	40%	37%	9%	17.9%	71.6 %	10.4%
(134)	(66)	(7)	(76)	(104)	(13)	(12)	(16)	(80)	(74)	(18)	(35)	(144)	(21)

Source: Researchers Own Survey, (2021)

As shown Table 4.2 the results indicate that majority of the respondents (67%) were males while 33% were female. this indicating that Gurage zone TVET colleges have remaining home works to reduce the gender inequality in the future, The

respondents' age show that 3.5% were aged between 18-25 years, 38% were aged between 26-35 years, and 52% were aged between 36-49 and 6.5% above 49 years. The researcher concludes the targeted respondents were matured enough to examine the decision that needed to be made and to give valid responses to this study, above 85% of respondents had seven years and above experience in the colleges and it shows majority of the employees to have analyzing skill through experience for his/her response of implementing strategic plan in the colleges and the majority of the staff (83.1%) had a good education background with first degree and master degree. These educational statistics of the respondents contribute for the organizational performance and they are knowledgeable to understand and respond to the study better.

4.3. Descriptive Analyses of Variables

The data collected through a Likert type questionnaire was analyzed using mean score and standard deviations. According to Best (1977) on a five-point Likert scale with responses ranging from 1 is strongly disagree, 2 is Disagree, 3 is Neutral, 4 is Agree and 5 is strongly agree. The mean score from [1-1.8] is lowest, from [1.81 -2.61] is low, from [2.62-3.41] is average/moderate, from [3.42-4.21] is good/high, and from [4.22-5] is considered very good/ very high. On the other hand, standard deviation less than 1 is considered as there were no significant variations in response while a standard deviation greater than 1 implies significant variation in responses.

4.4 Strategic Plan Implementation Practice in Gurage zone TVET colleges

This section focused on the study result for the first specific objective stated as To assess strategic plan implementation practice in Gurage zone TVET colleges. 'The researcher required the respondents to indicate their level of agreement on the questionnaires. The mean score value and standard deviation of the statements and respondents' levels of agreement collected from the study participants were presented in Table 4. 3. Below.

Table 5-Mean Score of Strategic Plan Implementation Practice

	Items	N	Mean	Std. dev
1	The College have its own strategic plan now	200	4.06	.989
2	The strategic plan was properly developed taking into consideration internal environment of the College.	200	2.42	1.162
3	The strategic objectives were properly set taking into consideration Colleges resources, capabilities and competencies.	200	2.43	1.281
4	Stakeholders such as college Boards, management members and employees were involved in the development of strategic plan.	200	3.21	1.284
5	The strategic plan gets approval by Board so as to secure necessary resource during the period of implementation.	200	3.04	1.135
6	The strategic plan gets acceptance by internal stakeholders (management members and employees) so that they tried their own effort for its implementation.	200	3.01	1.194
7	There is an annual action plans which were drawn from the strategic plan.	200	3.70	1.130
8	The College had established standards that guides how best the strategic plan were implemented, monitored and evaluated.	200	2.38	1.130
9	Proper accountability was established at each managerial level to develop ownership during the strategic plan implementation.	200	2.49	1.257
	Overall mean		2.97	1.232

Source: Researchers Own Survey, (2021)

As shown in the above Table 4.4. Majority of the respondents were agreed that the college had its own strategic plan now and has the highest mean and there is no significant variation between the respondents since standard deviation is less than 1. While strategic goals and objectives set in strategic plan, The strategic plan was properly developed taking into consideration the external and internal environment of the College and establishment of accountability to develop ownership during the strategic plan implementation are failed have lowest mean score value 2.43, 2.42, 2.50 respectively which are in between 1.18 – 2.61 under the category of dis agree, other items 4, 5, and7 have average mean score are in between 2.62-3.41.

The mean score for strategic plan implementation practices is ranges from 2.38 to 4.06 indicating agreement as it is shown on Table 4.4 above. Moreover, the overall Mean is 2.97 which under average/moderate category range of 2.62 up to 3.41. There were significant

variations in the response as the standard deviation is greater than 1. Generally, the above results indicated; with regarding to the stated points, there were on average implementation practices executed by the colleges. During strategic plan implementation practice the involvement of internal stock holders such as management members and employees were not sufficient enough. This makes the strategic plan implementation moderate in the colleges. These results are not consistent enough with suggestions of David & David (2015) that state stakeholders from managers down to the first-line supervisor and every employee needed to be involved in strategic management.

4.5. Organizational Factors Influencing Strategic Plan Implementation

This section presents the view of respondents on second specific objective that stated as, to identify internal factors (college structure, resources, culture, leadership, reward and political instability) that affect strategic plan implementation process.

Table 6-Factors Influencing Strategic Plan Implementation

Factors	Number of respondents	Overall Mean	StD.Dev
Colleges' Structure	200	3.06	1.139
College's Resources	200	2.94	1.135
Colleges' Culture	200	3.12	1.225
Colleges' Leaderships	200	3.04	1.178
Colleges' Reward system	200	3.05	1.133
Colleges' political instability	200	3.11	1.124

Source: Researchers Own Survey (2021)

In the above Table 4.5, the overall Mean of Colleges' Structure is 3.06 which under moderate/average category range of 2.62 - 3.41 this result indicate that Strategic plan was implemented in aligned with its structure that ensures effective communication, coordination, and integration across all departments and had clear line of authority and responsibility but the lack flexibility, to implement strategic plan successfully.

The interviewees were agreed that there was a problem in staffing processes, to implement strategic plan effectively and efficiently right people for the right position should be appropriately appointed but they were not effective. Restructuring the organization was planned to be performed in the next strategic year (2022-2026) and that was not implemented in the last strategic plan implementation.

Majority of the respondents were agreed to the statement that colleges' resource is critical to strategic plan implementation. While, the overall Mean of the College's Resources is 2.94 which indicates moderate category range of 2.62 - 3.41. It shows that the Colleges were not allotted resources that why they had faced challenges due to lack of human and financial resources this is supported by interview. These results are less consistent with suggestions of Resources is meant here in a very wide sense: Not only superior technological means, human resources, information systems and financial resources, but also soft factors such as company culture and brand image, as well as complex capabilities such as innovation capabilities, cooperation capabilities, the ability to change and so on (Rudolf & Richard, 2011).

The overall Mean of the Colleges' Culture is 3.3.12 which is moderate category range of 2.62 - 3.41. The colleges should manage the strategic plan with its culture relationship counting on the connection between the stress of the new strategy and therefore the compatibility of the culture with the strategy.

