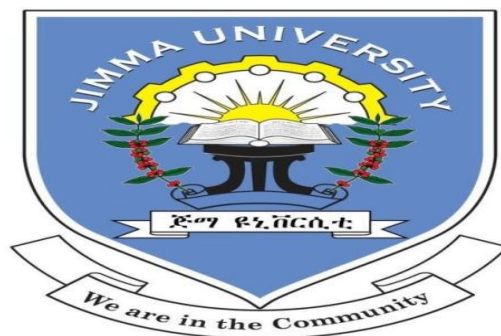


**THE EFFECT OF STRATEGY IMPLEMENTATION ON
ACADEMIC PERFORMANCE: A CASE OF JIMMA UNIVERSITY.**

A thesis submitted to the school of graduate studies of Jimma University in partial fulfilment of the requirement for the award of the Degree of Masters of Business Administration.

BY: DEJANE AJEBIE YADESA



**JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT**

JUNE, 2021

JIMMA, ETHIOPIA

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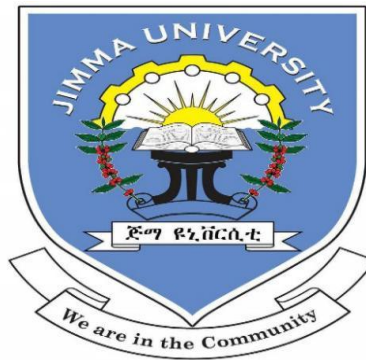
By:

DEJANE AJEBIE

Under the Guidance of
Mekonnen Bogale (PHD)

And

Miss.Tigist Waqtole (MBA)



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JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT

JUNE, 2021

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CERTIFICATION

This is to certify that the thesis entitles “The Effect of strategy implementation on Academic performance’’, Submitted to Jimma University for the award of the Master of Business Administration is a record of Valuable research work carried out by Mr. Dejene Ajebie, under our guidance and supervision.

Therefore we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree of diploma.

Main Adviser’s Name	Date	signature
Mekonnen Bogale (PHD)	_____	_____
Co-Advisor’s Name	Date	Signature
Miss.Tigist Waqtole (MBA)	_____	_____

DECLARATION

I hereby declare that this thesis entitled “The Effect of strategy implementation on Academic performance” has been Carried out by me under the guidance and supervision of Mekonnen Bogale (PHD) and Miss. Tigist Waqtole (MBA).

The thesis is original and has not been submitted for the award of degree or diploma at any university or institution.

Researcher’s Name

Date

Signature

Dejane Ajebie

ABSTRACT

The main objective of this study was to investigate the effect of strategy implementation on Academic performance, specifically on the academic performance of Jimma University. To reach on the purpose, quantitative research approach was used in which 270 closed ended questionnaires were distributed and 230 (82%) were collected. The data was analysed by using SPSS (Version-20). Descriptive and inferential statistical techniques were used for data analysis. In descriptive by using mean scores, standard deviations and in inferential statistics, Pearson's correlation and regression analysis were used to address the relationships of strategy implementation and Academic performance and to test the effects of strategy implementation on Performance. The findings show that all the independent variables (leadership, organizational structure, organizational culture, reward system, policy and monitoring) have similar mean and standard deviation value. Generally, scores in all strategy implementation elements were found to be strongly correlated with performance. The correlation between overall strategy implementation elements and performance was strong with a coefficient of $r^2=0.526$. Based on the regression analysis 52.6% of the academic performance can be explained by strategy implementation elements jointly. Thus, it has been concluded that, strategy implementations has positive and significant effect on Jimma University academic performance. Finally the researcher recommends that the university needs to give attention for all the strategy implementation elements/dimensions: leadership, Academic performance, organizational culture, reward system, policy and monitoring to perform more. In addition; it is better if the coming researchers conduct research on the rest strategy implementation dimensions.

Key words: strategy implementation, leadership, organizational structure, organizational culture, reward system, policy and monitoring, Academic performance.

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I equally salute the staff of Jimma University all colleges and institutes for their cooperation. Finally, I would like to give my warmest appreciation for all my family, friends and staff members.

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ACRONOMYS

SPSS	Statistical package for social sciences
SI	Strategy implementation
SPI	Strategy plan implementation
ISO.....	International standard organization
OP	Academic performance
MBO.....	Management by objective
CFW.....	Conceptual frame work
JU.....	Jimma University
OS	Organizational structure
OC	Organizational Culture
DRS	Design of reward system
STD	Standard deviations
VIF.....	Variance inflation factors
Ho.....	Null hypothesis
SIE.....	Strategy implementation elements
JUVCAM	Jimma University College of agriculture and veterinary medicine

CHAPTER ONE

INTRODUCTION

This chapter contains background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, operational definition of variables, limitation of the study and organization of the study.

1.1 Background of the Study

Strategic management is the set of decisions and actions that result in the formation and implementation of plans designed to achieve a company's objective and comprises of critical tasks which include formulation, implementation and control (Pearce and Robinson, 2005). To survive in a complex and turbulent environment organizations need effective strategy implementation to improve their organizational condition (Cardinaels & van der Ven, 2010). Managers and entrepreneurs face different challenges to transform strategies into action to ensure success on strategy implementation for many years (Allio 2005). But the emergence of strategic management as a field of study has become the base of strategy implementation to achieve organizational (Catar & Pucko, 2010).

Today, there is a growing gratitude of strategy implementation as key to greater Academic performance. Various studies in strategic management literatures affirmed fifty to eighty percent failure rates in strategy implementation (Atkinson 2006); (Rajasekar 2014); (Rajasekar 2014). Strategy implementation is the second phase in the strategic management stages and it is usually regarded by many scholars and practitioners of management as the most tiresome, critical and time consuming activity (Barnat, 2012; (Sial, Usman et al. 2013, Bradbury 2015)), other phases in the strategic management include strategy formulation and evaluation.