The overall Mean of Colleges 'Leadership is 3.04 which under average category range of 2.62 - 3.41. It is indicated the existence of committed leadership helps the colleges to implement their strategic plan successfully but as the interviewees agree they were not motivated employees through incentives and recognition and also in some extent there is the problem of impartiality.

Effective leadership is required for executing strategic plan successfully strategy, during a competitively confused environment, one essential contribution of a strategic leader encouraged and supply share a transparent vision, direction and purpose for the organization among the workers to reinforce efficiency and effectiveness. The leaders' action and therefore the perceived seriousness to a selected strategy will influence subordinate managers' commitment to the strategy implementation and that they were

excellent in developing contingency decide to manage change during strategic plan implementation processes.

Because the interviewees agreed the leaders within the colleges has the capacity to regulate and convey improvements that inspire productivity and efficiency but there has been a struggle in allocation of human and physical resource effectively that was happened in staffing processes.

The overall Mean of colleges' reward system is 3.054 which cover moderate category in between 2.62-3.41.the results indicate that there are problem of training and reward system in the colleges.so that in order to implement strategic plan effectively the colleges should improve reward system and training of employees related with implementing strategic plan. The result is less consistent with Reward management in an organization is one of the most essential elements in motivating employees to contribute their best effort in order to generate innovative ideas that lead to better business operations (Stephen P. Robbins & Mary Coulter 2012).

Majority of the respondents disagree to political instability affects strategic Implementation in the College which cover mean score 2.56 under lower category in between 1.81-2.61. From the result researcher conclude that political instability is not the major impact of strategic plan implementation in the colleges.

The other external factors such as respondents to agree Implementation of Information Technology and Stakeholders' involvement leads to effective implementation of strategic plans at the colleges cover the mean score of (3.17 and 3.32) respectively under the average of 2.62-3.41. Therefore, the researcher concludes that Implementation of Information Technology and Stakeholders' involvement are on average.

4.5.1. Colleges' Structure

This sub-section focuses on the impact of Colleges' structure on strategic plan implementation. The table below shows the results in means score value and standard deviation of respondents' view.

Table 7-Mean score value for organizational structure

	Items	N	Mean	Stand.dev
1	The College developed the structure that aligned with strategic plan.	200	3.89	1.245
2	The College structure ensures effective communication, coordination, and integration across departments.	200	2.68	1.194
3	The nature of the structure of the College lacks flexibility to support strategic plan implementation practice.	200	3.80	1.004
4	Strategic teams were reorganized; jobs were redesigned and redefined by indicating tasks executed by all level of employees.	200	2.35	1.235
5	To enhance the success of strategic plan implementation right people for right positions are appropriately appointed	200	2.61	1.329
	Overall mean		3.06	1.329

Source: Researchers Own Survey, (2021)

In the above table 4.5.1 majority of the respondents are disagreed to the statements that The College developed the structure that aligned with strategic plan, The College structure ensures effective communication, coordination, and integration across departments are cover mean score of 3.09 and 2.68 respectively and have average mean score are in between 2.62-3.41.these results indicate alignment of strategic plan in the colleges and to ensure effective communication, coordination, and integration across departments are not strong.

The other point in the above Table 4.5.1 more respondents are disagreed to the statement that to enhance the success of strategic plan implementation right people for the right position are appropriately appointed it covers mean of 2.61, this is in between 1.81 – 2.61 under low category. From this the researcher owns staffing process was failed or the right people for the right position were not appropriately appointed. In the other hand majority of respondents agree on the nature of the structure of the College lacks flexibility to support strategic plan implementation practice.it covers mean of 3.80 this is in between 3.42-4.21 under high category. This result reveals there is less flexibility to support strategic plan implementation practice.

The mean score for organizational structure ranges from 2.35 up to 3.80 indicating agreement as it is shown on Table 4.5.1 above. Moreover, the overall Mean is 2.90 which under moderate/average category range of 2.62 - 3.41. In relation with standard deviation there were significant variations since standard deviation is greater than 1. Strategic plan was implemented in aligned with its structure that ensures effective communication, coordination, and integration across all departments and had clear line of authority and responsibility but in lacks flexibility, to implement strategic plan successfully the structure of the organization should be flexible.

Organization structure also influences the competency of employees to acquire, invent and to participate in decision making. Different structural configurations affect not only efficiency and financial results defined by the market place, but also the job fulfillment, dedication, drive, and perceptions about expectations and obligations.

The interviewees were agreed that there was a problem in staffing processes, to implement strategic plan effectively and efficiently right people for the right position should be appropriately appointed but they were not effective on that and tried on the organization; restructuring the organization was planned to be performed in the next strategic year and that was not implemented in the last strategic plan implementation.

4.5.2. College's Resources

This sub-section focuses on the implication of resources in strategic plan implementation in Gurage Zone TVET Colleges.

Table 8-Mean score value for College’s resources

	Items	N	Mean	Stand. Dev
1	College resource is critical to strategic plan implementation.	200	3.96	1.019
2	The College has capability to allocate all necessary resource for the implementation of strategic plan.	200	2.08	.951
3	The implementation of strategic plan of the College was influenced due to lack of financial resource allocation.	200	3.86	.927
4	The College has adequate number of human resources who have adequate competencies to implement the strategic plan.	200	2.44	1.267
5	Human resources were not effectively prepared with relevant skill and awareness to support strategic plan.	200	3.09	1.223
6	The College has technically efficient employee who can realize the strategic plan implementation.	200	2.62	1.180
7	The College has a human resources management practices that attract and retains quality employees.	200	2.66	1.274
8	Employees in the College feel positive, so that they actively support the strategic plan implementation.	200	2.83	1.245
	Overall mean		2.94	1.135

Source: Researchers Own Survey, (2021)

In the above Table 4.5.2 majority of the respondents were agreed to the statement that colleges resource is critical to strategic plan implementation which covers a mean score of 3.96 which is under the category of good or high, as per the respondents’ level of agreement to implement strategic plan successfully colleges should operate resources while. Most of respondents disagree on capability to allocate all necessary resources and adequate number of human resources who have adequate competencies to implement the strategic plan in the colleges which cover mean score (2.08and2.44) respectively. The result indicates no capability to allocate all necessary resources in the colleges and there is problem of adequate number of human resources.

The mean score for College’s resources ranges from 2.08 up to 3.96 indicating agreement as it is shown on Table 4.5.2 above. Moreover, the overall Mean is 2.94 which is within moderate category range of 2.62 - 3.41. In relation with standard deviation majority of the respondents were not have variation on the above statements.

Generally, the above questionnaire is designed to answer the influence College’s resource on strategic plan implementation and it indicated that the colleges were not allotted

resources that is why they had faced challenges due to lack of human and financial resources this supported by interview. As the interviewees agreed organisational resources are the basis for the sustainable delivery of services to the public. The resources must have the capacity to take advantage of opportunities and reduce threats in its external environment. These results are less consistent with suggestions of Resources is meant here in a very wide sense: Not only superior technological means, human resources, information systems and financial resources, but also soft factors such as company culture and brand image, as well as complex capabilities such as innovation capabilities, cooperation capabilities, the ability to change and so on (Rudolf & Richard, 2011).

4.5.3. Colleges' Culture

This sub-section of the study was to determine the influence of colleges' culture on strategic plan implementation in Gurage zone selected TVET colleges. The results were presented in Table 4.5.3 below.

Table 9-Mean score value for Colleges' Culture

	Items	N	Mean	Std. dev
1	Colleges' culture influences strategic plan implementation.	200	3.65	1.155
2	There was strong alignment between employee attitudes and strategic goals and objectives in the College.	200	2.91	1.257
3	Stability of Colleges' culture enhances employee's commitment to strategic plan implementation	200	3.47	1.177
4	The College had developed a working culture that created an employee work with less supervision.	200	2.77	1.214
5	There were ethical, committed and loyal work forces in the College	200	3.05	1.277
6	There was friendly and welcoming social interaction that allows employees participation	200	2.84	1.271
	Overall mean		3.12	1.225

Source: Researchers Own Survey, (2021)

In the above table 4.5.3 More of the respondents were agreed to the statement that colleges' culture influences strategic plan implementation which covers a mean value of 3.65, while the response to strong alignment between employee attitudes and strategic

goals and objectives in the College, friendly and welcoming social interaction that allows employees participation and developed a working culture that created an employee work with less supervision are under moderate category with mean score of 2.971, 2.84 and 2.77 respectively. Moreover, the overall Mean is 3.12 which under range of 2.62 - 3.41. From the above questionnaire results the researcher conclude that the colleges had less and unstable culture that to enhances employees' commitment towards strategic plan implementation with good ethical man power.

4.5.4 Colleges' Leaderships

The objective for this sub-section was to determine the influence of colleges' leadership on strategic plan implementation on the Gurage zone TVET colleges. The levels of agreement of the respondents were presented in Table 4.3.4 below.

Table 10-Mean Score Value for Colleges' Leadership

	Items	N	mean	Std. dev
1	Leadership commitment is essential for effective strategic plan implementation.	200	4.02	.946
2	Leaders were committed for the strategic plan implementation in the colleges	200	3.00	1.260
3	Leaders in the College motivated employees toward successful strategic plan implementation.	200	2.57	1.213
4	The leaders encouraged the building up of shared behavior, vision, mission, and values of the College among the employees.	200	3.27	1.320
5	The leadership in the College was impartial to all employees toward development of a citizenship to execute the strategic plan by attaining operational Excellence	200	2.50	1.275
6	The leaderships in the College have capacity to bring continues operational improvements that motivate productivity and efficiency during strategic plan implementation.	200	2.86	1.292
	Overall mean		3.04	1.217

Source: Researchers Own Survey, (2021)

In the above table 4.5.4 Majority of the respondents were agreed to leadership commitment is essential for effective strategic plan implementation which accounts the highest mean value 4.02 that means almost all of the respondents think that the role of leadership is very

critical for executing strategic plan successfully, to bring continues operational improvements that inspire productivity and efficiency during strategic plan implementation,

leaderships in the colleges had capacity but leaders in the colleges were not motivated employees toward successful strategic plan implementation it covers the lowest mean 2.57 which is under the category of disagree and also the leadership in the College was not impartial to all employees toward development of a citizenship to execute the strategic plan by attaining operational Excellence it covers the lowest mean 2.50 which is under the category of disagree. So, the colleges should motivate employees for the success of strategic plan and should be impartial. The mean score for organizational leadership ranges from 2.50 up to 4.02 indicating agreement as it is shown on Table 4.5.4 above. Moreover, the overall Mean is 3.04 which under average category range of 2.62 - 3.41.

Generally, results in the above questionnaire revealed that, it is indicated the existence of committed leadership helps the colleges to implement their strategic plan successfully but as the interviewees agree they were not motivated employees through incentives and recognition and also in some extent there is the problem of impartiality. Moreover the interviewees agreed that the leaders within the colleges to regulate and convey improvements and productivity efficiency there have been a struggle in allocation of human and physical resource effectively.

4.5.5 Colleges' Reward structure on Strategic plan implementation

Table 11-Colleges' Reward structure on Strategic plan implementation

	Items	N	Mean	Stand.dve
1	There is reward system in the college	200	2.47	1.134
2	The reward in the college brings positive impact in strategic implementation	200	3.56	1.064
3	The reward system facilitates implementation of strategy by motivating desired levels of Performance	200	3.43	1.184
4	The reward system facilitates the implementation of strategy by attracting and retaining the right kind of employees	200	3.25	1.184
5	There is training of employees related with implementing strategies	200	2.56	1.101
	Overall mean		3.05	1.133

Source: Researchers Own Survey, (2021)

According to Table 4.5.4 majority of the respondents were agreed to the reward in the college brings positive impact in strategic implementation and the reward system facilitates implementation of strategy by motivating desired levels of Performance which cover mean score of (3.56 and 3.43) respectively under good category range of 3.42-4.21. while more of respondents were dis agree to there is reward system in the college which covers 2.47 mean score and to there is training of employees related with implementing strategies with mean of 2.56.both of the item (1and5) are under lower category in between 1.81-2.61.the results indicate that there are problem of training and reward system in the colleges.so that in order to implement strategic plan effectively the colleges should improve reward system and training of employees related with implementing strategic plan.