The strategy implementation process decides whether an organization excels, survives or dies Barnat (2012) based on the manner in which it is undertaken by the stakeholders. In uncertain environments, the ability to implement new strategies timely and effectively may well mean the difference between success and failure for an organization (Hauc and Kovač 2000) The practical experiences and scholarly works in the past have indicated the existence of a positive significant effect between strategy implementation and Academic performance (Alharthy, Rashid et al. 2017)). Therefore, it follows that successful execution and implementation of

(Sorooshian, Norzima et al. 2010) strong and robust strategies will always give a firm a significant competitive edge (Sage, 2015), especially in the industries where unique strategies are difficult to achieve. Before implementing a strategy, it has to be formulated first. The strategy formulation and implementation activities are interrelated and should not be separated during the strategic formulation stage.

Many of the past undertaken literatures indicates that many scholars in strategic management have concentrated their researches on strategy formulation and neglected research works on strategy implementation (Li, Guohui et al. 2008) Strategy implementation is a more complicated and difficult task than strategy formulation (Sage, 2015) and involves concentrated efforts and actions and by all stakeholders in an organization. (Hrebiniak 2006) underscored that it is not only true for people to believe that strategy formulation is a difficult task because it is even more difficult to implement that strategy throughout the organization. A different scholar approaches the term strategy in different ways. The essence of a strategy is to choose a unique and a valuable position rooted in system of activities that are much more difficult to match. Godfrey (2016) identified strategy as it has originating from Alfred Chandler, who is considered as the 'founding father' of business strategy discipline, in Strategic Management: A Critical (Fishbein and Ajzen 1977) definition of strategy was: the determination of the basic, long-term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for those goals. This implies that a strategy is a long term plan of an organization that shows how resources will be mobilized, marshalled and deployed in a way that guarantee success to an organization in terms of goal achievement and attaining competitive advantage.

It is documented by the researchers in strategic management that strategy became the most important concept in management sciences in the second half of twentieth (Sial, Usman et al. 2013) The main focus of the earlier researchers in management after (Fiol and Lyles 1985) was in strategy formulation at the expense strategy implementation and control. However, in recent studies, the situation has changed and attention of the researchers, practitioners and other stakeholders in management has shifted towards successful implementation of strategic plans in organizations Sial et al., (2013). This phenomenon may be explained by the ability of successful strategy implementation process to deliver better Academic performance and success. Strategic management literature indicates that, some researchers have identified different drivers in strategy implementation that leads to superior performance in an organization.

According to (Aaltonen and Ikävalko 2002)) identified three main factors that bring success in strategy implementation process. These factors are proper and significant communication among the executors and top management, strategic acting, identifying, supporting and assisting the major key player of strategy implementation and also establishing the relationship between the system and structure of the organization with the content and context of the strategy.(Brenes, Mena et al. 2008)identified the key factors which determine the success of strategy implementation in an organization. These key factors are the execution process in an organization, strategy formulation procedure from internal scanning to external scanning of the organization, strategy control process and motivation of the top level management and top leaders to achieve objectives of the organization, strategy control process and motivation of the top level management and strategic leader to achieve objectives of the organization, and corporate governance issues in an organization.

Academic performance is the real productivity of an organization compared with the projected goals and objectives (Upadhaya, Munir et al. 2014)), as citedDonna (2018). The performance of an organization depends on the perception that the organization is comprised of valuable resources that include personnel, physical and capital assets that are used to achieve a shared goal. The performance can be measured in terms of productivity and outcome, profit, effectiveness of internal processes and procedures, staff attitudes and organizational responsiveness to the environment ((Sanders and William 2002)as citedDonna, 2018).Financial indicators such as accounting returns, stock market and growth measures are not the only measure of Academic performance, but also non-financial indicators such as customer contentment, personnel satisfaction and social performance (Combs, Crook et al. 2005)Therefore, Academic performance is the measure of internal performance results normally linked with more efficient or effective processes and other external measures such as corporate social responsibility that relate to considerations that are broader than economic valuation. (Rip Yip& Johnson, 2009), as citedDonna (2018).

In general, Academic performance is determined by the organization's capability to respond to threats and opportunities in an effective and efficient manner, with full knowledge of the strengths and weakness at hand. An effective organization is able to successfully use information of its past and current trends as well as knowledge of alternative strategies available to make decisions that will achieve the greatest benefit for the organization Rabah (2015).The main intention of this study will be to find out whether, apart from the four main drivers (ineffective leadership, organizational culture, Policy and procedure and organization

structure) mentioned by most researchers which includes (Mbogo, Wario et al. 2019); (Mailu, Ntale et al. 2018); (Hussein & Gichinga, 2018). While reward system, monitoring and evaluation of strategy implementation is a major driver explaining the success of strategy implementation and performance in organizations today and it is not incorporated well before.

1.2 Statement of the Problem

Strategy management is important for Academic performance. In order to gain superior performance each and every process needs to be managed effectively. A bright strategy may put the organization on the competitive way and increase their performance. Academic performance is the main factor that determines the success and failure of any organization in the universe (Blahová and Knápková 2011).

Many firms have experienced delayed Academic performance due to lack of adequate understanding of the process of strategy implementation. According to (Franklin and Natta, 2018) the main problems in implementing strategy were ineffective leadership, lack of reward system, monitoring. Jimma University is one of the public higher education's, in Ethiopia. The main academic focus of Jimma University is increasing access to and equity in higher education, enhance quality and relevance of higher education, optimizing entrepreneurial education & career skills development. From the experience of the researcher and indirect interview with some top management of the University, the main problems were includes reward system, lack of monitoring and leadership problems. But it's not supported by any research findings. Investigating the factor of this failure is what motivates me to undertake this study. It is important during strategy formulation and implementation that everyone in the firm understands where it is going and how it will get there.

Implementation of a chosen strategy requires the managers to break down that strategy into a series of activities and actions that leads to the achievement of the intended goals and objectives (Jaleha and Machuki 2018). The influence of strategy implementation on Academic performance continues to be singled out as important in research and practice (Hernad and Gaya 2013).