4.5.6 Colleges' external factors on strategic plan implementation

Table 12-Colleges' external factors on strategic plan implementation

	Item	N	Mean	Stand .dev
1	Implementation of Information Technology at the College has fastened strategy implementation.	200	3.17	1.151
2	Stakeholders' involvement leads to effective implementation of strategic plans at the College.	200	3.32	1.110
3	In the College, political instability affects strategic Implementation.	200	2.56	.939
4	There is a mechanism to resolve when we faced political instability	200	3.76	1.108
5	The institution policies encourage politics to align strategic Implementation.	200	3.12	1.229
6	In the college, matter of politics is not seen as factors implementation	200	2.73	1.211
	Overall mean		3.11	1.124

Source: Researchers Own Survey, (2021)

Table 4.5.6 majority of the respondents disagree to political instability affects strategic Implementation in the College which cover mean score 2.56 under lower category in between 1.81-2.61 there is no significant variations in the response as the standard deviation is less than 1 from the result researcher conclude that political instability is not the major impact of strategic plan implementation in the colleges. The other external factors such as respondents to agree Implementation of Information Technology and Stakeholders' involvement leads to effective implementation of strategic plans at the colleges cover the mean score of (3.17 and 3.32) respectively under the average of 2.62-3.41. Therefore, the researcher concludes that Implementation of Information Technology and Stakeholders' involvement are on average.

4.6. Regression Analyses on Factors Influencing Strategic Plan Implementation

4.6.1 Normality Assumption Test

According to Hair et al. (2010), normality is the most important of the three aforementioned assumptions in multivariate analysis and pertains to the bell-like shape of the distribution.

Normality states that the distribution of errors of prediction is independently and normally distributed across all level of the dependent variable. The bell shape of normal distribution can be accessed along two dimensions; its degree of flatness or Preakness (i.e. kurtosis) and its lack of balance (i.e. skewness). Multiple regressions require the independent variables to be normally distributed. Skewness and kurtosis are statistical tools which can enable to check if the data is normally distributed or not.

According to Smith and Wells (2006), kurtosis is referring to as property of a distribution that defines the thickness of the tails. The thickness of the tail comes from the number of scores falling at the excesses relative to the Gaussian/normal distribution. Skewness is an amount of symmetry. A distribution or data set is symmetric if it looks the same to the left and right of the center point. Researchers have suggested that the most commonly used critical values are ± 2.58 (0.01 significance level) and ± 1.96 , which corresponds to a 0.05 level (Hair et al. 2010, p. 73) table 4.8 found in below, summarize the statistic and standard error for the skewness and kurtosis as for all indicators evaluated in the full measurement model.

Table 13-Summarize the Statistic and Standard Error for The Skewness and Kurtosis

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Strategic Plan Implementation	200	-1.224	.172	1.158	.342
College Structure	200	-1.437	.172	3.086	.342
College Culture	200	-.583	.172	-.802	.342
College Resource	200	-1.093	.172	2.686	.342
College Leadership	200	-1.592	.172	6.420	.342
College Reward System	200	.049	.172	-1.483	.342
Political Instability	200	.623	.172	-.851	.342

Source: Researchers Own Survey, (2021)

Normal probability plot (NPP) and histogram of residuals used for the test of normality of the disturbance term. A comparatively simple graphical device to study the shape of the probability density function of a random variable is the normal probability plot which makes use of normal probability plot, a special designed graph. If the variable is from the normal population, the normal probability plot will be around a straight line (Gujarati, 2004).

Figure 4.6.1 shows that, the residual is approximately normality distributed, because a straight line seems to fit the data reasonably well. A histogram of residuals is a simple graphical device that is used to learn something about the shape of the probability density function (PDF) of a random variable. On the horizontal axis, the researcher divides the values of the variable of interest into suitable intervals, and in each class interval erect

rectangles equal to the height of observations (i.e. frequency) in the class interval. If you mentally super impose the bell-shaped normal distribution curve on the histogram, you will get some idea as to whether normal (PDF) estimate may be appropriate (Gujarati, 2004). The histogram displays the error term is fairly normally distributed, therefore normality is that much not a problem in the model.