The Research conducted by (Owolabi and Makinde 2012) on the effect of strategic plan on Academic performance a case study of Babcock University in Nigeria. The finding of the study shows the existence of positive and significant relationship between strategy planning

and Academic performance. But, the issue of strategy implementation did not incorporated by the study and needs another attention from the researcher as there is a research gap here.

Studies such as (Jayawarna and Dissanayake 2019); (Okolocha 2020)) have been focused on strategic planning and Academic performance. The finding of the study shows the existence of positive and significant relationship between strategy planning and Academic performance in sirlanka and Nigeria. The study was focused on planning side only and nothing is said about implementation. For many years, there has been repetitive emphasis on strategy planning and little bit emphasis on strategy implementation(Akinyele and Fasogbon 2010) 2007, (Nnamani, Ejim et al. 2015); Muhammad &Sohail, 2016). This is way many organizations perform under their normal capacity weather they are for profit or non-profit organizations.

(Hussein and Gichinga)) had conducted a research on the effect of strategy plan implementation on Academic performance in pure mineral water in Mogadishu, Somalia. The finding of the research shows the existence of positive and significant effect between strategy implementation and Academic performance. The variables used here include leadership, organizational structures, resources, policy and Monitoring but they did not incorporate about the design of effective reward system and monitoring as a variable which may highly important to earn performance for an organization.

According to (Ubi, Ojie et al.)) strategy implementation has a positive and significant effect on Academic performance. They conducted a research on the Issues of Strategy Implementation and Academic performance in Selected Manufacturing Companies in Calabar. The main variables used here is; the strategy implementation issues, poor strategy commitment of managers and ineffective leadership on decision making in an organization. The study is conducted on business firm and their finding may not be equally functional in public organizations, specifically in the university. The other limitation of the above study was that basic variables were missed here again which may affect performance in an organization like reward system and strategy implementation monitoring.

As (Kihara, Bwisa et al. 2016)) strategy implementation has positive effect on the performance of manufacturing small and medium firms in Kenya. The finding of the research shows that the attention to leadership styles, structural adaptations, attention to human resource, and attention to technological requirements has positive significant effects on Academic performance.

While firms emphasis on strategy decision And firm level characteristics has insignificant effects on performance, but they didn't incorporate all variables that affect strategic implementation in an organization.

As mentioned above most of the previous studies are focused on strategic planning and their effect on business organizations. Those researches that related with strategy implementation also focused on business area than public organizations and basic variables are missed there which includes reward system and strategy monitoring system. They may use as a reference for this research purpose since they are not conducted on the public organizations, specifically on Jimma University academic performance. This study was aimed to investigate the relationship between strategy implementation and Academic performance by adding two new independent variables on the previous study.

1.3 Research questions

The main questions that were addressed by the study are;

1. How leadership affects the academic performance of Jimma University?
2. How organizational structure affects the academic performance of Jimma University?
3. How organizational culture affects the academic performance of Jimma University?
4. How policy affects the academic performance of Jimma University?
5. How reward system affects the academic performance of Jimma University?
6. How monitoring affects the academic performance of Jimma University?

1.4. Objective of the Study

The general objective of the study was to find out the effect of strategy implementation on Academic performance (Academic performance) a case of Jimma University.

1.4.1 Specific Objectives

1. To explain the effect of leadership on the academic performance of Jimma University.
2. To find out the effect of organizational structure on the academic performance of Jimma University.
3. To investigate the effect of organizational culture on the academic performance of Jimma University.
4. To find out the effect of policy on the academic performance of Jimma University.

5. To explain the effect of reward system on the academic performance of Jimma University.
6. To investigate the effect of monitoring on the academic performance of Jimma University.

1.5 Hypothesis of the Study

Ho1: Leadership has no statistically significant effect on the academic performance of Jimma University.

Ho2: Organizational structure has no statistically significant effect on the academic performance of Jimma University.

Ho3: Organizational culture has no statistically positive significant effect on the academic performance of Jimma University

Ho4: Policy has no statistically significant effect on the academic performance of Jimma University.

Ho5: Reward system has no statistically significant effect on the academic performance of Jimma University

Ho6: Monitoring has no statistically significant effect on the academic performance of Jimma University.

1.6 Significance of the Study.

The study has significance in bringing up the objective and the useful information about the importance of strategy implementation on Academic performance which may help the organization to achieve its goal. This helps Jimma University in awareness creation concerning the problems related to strategy implementation and its effect on Academic performance. After identifying the relationship between strategy implementation and Academic performance, the top management of the university will be in a better position to use the findings of this research to develop best ways of strategy implementation mechanism which brings Academic performance

The other significance of the study is for other university in our country and abroad. Universities may use the findings of this study as an input to improve the way they implement strategy in their organization, especially for academic purpose. New universities can also use it to fill the knowledge gap in the area of strategy implementation as long as they are emerged recently compared with the others. Again the study can help researcher as an

input for their further study in the area of strategic management, specifically in strategy implementation in an organization regardless of their category as for profit and non-profit organization in everywhere in our planet. The research findings were used as a policy input in the national level.

Last, but not least the study suggests important points on effect of strategy implementation on Academic performance.

1.7 Scope of the Study

The study was not designed to address all public higher educational institutions in Ethiopia, but only on Jimma University academic and administrative staff. The study was focused on the effect of strategy implementation on Academic performance and the respondents of the study were the academic and administrative staff of Jimma University.

Different key variables that were used in the study include leadership, organizational structure, organizational culture, reward system, Policy and monitoring as an independent variable and Academic performance as a dependent variable. Academic Performance can be measured by using different variables that indicate the goal and objective of Jimma University in academic area. The research methodology that was used to determine sample size is stratified and purposive sampling; quantitative approach and data was collected by using questionnaires. Finally the data were analysed by using both descriptive and inferential statistical techniques.

1.8 Limitation of the Study

The study has confronted the following limitations:

- ② The limited sample size, conclusions and generalizations could be made. Because the target participants in this study were the academic and administrative staff of Jimma University and generalization of this research topic was difficult to make to other populations/employees.
- ② The research limited on the six elements of strategy implementations (independent variables), leadership, organizational structure, organizational culture, reward system, policy and monitoring. But there would be other variables which can have effect on academic performance, this are information system, human resource and etc.

1.9 Organization of the Study

This research has five chapters. Chapter one constitutes introduction part, which includes background of the study, statement of the problem, objective of the study, hypothesis of the study, significance of the study, scope of the study, limitation of the study and organization of the study. Chapter two contains review of related literatures including theoretical, empirical literatures and conceptual framework. Chapter three presents research design and methodology which includes sample design, target population, sample size, sampling techniques, type and source of data, data collection instruments and procedures, method of data analysis and ethical considerations. Chapter four contains research findings, analysis and interpretations. Finally, chapter Five presents summary of major findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

This chapter consists of the related literature with the concept of strategy implementation and Academic performance based on different theories and empirical review of the past studies on the topic.

2.1 Theoretical framework

2.1.1 Concepts of Strategy and Strategy Implementation

Strategy Management

Strategic management can be defined as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to realize its objectives. The term strategic management is used to refer to strategy formulation, implementation and evaluation. The strategic-management process consists of three stages: strategy formulation, strategy implementation, and strategy evaluation. Strategy formulation includes developing a vision and mission, identifying an organization's external opportunities and threats, determining internal strengths and weaknesses, establishing long-term objectives, generating alternative strategies, and choosing particular strategies to pursue. Strategy implementation requires a firm to establish annual objectives, devise policies, motivate employees, and allocate resources so that formulated strategies can be executed (David, David et al. 2011).

Strategy implementation includes developing a strategy-supportive culture, creating an effective organizational structure, redirecting marketing efforts, preparing budgets, developing and utilizing information systems, and linking employee compensation to Academic performance. Strategy evaluation is the final stage in strategic management. Managers desperately need to know when particular strategies are not working well; strategy evaluation is the primary means for obtaining this information (David, David et al. 2014)

Strategy implementation

The strategic-management process does not end when the firm decides what strategy or strategies to pursue. There must be a translation of strategic thought into strategic action. This translation is much easier if managers and employees of the firm understand the business, feel a part of the company, and through involvement in strategy-formulation activities have become committed to helping the organization succeed. Without understanding and commitment, strategy-implementation efforts face major problems. Implementing strategy affects an organization from top to bottom; it affects all the functional and divisional areas of a business (David, David et al. 2011)

Strategy implementation is a complex phenomenon that can be seen from different theoretical perspectives and thus requires a combination of theoretical perspectives to clearly explain complexities in strategy implementation Li., et al (2010). Strategy implementation is the translation of chosen strategy into organizational action so as to achieve strategic goals and objectives (Salem, 2006). In addition, different scholars describes strategy implementation as dynamic, iterative and complex process which is composed of a series of decisions and activities by managers and employees who are affected by a number of interrelated internal and external factors as they strive to achieve strategic objectives through implementation of strategic plans.

Effect

Effect can be defined as a result or change. It can be negative or positive. Change which is a result or consequence of an action or other cause (English dictionary). organizations can achieve their long and short term objectives by implementing strategic plan in an effective and efficient manner. Effective strategy implementation can enable the organization to earn competitive advantage than their competitors.

Academic performance

The International Standard Organization (ISO) views performance as a measurable result or outcome out of attainment of organizational goals and objectives efficiently and effectively or measurable results out of the organizations proper administrative and management of its actions and activities (Bravi, Murmura et al. 2019) Performance is the results obtained in an organization as a whole (Higgins, 2005) or an outcome obtained after successful efforts in implementing a strategy. Academic performance comprises the actual output or results of

an organization as measured against its intended outputs or goals and objectives. According to (Richard, Devinney et al. 2009) Academic performance encompasses three specific areas of firm outcomes: financial performance (profits, return on assets, return on investment, etc.), product market performance (sales, market share, etc.), and (shareholder return (total shareholder return, economic value added, etc.). The term Organizational effectiveness is broader. Academic performance factor is one of the most significant parameters in the research related to management and perhaps the most significant guide to the overall performance of the organization. The performance of the organization is a benchmark or an indicator for efficiency, effectiveness, and environmental obligation like productivity, time of cycle, reduction of waste, and compliance of rules. The large amount of definitions serves to view the performance of the organizations as a tool for achieving objectives. In short, the performance of the organization is the most significant factor in evaluation of organizations, their activities, and the environments in which they work. This significance is represented by the continual use of performance of the organization as a dependent parameter in earlier research. According to (Abu-Qouod 2006)), performance of the organization (consist factors like finance, internal functioning, clients, learning and growth). The efficient performance and success of the organisation is usually ascribed to exceptional strategy and excellent resources. On the basis of the theory of contingency, there is no best way or method to run organisations.

Operationalization of strategy

During strategy implementation, the strategy must be made operational or ready for the next action thus making it ready for eventual implementation is very important. This operationalization of strategy involves breaking long-term corporate objectives to operational short-term objectives and developing specific functional, unit or departmental strategies and drawing action plans to achieve the objectives (Pearce & Robinson, 1996). Policies to guide decision making must also be established, programs developed and procedures on how things will be done determined. In addition responsibility should be assigned to specific people, human resource aligned to strategy and strategy supportive budgets established.

Institutionalization of strategy

The implementation phase also requires institutionalization of strategy that is, developing organizational capability to a point where it is fully supportive of the new strategy. The reality of strategy resides in its strategic actions rather than its strategic statements

(Burgelman, Grove et al. 2006) This involves action-oriented activities such as communicating strategic intentions throughout the organization, matching strategy with organizational structure, matching strategy with culture, selecting effective leadership and designing effective reward systems. These two phases of strategy implementation are geared towards improving Academic performance. Academic performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives) (sage, 2013).