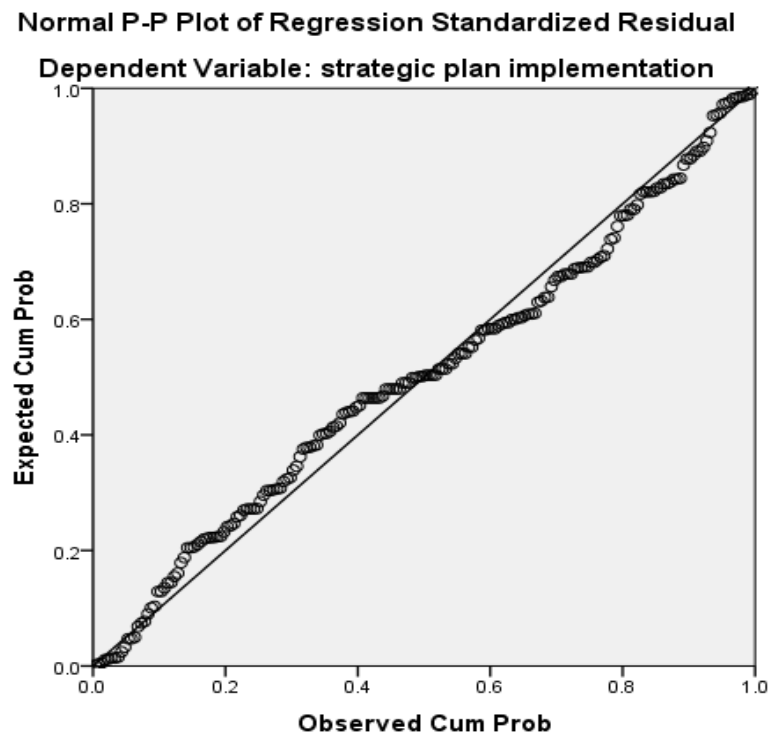


Figure 1-Normal p-p Plot of Regression Standardized Residual

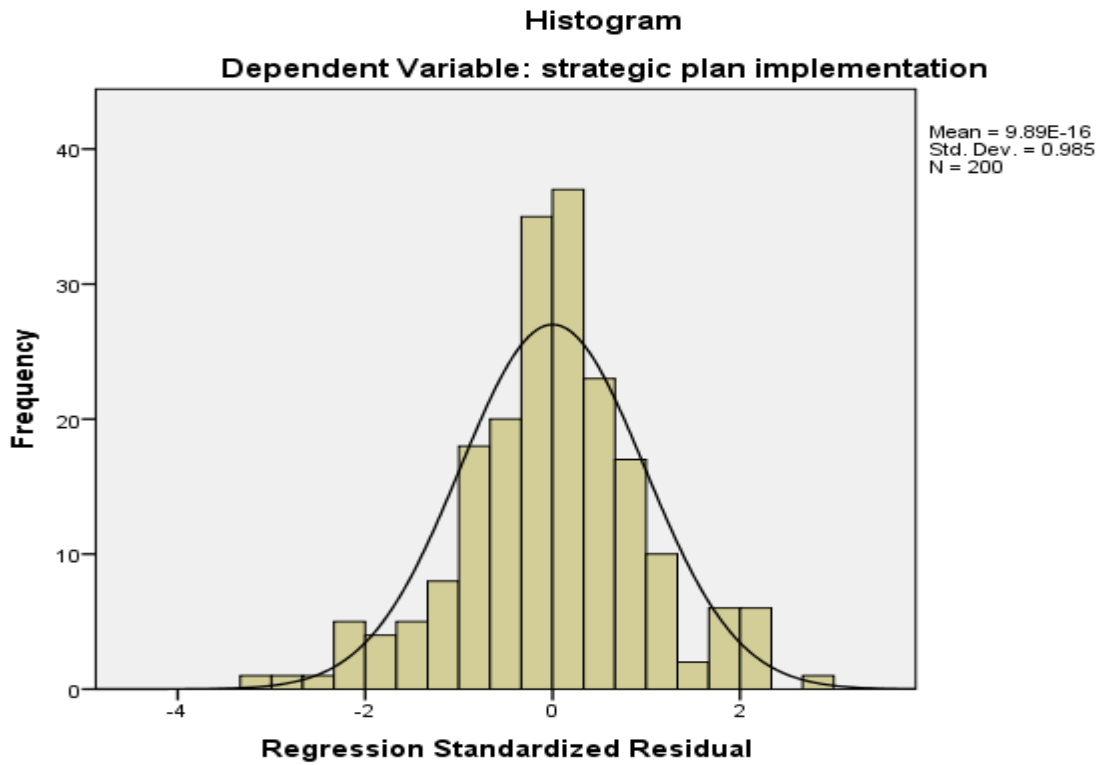


Figure 2-Histogram

4.6.2 Regression Analysis

In this study, a multiple regression analysis was conducted to test the relationship among predictor variables. The research used statistical package for social sciences (SPSS V 21.0) to code, enter and compute the measurements of the multiple regressions.

Table 14-Regression a model analysis

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.804 ^a	.647	.636	.565	2.041

Source: Researchers Own Survey, (2021)

The regression model summary shows that the coefficient of determination (R^2) or the proportion of variation in the dependent variable that is explained by explanatory variables is .647 which means that 64.7% of the variation in strategic plan implementation is attributed to the effect of organizational structure, resource, leadership, culture, reward and political instability. Whereas, 35.3% of the variation is due to other factors which are out of model.

Table 15-Summary of One-Way ANOVA results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	112.769	6	18.795	58.861	.000 ^b
	Residual	61.626	193	.319		
	Total	174.395	199			

Source: Researchers Own Survey, (2021)

Based on the above table, P-value is less than α -value ($0.000 < 0.05$). So, we can conclude that there is significant linear relationship between strategic plan implementation and organizational structure, resource, culture, leadership, reward and political instability.

Table 16-Regression Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.240	.470		2.000	.047
	College structure (CS)	0.399	.050	.346	8.018	.000
	College culture (CC)	0.257	.037	-.299	6.930	.000
	College resource (CR)	0.403	.059	.292	6.803	.000
	College leadership (CL)	0.570	.061	.401	9.297	.000
	College reward system (CRS)	0.274	.033	.353	8.188	.000
	political instability (PI)	-0.292	.038	-.331	-7.669	.000

Source: Researchers Own Survey, (2021)

From the above table, $4.6.4 \text{ SPI} = .204 + .399 \text{ CS} + .275 \text{ CC} + .403 \text{ CR} + .570 \text{ CL} + .274 \text{ CRS} + .292 \text{ PI}$, The study found that holding colleges' structure, culture, resource, leadership, reward system and political instability at zero strategic plan implementation would be 0.204. It was established that a unit increase in alignment of college structure with strategic plan implementation, while holding other factors (college culture, resource, leadership, college reward system and political instability) constant, will lead to an increase in efficient strategic plan implementation by 0.399 ($p = 0.000$). Further, unit increase in change of college culture, while holding other factors (college structure, college resource, leadership, reward system and political instability) constant, will lead to an increase in efficient strategic plan implementation by 0.275 ($p = 0.000$).

A unit increase in college resource, while holding other factors (college structure, culture, leadership, reward system and political instability) constant, will lead to an increase in efficient strategic plan implementation by 0.403 ($p = 0.000$). A unit increase in leadership, while holding other factors (college structure, college resource, reward system, leadership and political instability) constant, will lead to an increase in efficient strategic plan implementation by 0.570 ($p = 0.000$).

A unit increase in, while reward system holding other factors (college structure, resource, culture and political instability) constant, will lead to an increase in efficient strategic plan implementation by 0.274 ($p = 0.000$). Lastly a unit increase in, political instability, while holding other factors (college structure, resource, culture reward system and leadership) constant, will lead to an increase in efficient strategic plan implementation by 0.292 ($p = 0.000$). This concludes that College culture, structure, resource, leadership, reward system and political instability are significant in strategic plan implementation since p is less than 0.05.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary, Conclusion and Recommendation of the study. It contained three sections: the first section contains the summary of the findings. Conclusion and recommendation were presented in second and third section respectively. The researcher also provides suggestions for further research on the area.

5.1 Summary of major findings

The purpose of this paper was to assess factors influencing the strategic plan implementation in Gurage zone TVET colleges. To achieve the objective of the study three research questions were raised. Descriptive statistics like mean, standard deviations and Regression analysis employed to carry out this study. Based on the results of data analyses the summaries of major findings were presented below (based on research basic questions).

From the finding, strategic plan implementation in **Gurage zone TVET** was found to be its own limitation by different affecting factors. The response from interview of selected director and the aggregate mean score 2.97 and standard deviation of 1.022 in the questionnaire also shows there was strategic plan implementation problems.

The study showed that implementation strategic plan in the colleges had drawbacks. One of draw backs came from structure. This was evidenced by structure had contribution of 39.9% and a positive significant relationship with strategic implementation at **Gurage zone TVET** colleges, with a beta of 0.346.

The study further found out that the level and trends of Institutional resource allocation had an effect on strategic implementation. This was evidenced by resource allocation contributes 40.3% of strategic implementation and had a positive significant relationship between with strategic plan implementation at **Gurage zone TVET** colleges. The mean score of 3.03 also indicate that resource allocation affect strategic plan implementation at **Gurage zone TVET** colleges.

The study showed that the level & trends of strategic plan implementation was affecting by strategic leadership. This was evidenced by the regression analysis on which strategic leadership enhanced 57% strategic plan Implementation and had positively significant relationship with strategic plan implementation at **Gurage zone TVET** colleges with a beta of 0.401.