2.1.2 Factors contribute for effective strategy implementation.

1. Leadership

A leader in strategy implementation is someone who is responsible for owning up, steering and driving forward the implementation efforts towards achievements of the set objectives. He is responsible for fully supporting strategy implementation efforts by providing the necessary resources, giving directions and creating an enabling environment for the employees to perform without fear or intimidation.

(Teece 2014) underscored the importance of leadership by stating that a leader must possess superior skills required to address high performance through sensing, seizing and transformation. A strong leadership skill is an important dynamic capability required to drive superior performance in organizations operating in a dynamic environment that characterizes organizations today. Thompson and Strickland (2007) further stated that strategic leadership keeps organizations innovative and responsive by taking special plans to foster, nourish and support people who are willing to champion new ideas, new products and applications. Griffins (2011) identified leadership in an organization as one of the main factors influencing strategy implementation by providing a clear direction, up to date communications, motivating staff and setting up culture and values that drives organizations to better performance.

Effective leadership involves a lot of management. (Rajasekar 2014) states that, coordination of activities, streamlining of processes, line up the organizational structure, and keeping employees motivated and committed to strategy implementation are key responsibilities of the leadership. Successful leadership involves reorganizing the organizational architecture in a way that inspires employees with the appropriate knowledge to set off value-enhancing proposals ((Kouzes and Posner 2010) Leaders in organization are responsible in ensuring

strategy is effectively communicated. They must also ensure that people in their organization are ready for strategy implementation.

Leadership theories

A. Great-Man Theory

The effort toward explorations for common traits of leadership is protracted over centuries as most cultures need heroes to define their successes and to justify their failures. In 1847, Thomas Carlyle stated in the best interests of the heroes that “universal history, the history of what man has accomplished in this world, is at the bottom of the history of the great men who have worked here”. Carlyle claimed in his “great man theory” that leaders are born and that only those men who are endowed with heroic potentials could ever become the leaders. He opined that great men were born, not made. An American philosopher, Sidney Hook, further expanded Carlyle perspective highlighting the impact which could be made by the eventful man vs. the event-making man (Dobbins and Platz 1986)

B. Trait Theory The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whether leadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership (Ekvall and Arvonen 1991)Max Weber termed charisma as “the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers”. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended a research that maintained that only minor variances exist between followers and leaders (Burns, 2003).

C. Contingency Theories (Situational)

The theories of contingency recommends that no leadership style is precise as a stand-alone as the leadership style used is reliant upon the factors such as the quality, situation of the followers or a number of other variables. “According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation”. In most cases, leaders do not change only the dynamics and environment, employees within the organization change.

D. Style and Behaviour Theory

The style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particular act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. (Yukl 1989) introduced three different leadership styles. The employees serving with democratic leaders displayed high degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective of the presence or absence of the leader; maintaining better connections with the leader, in terms of productivity whereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was only considered relevant while leading a team of highly skilled and motivated people who excellent track-record, in the past. (Fielder & House ,1994) identified two additional leadership styles focusing effectiveness of the leadership.

E. Process Leadership Theory

Additional leadership theories with a process focus include servant leadership, laming organizations, principal cantered leadership and charismatic leadership, with others emerging every year. Greenleaf introduced servant leadership in the early 1970s. An International Peer-reviewed Journal (2016), Servant leaders were encouraged to be focused to the anxieties of the followers and the leader should sympathize with them take-care of and nurture them. The leadership was imparted on a person who was by nature a servant. Leadership theory has moved from birth traits and rights, to acquired traits and styles, to situational and relationship types of leadership, to the function of groups and group processes and, currently, to the interaction of the group members with an emphasis

on personal and organizational function of groups and group processes and, currently, to the interaction of the group members with an emphasis on personal and organizational moral improvements (Waldman and Yammarino 1999)

F. Transactional Theory

The leadership theories, by the late 1970s and early 1980s, activated to diverge from the specific perspectives of the leader, leadership context and the follower and toward practices that concentrated further on the exchanges between the followers and leaders. The transactional leadership was described as that in which leader-follower associations were grounded upon a series of agreements between followers and leaders (House and Shamir 1993) For good work, positive support could be exchanged, merit pay for promotions, increased performance and cooperation for collegiality. The difference between these two types of transactions is predicated on the timing of the leaders' involvement. In the active form, the leader continuously monitors performance and attempts to intervene proactively (Bass and Avolio 1997)

G. Transformational Theory

Transformational leadership distinguishes itself from the rest of the previous and contemporary theories, on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader (House and Shamir 1993)It is considered that the transformational leaders "engage in interactions with followers based on common values, beliefs and goals". This impacts the performance leading to the attainment of goal. K to appeal to their followers' better nature and move them toward higher and more universal needs and purposes" ((Nawaz and Khan_ PhD 2016)

2.2 Leadership Styles

A. Transactional Leadership Style

Transactional leadership style comprises three components; contingent reward, management-by-exception (active) and management-by-exception (passive). A transactional leader follows the scheme of contingent rewards to explain performance

expectation to the followers and appreciates good performance. Through motivation and respecting their emotions on the basis of common goals, beliefs and values, preferable option is transformational leadership style (Nawaz and Khan_ PhD 2016)

Contingent reward leadership focuses on achieving results. As humans appreciate concrete, tangible, material rewards in exchange of their efforts, thus, this behaviour surfaced. “Where transformational leadership acknowledges individual talents and builds enthusiasm through emotional appeals, values, and belief systems, transactional leadership engenders compliance by appealing to the wants and needs of individuals” (Avolio and Bass 2004) Manager leaders who use contingent reward are expected to show direction to the employees so the job gets done. In nutshell, key indicators of contingent reward encompass performance-based material rewards, direction- setting, reciprocity, and confidence-building in the team.

Management by exception (active) is not the relinquishment of leadership, characterized by a laissez-faire leadership. Leaders who follow management by exception (active) have an inherent trust in their workers to end the job to a satisfactory standard, and avoid rocking the boat. “This type of leadership does not inspire workers to achieve beyond expected outcomes, however, if target is achieved, that means the system has worked, everyone is satisfied, and the business continues as usual,” (Avolio and Bass 2004)). There is a little sense of adventure or risk-taking, new perspectives, or white water strategies in case of management by exception leaders. It correspond need-driven change culture. To sum it up, management by exception (active) includes trust in workers, poor communication, maintenance of the status quo, and lack of confidence. It is the style of transactional Leadership in which the leaders avoid specifying agreement, and fail to provide goals and standards to be achieved by staff. Sometimes, a leader waits for things to go wrong before taking action” (Avolio and Bass 2004)

B. Transformational Leadership Style

Transformational leadership links with positive outcomes on individual as well as organizational levels. Leaders with Idealized Influence demonstrate heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking” (Jung et al., 2008). Leadership styles, however, do not embrace all of the factors that influence innovation. As per Cummings, (Cummings, Midodzi et al. 2010)), “leadership style alone could not be linked to patient mortality”. Instead, the researchers examined that when

the organization had associated and consistent organizational culture, patient mortality was on downward trajectory. Cummings et al., (2010) observed that regardless of style, “leaders who practiced relational and transformational styles had better quality outcomes than those who demonstrated autocracy”.

Leaders has a unique characteristics which includes confidence, toughness and inspiration, ability to communicate the vision and values, establishing the right culture in the organization, honest, integrity and transparency, humility, learn from failure and bad experience, commitment and ability to identify and attract talent (Rudolph ,2016).

2. Organizational structure

Structure refers to the relations between the components of an organized whole. Thus, structure concept can be used for everything. The body of human being is a structure consists of the relations between bones, organs, blood and tissues (Hatch and Schultz 2014)). Organizational structure is the framework of the relations on jobs, systems, operating process, people and groups making efforts to achieve the goals. Organizational structure is a set of methods dividing the task to determined duties and coordinates them (Ahmady, Mehrpour et al. 2016)). Organizational structure is a method by which organizational activities are divided, organized and coordinated. The organizations create the structures to coordinate the activities of work factors and control the members’ actions (Rezayian, 2005). Organizational structure refers to the models of internal relations of organization, power and relations and reporting, formal communication channels, responsibility and decision making delegation is clarified. (Arnold and Feldman 1986)): Helping the information flow is one of the facilities provided by structure for the organization (Monavarian, Asgari et al. 2007)

Dimensions of organizational structures

Organizational structure is manifested in organizational chart. In planning organizational structure, there are three principles:

Organizational structure determines formal relations and reporting in organization and it shows the number of levels in the hierarchy and it defines the span of the control of managers. It determines the position of people as working in group in a unit and it divides the units in the entire organization. Again organizational structure includes the design of systems by which all units are coordinated and effective relation in organization is guaranteed. Organizational structure can be affected by goals, strategy, environment, technology, organization size. These variables are key and content-based and indicate the entire organization and its position between the organizations (barsebn, 2014).

Types of organizational structure

Line organisation is the simplest and oldest form of organisation structure. It is called as military or departmental or scalar type of organization. Under this system, authority flows directly and vertically from the top of the managerial hierarchy 'down to different levels of managers and subordinates and down to the operative level of workers. Line organisation clearly identifies authority, responsibility and accountability at each level. The personnel in Line organization are directly involved in achieving the objectives of the organization. Line and Staff Organization This type of organization structure is in large enterprises. The functional specialists are added to the line in line and staff organization. Mere, staffs is basically advisory in nature and usually does not possess any command authority over line managers. Line functions are those which have direct responsibility for accomplishing the objectives of the enterprises and staffs refer to those elements of the organization that help the line to work most effectively in accomplishing the primary objectives of the enterprises. In the line and staff organisation, staffs assist the line managers in their duties in order to achieve the high performance (Monavarian, Asgari et al. 2007

The functional organisation was evolved by F.W. Taylor while he was working as a foreman. He suggested eight foremen, four in factory and four in planning division as under. Project Organisation This organisational structure are temporarily formed for specific projects for a specific period of time, for the project of achieving the goal of developing new product, the specialists from different functional departments such as production, engineering, quality control, marketing research etc., will be drawn to work together. These specialists go back to their respective duties as soon as the project is completed.

According to Stanley Davis and Paul Lawrence (2010) matrix organisation is “any organisation that employs a multiple command system that includes not only the multiple command structure, but also related support mechanism and an associated organisational culture and behaviour pattern. “A matrix organisation, also referred to as the “multiple command system” has two chains of command. One chain of command is functional in which the flow of authority is vertical. The second chain is horizontal depicted by a project team, which is led by the project, or group manager who is an expert in his team’s assigned area of specialisation.

3. Organizational culture

Organizational culture includes the norms that the members of an organization experience and describe as their work settings (Schneider, Ehrhart et al. 2013)Such norms shape how members behave and adapt to get results in the organization. Organizational culture is how the members of an organization interact with each other and other stakeholders (Simoneaux and Stroud 2014) Organizational culture is a set of values, beliefs, and behaviour patterns that differentiate one organization from other organizations (Dauda and Gimba)defined organizational cultures as a system of values that subconsciously and silently drives people to make each choice and decision in the organization. Business managers use organizational culture and corporate culture interchangeably because both terms refer to the same underlying phenomenon (Childress, 2013).

Business managers use an organizational culture to differentiate their company from other companies (Weber and Tarba 2012)). Apple Inc., the International Business Machines Corporation (IBM), and Hewlett-Packard Corporation (HP) exist on similar technology and same operating environment, but these companies have different organizational cultures (Schein 2010)The Apple culture includes producing simple, elegant, and innovative products (Marinescu, Constantin et al. 2016)Priorities in HP culture are employees’ autonomy and creativity (Childress, 2013). The IBM’s cultural focal point is long-term thinking with loyal and highly motivated employees (Flamholtz and Randle 2011); (Lim 1995).