Strategic plan implementation practice in Gurage zone TVET Colleges are suffering from the standard of individuals involved within the process and resources both (financial and human). Quality of individuals includes capabilities, skills, attitudes, experiences and other distinctiveness of individuals that a selected task or position requires. Supported the finding the researcher summarizes, organizational resource features a positive significant and moderate effect on strategic plan implementation. The study further found out that the level and trends of Institutional resource allocation had an effect on strategic implementation.

For good strategic plan implementation processes in Gurage zone TVET Colleges' culture should fit with its strategy. This will only be done through cultural improvement followed by cultural maintenance. Supported the finding the researcher summarizes organizational culture features a positive significant and really great on strategic plan implementation

Leadership is that the capability to influence others to realize specified goals and objectives. According to the result in the study, it is indicated the existence of committed leadership helps the colleges to implement their strategic plan successfully but as the interviewees agree they were not motivated employees through incentives and recognition and also in some extent there is the problem of impartiality.

From the finding, that reward structure is affecting factors on strategic plan implementation. This evidenced by the presences of positive significant relationship between reward Structure and strategic plan Implementation at Gurage zone TEVT colleges. The results indicate that there are problem of training and reward system in the colleges

The study result indicated that the level of strategic plan implementation practice among Gurage Zone TEVT Colleges varies at same institutional standards. Above findings indicated that Institutional colleges' strategic plan Implementation would be affected by either internal or external influencing factors.

5.2. Conclusion

Based on the data analysis and presentation in the last chapter, the researcher concludes the following major points. The main objective of the study was to investigate the factors influencing strategic plan implementation in Gurage zone TVET Colleges’.

The study intended to assess the strategic plan implementation practice in Gurage zone TVET Colleges’, factors influencing the strategic plan implementation and to show the level of strategic plan implementation among Gurage Zone TEVT Colleges.

Explanatory research design and mixed approach were employed in the study. Statistical tools such as mean, percentages and standard deviations as well as regression analyses were used for the analyses of quantitative data. Based on the discussion and findings of the study the following summarized conclusions were drawn.

The study concludes that stakeholder’s involvement positively and significantly influenced the implementation of strategic plans. It was further established that leadership style and top management commitment which are key aspects of stakeholder’s involvement positively and significantly influenced the implementation of strategic plans. Without involvement of people throughout the organization, the strategic vision cannot come alive, or reflect personal ownership by all whom it affects.

The study also concludes that adequate internal resources positively and significantly influenced the implementation of strategic plans. Some of the internal controls identified were lack of funds to carry out some crucial activities Lack of ownership from the staff, employee’s motivation, lack of commitment towards strategic direction of the colleges, poor monitoring framework, inflexibility towards adopting to change, lack of prioritization of colleges activities and timeliness in the implementation to be the major challenges faced or observed in regard to strategic management plans.

The study further deduced that the colleges’ structure influences the implementation of strategic plans since each level in the organizational structure has a role to play. The study also found that culture of Gurage zone TVET colleges affect the implementation of strategic plans since employees of the colleges were civil servants.

5.3 Recommendations

Based on the findings and conclusions made above, the researcher forwarded the following recommendations for enhancing a good strategic plan so as to assure effective strategic plan implementation in the colleges and the colleges should outlook them in the next year of strategic plan.

5.3.1 Recommendations for colleges

- The colleges should make an assessment on their staffing process for the success of strategic plan implementation right people for the right position must be appointed, The Colleges have faced challenges in allocation of resources either it is human or financial resource to resolve this problem in the next year (2022) strategic plan the responsible person should correct it and make proper allocation.
- In order to implement strategic plan effectively the colleges should improve reward system and training of employees related with implementing strategic plan and the nature of colleges' structure should be flexible to support strategic plan implementation practice.
- Strategic teams were reorganized; jobs were redesigned and redefined by indicating tasks executed by all level of employees in the colleges and Implementations of strategic plan supportive technology and information communication, on time monitoring and evaluation, enhancing the leadership commitment and management system were overlooked during strategic plan implementation.
- Reward system for employees in the colleges should be improves to effective and quality strategic plan implementation and the strategic goals and objectives (to deliver service to the public fairly and equally) should be improved in the next year strategic plan.

5.3.2 Recommendations for Gurage zone TVET department

The Colleges have faced challenges of necessary resources either it is human or financial resource to carry out strategic plan implementation. To resolve this problem Gurage zone TVET department gives special attention from concerned bodies. Based on interviewers' response and researcher observation strategic plan implementation practice among the three colleges (Wolkite, Butajira and Agena) those which are the researcher conducts study is varies in some factors relatively in order to solve the gap the department should follow up the colleges

5.3.3 Recommendations for College Board members

The College Board members in the college have responsible for approval strategic plan, timely follow up and evaluate the implementation practice. But the researcher's observation and interviewers' response indicate that there is the problem of the boards' responsibility, Therefore Woreda and zone head administration give attention for strategic plan implementation in the colleges effectively.

5.4 Areas Recommended for Further Studies

The researcher suggests that further research need to be done on the relationship between roles of stockholder's, controls, communication, and strategic plan implementation, Especially the researcher hopes that the following suggestions will help other researchers:

- The data were collected from three selected colleges in Gurage zone (Agena, Butajira and Wolkite). It is possible that the results could vary in other colleges' contexts even at Zone and Woreda level because of the variation of issues under consideration.
- The study targets on only Gurage zone three TVET Colleges. Future research could try to extend the other colleges and the target out of the Gurage zone and other types of organizations thereby increase generalizability.
- This study did not consider all determinants of strategic plan implementation. Therefore, future research can produce a more comprehensive result by including other predictors and mediators such as socio demographic variables.
- The study therefore recommends that the colleges' management body should give attention to adequate, clear and aligned resource with strategic plan & well

utilization of resources for effective implementation. Due to the effect of resources allocation, the colleges' management should empower employees themselves as the strategic Resources & for well utilization of strategic plan implementation.

- To increase effectiveness of strategic plan implementation, reward structure is a dominant factor. Therefore, this study recommended that the management bodies in the colleges should give attention to the recognition of employees' reward system, motivation and appreciation to bring positive interaction amongst the employees for utilization of their plan effectively.