The difficulty about leadership is the handling of human resources in the organizational culture (Waterman and Peters 1982)). Yirdaw (2014) noted that organizational culture is the glue that combines the nonhuman resources to the human resources in the organization to establish teamwork and excellent performance. Organizational culture positively relates to

corporate leadership and governance (O'Connor & Byrne, 2015). Many business managers understand the impact of culture on corporate performance (Unger, Rank et al. 2014) Warren Buffet, one of the top three richest businesspersons in the world, confirmed how organizational culture is necessary to organizational success (Childress, 2013).

Similarly, the founder of Starbucks Coffee Company, Howard Schultz, explained that organizational culture is a critical factor in the success of Starbucks ((Flamholtz and Randle 2012) Organizational culture is the set of important assumptions-often unstated-that members of an organization share in common. There are two major assumptions in common; beliefs and values. Beliefs are assumptions about reality and are derived and reinforced by experience. Values are assumptions about ideals that are desirable and worth striving for. When beliefs and values are shared in an organization, they create a corporate culture (Azhar, 2003). Organizational culture refers to a set of some commonly experienced stable characteristics of an organization which constitutes the uniqueness of that organization and differentiates it from others. Organizational culture has been defined as the specific collection of values and norms 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. Organizational values are beliefs and ideas about what kind of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behaviour organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines, or expectations that prescribe appropriate kinds of behaviour by employees in particular situations and control the behaviour of organizational members towards one another (Black & Richard, 2003).

There a number of key influences that is likely to play an important role in the development of any organizational culture. According to (Chatman and Cha 2003) these include the reason and manner in which the organization was originally formed, its age, and the philosophy and values of its owners and senior managers will affect culture (Black, 2008). The nature of the organization's "business" and its primary function has an important influence on its culture. This includes the range and quality of products and services provided the importance of reputation and the type of customers. The primary function of the institution will determine the nature of the technological processes and methods of undertaking work, which in turn also affect structure and culture (Robinson, 2015).

The organization must give attention to objectives in all its key areas of operations. The combination of objectives and resultant strategies will influence, and may itself be influenced by culture usually larger institutions have more formalized structures and cultures. Increased size is likely to result to separate departments and possibly split-site operations. A rapid expansion, or decline, in size and rate of growth, and resultant changes in staffing will influence structure and culture. Geographical location and physical characteristics can have a major influence on culture. For example whether an institution is located in a quiet rural location or a busy city centre can influence the types of customers (students) and the staff employed. Location can also affect the nature of services (courses) offered by an institution (Jefferson, 2010).

Top executives can have considerable influence on the nature of corporate culture. However, all members of staff help shape the dominant culture of an institution, irrespective of what senior management feels it should be. Culture is also determined by the nature of staff employed and the extent to which they accept management philosophy and policies or pay only “lip service.

In order to be effective, the institution must be responsive to external environmental influences. In order that leaders can develop, manage and change their culture for better performance, Chatman and Cha (1994) refer to the use of three managerial tools: Recruitment and selection-hire people who fit the company’s culture. Social tools and training-develop practices that enable new people to understand the values, abilities, expected behavioural and social knowledge in order to participate fully as an employee, and to create strong bonds among members. Reward system-Culture is an organization’s informal reward system but it needs to be intricately connected to formal rewards. Example includes payment of commissions in front of customers/students and parents other staff to good performing employees (Cha, 2000).

Organizational culture is a motivational instrument in promoting performance in the organization (Joffre Matsoukis, 2013). The coordinated effort of managers and employees may contribute to a positive working environment (Pathiranage 2019)noted that employees might motivate and improve their performance when they work in a positive working environment. The study findings showed that loyal and engaged employees promote effective organizational culture to improve performance and productivity in the organization ((Fiordelisi and Ricci 2014)

4. Policy

Policies are the foundations of your company. Even if they're not written down, policies define your organization and ensure that things are running smoothly. Marume (2015) argues that from the practical working of any government, be it at local, provincial or regional, national, or international government, public policy and public policy making takes place at different levels, and at each particular level a somewhat different type of policy is laid down. And it is observed that the activity of policy making, which commences in a generalized form at the top of a hierarchic pattern, becomes, increasingly particularized as it descends to the lowest levels of the hierarchy of the institution in which it is formed (Marume, 2015).

Policies are the big, overarching tenets of your organization. They set direction, guide and influence decision-making. Policies guide the day-to-day actions and strategies. They establish a framework of management philosophies, aims and objectives. Policy can be driven by business philosophy, competition, marketplace pressure, law or regulation and in many cases all of these. Company policies tend to have topics such as social media use, sick time and paid leave, acceptable work behaviour and codes of conduct, employee on boarding and termination, workplace discrimination and proper certifications and licensing among a plethora of other topics, some specific to your business (miguni, 2012).

5. Reward system

Employees in any organization either public or private like to be appreciated and valued for higher performance. (Cook and Hunsaker 2001) view reward systems as programs set up by an organization to reward employee's performance and motivate them for higher performance. There are two types of rewards; extrinsic and intrinsic rewards. Extrinsic rewards include those tangible benefits such as pay (salary), fringe benefits, pensions, conditions of work and security that individuals receive in return for their efforts.

Intrinsic rewards include the psychological rewards that come from experience of work, or from being part of an organization, having a sense of achievement or one's efforts properly recognized and valued (Rollinson, 2002). To enhance higher performance, employees expect harmonious reciprocal relationship from management such as fair and equitable pay, safe working environment which does not endanger employees (Ali and Ahmed 2009) It is important to know that rewards plays a key factor in enhancing Academic performance

(Sikalieh and Mutia 2013) agree that organizations should combine both extrinsic and intrinsic motivation strategies to achieve Academic performance.