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APPENDICES

Appendix -I

WOLKITE UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

SCHOOL OF GRADUATE STUDIES

MASTER OF BUSINESS ADMINISTRATION PROGRAM

DEPARTMENT OF MANAGEMENT

SURVEY QUESTIONNAIRE

Dear respondents;

The main purpose of this questionnaire is to collect necessary data for the study on the problems related with “Factors Influencing the Implementation of Strategic Plan in Gurage zone TVET colleges”, SNNPR and thereby to come up with some workable solutions to overcome the existing problems. To this end, the outcome of this study will highly depend upon your responsible, genuine and timely response. Your responses are to be used only for academic purpose and confidentiality is guaranteed.

Therefore, you are kindly requested to fill the questionnaire as per the instruction and need not to write your name.

Thank you in advance for your cooperation

Instruction:

- ❖ *Don't write your name on the questionnaire.*
- ❖ *Read the instructions of the questionnaire very carefully*
- ❖ *To give your own answer put a tick mark “√” for each close ended questionnaire from the given rating scales.*

Part II. Questions Related to Main Research Questions and Objectives

The following statements indicate the view about influencing the implementation of strategic plan in Gurage zone TVET colleges (Agena, Wolkite and Butajira). Please, express the extent of your agreement or disagreement with the following Statements by make a **tick mark** (✓) in the appropriate box on the five-point Likert scale.

Note that: 1=SDA (Strongly Disagree) 2=DA (Disagree) 3=N (Neutral)
4=A (Agree) 5=SA (Strongly Agree)

S/N	Descriptions	5	4	3	2	1
	Strategic Plan Implementation Practice					
1	The College have its own strategic plan now					
2	The strategic plan was properly developed taking into consideration the external and internal environment of the College.					
3	The strategic goals and objectives were properly set taking into consideration Colleges resources, capabilities and competencies.					
4	Stakeholders such as college Boards, management members and employees were involved in the development of strategic plan.					
5	The strategic plan gets approval by Board so as to secure necessary resource during the period of implementation.					
6	The strategic plan gets acceptance by internal stakeholders (management members and employees) so that they tried their own effort for its implementation.					
7	There is an annual action plans which were drawn from the strategic plan.					
8	The College had established standards that guides how best the strategic plan will be implemented, monitored and evaluated.					
9	Proper accountability was established at each managerial level to develop ownership during the strategic plan implementation.					
II	Institutional Factors Influencing Strategic Plan Implementation					
	College's Structure					

10	The College developed the structure that aligned with strategic plan.					
11	The College structure ensures effective communication, coordination, and integration across departments.					
12	The nature of the structure of the College lacks flexibility to support strategic plan implementation practice.					
13	Strategic teams were reorganized; jobs were redesigned and redefined by indicating tasks executed by all level of employees.					
14	To enhance the success of strategic plan implementation right people for right positions are appropriately appointed.					
College's Resources		5	4	3	2	1
15	College resource is critical to strategic plan implementation.					
16	The College has capability to allocate all necessary resource for the implementation of strategic plan.					
17	The implementation of strategic plan of the College was influenced due to lack of financial resource allocation.					
18	The College has adequate number of human resources who have adequate competencies to implement the strategic plan.					
19	Human resources were not effectively prepared with relevant skill and awareness to support strategic plan.					
20	The College has technically efficient employee who can realize the strategic plan implementation.					
21	The College has a human resources management practices that attract and retains quality employees.					
22	Employees in the College feel positive, so that they actively support the strategic plan implementation.					
College's Culture		5	4	3	2	1
23	Colleges' culture influences strategic plan implementation.					
24	There was strong alignment between employee attitudes and strategic goals and objectives in the College.					

25	Stability of Colleges' culture enhances employee's commitment to strategic plan implementation					
26	The College had developed a working culture that created an employee work with less supervision.					
27	There were ethical, committed and loyal work forces in the College.					
28	There was friendly and welcoming social interaction that allows employees participation in strategic plan implementation in the College.					
College's Leadership		5	4	3	2	1
29	Leadership commitment is essential for effective strategic plan implementation.					
30	The leaders were committed for the strategic plan implementation in the College					
31	Leaders in the College motivated employees toward successful strategic plan implementation.					
32	The leaders encouraged the building up of shared behavior, vision, mission, and values of the College among the employees.					
33	The leadership in the College was impartial to all employees toward development of a citizenship to execute the strategic plan by attaining operational Excellence.					
34	The leaderships in the College have capacity to bring continues operational improvements that motivate productivity and efficiency during strategic plan implementation.					
College's Reward Structure		5	4	3	2	1
35	There is reward system in the college					
36	The reward in the college brings positive impact in strategic implementation					
37	The reward system facilitates implementation of strategy by motivating desired levels of Performance					

38	The reward system facilitates the implementation of strategy by attracting and retaining the right kind of employees.					
39	There is training of employees related with implementing strategies					
	External factors	5	4	3	2	1
40	Implementation of Information Technology at the College has fastened strategy implementation.					
41	Stakeholders' involvement leads to effective implementation of strategic plans at the College.					
42	In the College, political instability affects strategic Implementation.					
43	There is a mechanism to resolve when we faced political instability.					
44	The institution policies encourage politics to align strategic Implementation.					
45	In the college, matter of politics is not seen as factors implementation.					

Appendix -II

INTERVIEW QUESTIONS

1. Did Gurage zone TVET colleges have a strategic plan?
2. Was there any factor that influences implementing a strategic plan?
3. What internal/external factors that influence the implementation of strategy?
4. What are the challenges faced during strategy implementation?
5. How has the organization responded to these challenges?
6. Is there any strategy to solve influencing factors?
7. Do you think that these strategies are important to Gurage zone TVET colleges?
8. What achievements are gained from implementing the strategy?
9. How does the college practice program, budget & procedure to implement strategy?
10. Does the staff have adequate information on their role towards strategy implementation?
11. What suggestions do you think can improve development and implementation of strategic plan in Gurage zone TVET colleges?

Appendix -III

OBSERVATION CHECKLIST

Personal observation how has the following factors influenced strategic implementation in the colleges:

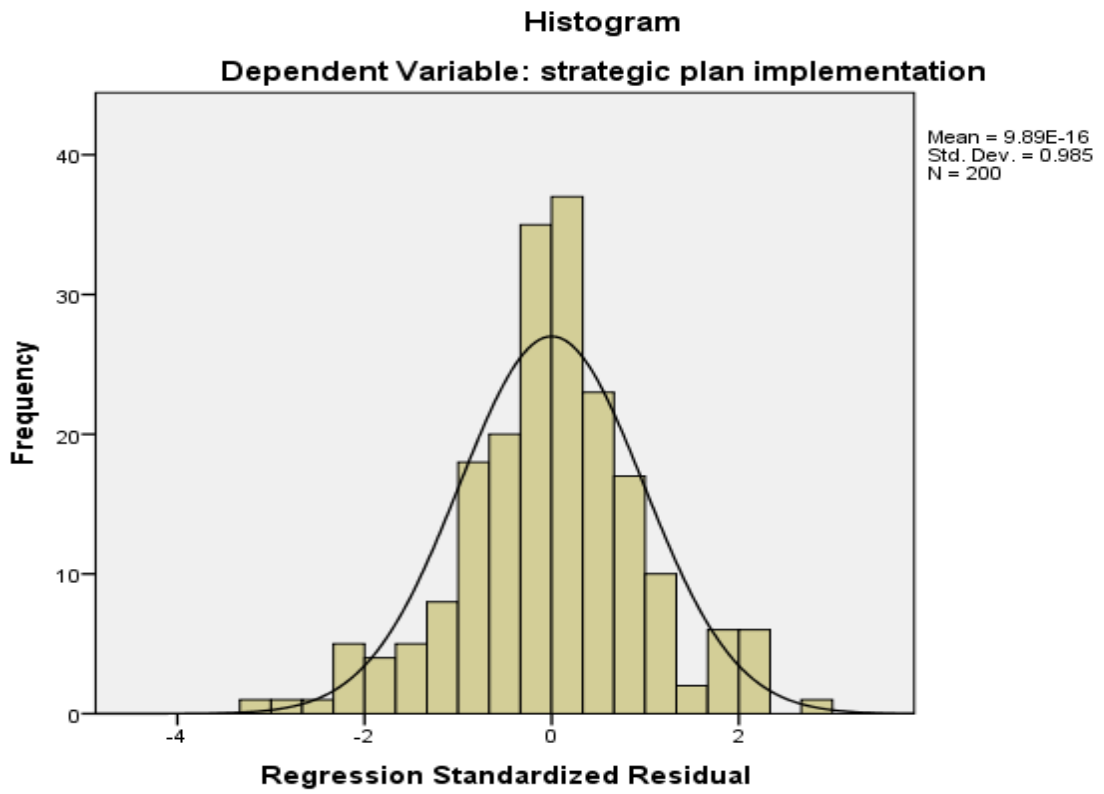
1. Trend of Planning, Implementation and control system within the TVET colleges;
2. Availability of Resources to strategic implementation in the TVET colleges;
3. Trend of Reward structure on strategic implementation in the TVET colleges;
4. Level of Management ability, flexibility and devotion on strategic implementation in the TVET colleges;
5. Current states of structure and culture on strategic implementation in the TVET colleges;
6. Situation of Politics for strategic implementation in the TVET colleges;
7. Feedback from External Supervisor;
8. The relationship between existing strategic plan, annual plan & report.

Thank you for your cooperation.

Descriptive Statistics			
Items	N	Mean	Std. Deviation
strategic plan implementation	200	4.06	.936
The strategic plan gets approval by Board so as to secure necessary resource during the period of implementation.	200	3.03	1.129
The strategic plan gets acceptance by internal stakeholders (management members and employees) so that they tried their own effort for its implementation.	200	3.01	1.201
There is an annual action plans which were drawn from the strategic plan.	200	3.70	.983
The College had established standards that guides how best the strategic plan will be implemented, monitored and evaluated.	200	2.38	1.127
Proper accountability was established at each managerial level to develop ownership during the strategic plan implementation.	200	2.49	1.248
college structure	200	4.04	.811
The College structure ensures effective communication, coordination, and integration across departments.	200	2.68	1.194
The nature of the structure of the College lacks flexibility to support strategic plan implementation practice.	200	3.80	1.004
Strategic teams were reorganized; jobs were redesigned and redefined by indicating tasks executed by all level of employees.	200	2.36	1.231
To enhance the success of strategic plan implementation right people for right positions are appropriately appointed	200	2.61	1.329
college resource	200	4.17	.678
The College has capability to allocate all necessary resource for the	200	2.71	1.374

implementation of strategic plan.			
The implementation of strategic plan of the College was influenced due to lack of financial resource allocation.	200	3.86	.924
The College has adequate number of human resources who have adequate competencies to implement the strategic plan.	200	2.36	1.228
Human resources were not effectively prepared with relevant skill and awareness to support strategic plan.	200	3.10	1.222
The College has technically efficient employee who can realize the strategic plan implementation.	200	2.89	1.312
The College has a human resources management practices that attract and retains quality employees.	200	2.56	1.243
Employees in the College feel positive, so that they actively support the strategic plan implementation.	200	2.64	1.281
college culture	200	3.52	1.089
There was strong alignment between employee attitudes and strategic goals and objectives in the College.	200	2.91	1.257
Stability of Colleges' culture enhances employee's commitment to strategic plan implementation	200	3.47	1.177
The College had developed a working culture that created an employee work with less supervision.	200	2.77	1.214
There were ethical, committed and loyal work forces in the College	200	3.04	1.270
There was friendly and welcoming social interaction that allows employees participation	200	2.84	1.271
college leadership	200	4.31	.659
The leaders were committed for strategic plan implementation in the college	200	3.00	1.260

Leaders in the College motivated employees toward successful strategic plan implementation.	200	2.58	1.217
The leaders encouraged the building up of shared behavior, vision, mission, and values of the College among the employees.	200	3.27	1.320
The leadership in the College was impartial to all employees toward development of a citizenship to execute the strategic plan by attaining operational Excellence	200	2.50	1.272
The leaderships in the College have capacity to bring continues operational improvements that motivate productivity and efficiency during strategic plan implementation.	200	2.86	1.292
college reward system	200	3.17	1.208
The reward in the college brings positive impact in strategic implementation	200	3.56	1.064
The reward system facilitates implementation of strategy by motivating desired levels of Performance	200	3.43	1.184
The reward system facilitates the implementation of strategy by attracting and retaining the right kind of employees	200	3.25	1.184
There is training of employees related with implementing strategies	200	2.56	1.101
political instability	200	2.52	1.061
Stakeholders' involvement leads to effective implementation of strategic plans at the College.	200	3.31	1.113
In the College, political instability affects strategic Implementation.	200	2.56	.939
There is a mechanism to resolve when we faced political instability	200	3.76	1.108
The institution policies encourage politics to align strategic Implementation.	200	3.12	1.229
In the college, matter of politics is not seen as factors implementation	200	3.13	1.273



Normal P-P Plot of Regression Standardized Residual
Dependent Variable: strategic plan implementation