An organization with an effective and good rewards system ensures sustainable achievement of objectives. Employee reward programs are one method of motivating employees to change work habits and key behaviours to ensure business success. A well designed pay and benefit packages can attract people in their numbers to an organization, retain and motivate them. Organizations must acquire skills on how to manage employee rewards properly. A motivated workforce can be a significant factor in organizational success (Gbande 2016)When employees are motivated to work at higher levels of performance, the organization as a whole runs more efficiently and is more effective at reaching its goals (Gbande 2016)Rewards are positive outcomes that are earned as a result of an employee's performance. These rewards are aligned with organizational goals. When an employee helps an organization in the achievement of one of its goals, a reward often follows. There are two general types of rewards that motivate people: intrinsic and extrinsic.

1. Intrinsic Rewards

Intrinsic motivation is internal to the person in that it is something that you have to offer yourself and is driven by personal interest or enjoyment in the work itself. Because intrinsic motivation exists within the individual, achieving it does not depend on others. Some people believe that the most powerful rewards come from inside a person (Nongo, 2005). In knowledge economy where the greatest asset an employee can offer an organization is their intelligence, experience, problem solving ability and change-savvy persona, intrinsic rewards are especially important to workers. In fact, Frederick Herzberg, who is one of the leading theorists of workplace motivation found intrinsic rewards to be much stronger than financial rewards in increasing employee motivation.

This is not to say that employees will not seek financial rewards in addition to intrinsic rewards, rather it just means that money is not enough to maximize motivation in most employees. People want to feel like their contributions matter (Nongo, 2005). Nongo (2005) argues that to help employees with their intrinsic motivation, managers should: Provide meaningful work, allow workers to make choices through a high level of autonomy, Provide opportunities for employees to show their competence in areas of expertise, Facilitate professional development so that employees can expand on their level of knowledge, Offer

frequent opportunities for employees to reward themselves and Allow employees the opportunity to connect with those with whom they serve to obtain valuable feedback

2. Extrinsic Rewards

Extrinsic motivation is based on tangible rewards. Unlike intrinsic motivation that is self-administered, extrinsic motivation is external to the individual and is typically offered by a supervisor or manager who holds all the power in relation to when extrinsic rewards are offered and in what amount. Extrinsic rewards are usually financial in nature, such as a raise in salary, a bonus for reaching some quota or paid time off. However, extrinsic rewards can also be as simple as getting the better office, verbal praise, public recognition or awards, promotions and additional responsibility (Dugguh 2004)

6. Monitoring

Monitoring is the periodic assessment of programmed activities to determine whether they are proceeding as planned. Monitoring tracks the actual performance against what was planned or expected by collecting and analysing data on the indicators according to pre-determined standards (sage, 2013).

Monitoring can be effective tools to enhance the quality of project planning and management. Monitoring helps project managers to understand whether the projects are progressing in schedule and to ensure that project inputs, activities, outputs and external factors are proceeding as planned According to the report on monitoring for continuing professional development (CPD 2012) the following are the importance of monitoring. It provides the only consolidated source of information showcasing project progress, It allows educators to learn from each other's experiences, building on expertise and knowledge, It often generates (written) reports that contribute to transparency and accountability, and allows for lessons to be shared more easily, It reveals mistakes and offers paths for learning and improvements, It provides a basis for questioning and testing assumptions, It provides a means for educators seeking to learn from each other's experiences and to incorporate them into policy and practice, It provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers, It provides a more robust basis for raising funds and influencing policy.

Academic performance

(Farlex 2012)define Academic performance as the actual output/results of an organisation obtained when measured against its intended goals and objectives.(Bartoli and Blatrix 2018)the definition of performance should be achieved through items such as evaluation, piloting, efficiency, effectiveness and quality. Of all here above presented, one can note a different approach to the concept of Academic performance both from one author to another and from one country to another, which is why we appreciate the necessity and usefulness of the study for the practical interpretation and understanding of the concept. Academic performance is the real productivity of an organization compared with the projected goals and objectives (Upadhaya, Munir et al. 2014)as cited by (Donna, 2018). The performance of an organization depends on the perception that the organization is comprised of valuable resources that include personnel, physical and capital assets that are used to achieve a shared goal. The performance can be measured in terms of productivity and outcome, profit, effectiveness of internal processes and procedures, staff attitudes and organizational responsiveness to the environment (William, 2002) as cited by(Donna, 2018).

Financial indicators such as accounting returns, stock market and growth measures are not the only measure of Academic performance, but also non-financial indicators such as customer contentment, personnel satisfaction and social performance (Combs, Crook et al. 2005). Therefore, Academic performance is the measure of internal performance results normally linked with more efficient or effective processes and other external measures such as corporate social responsibility that relate to considerations that are broader than economic valuation. (Rip Yip &Johnson, 2009), as cited by (Donna, 2018).

Methods of performance measurement in organizations

Balanced scorecard focuses on four perspectives, including customer perspective, internal-business processes, learning and growth and financials, to monitor progress towards the organization's strategic goals. Benchmarking uses standard measurements in a service or industry for comparison with other organizations in order to gain perspective on Academic performance. In and of itself, this is not an overall comprehensive process assured to improve performance; rather, the results from benchmark comparisons can be used in more overall processes. Benchmarking is often perceived as a quality initiative. Business Process Reengineering Aims to increase performance by radically redesigning the organization's structures and processes, including by starting over from the ground up. Knowledge

management focuses on collection and management of critical knowledge in an organization to increase its capacity for achieving results(Brannick, Salas et al. 1997)

Knowledge management often includes extensive use of computer technology. In and of it, this is not an overall comprehensive process assured to improve performance. Its effectiveness towards reaching overall results for the organization depends on how well the enhanced, critical knowledge is applied in the organization. Management by objectives Aims to align goals and subordinate objectives throughout the organization. Ideally, employees get strong input to identifying their objectives, time lines for completion, etc. It includes on-going tracking and feedback in process to reach objectives. MBO is often perceived as a form of planning.

Set of management practices imposed throughout the organization to ensure that it consistently meets or exceeds customer requirements.

But, for the purpose of this study none of the above mentioned method of measuring Academic performance is applied. Most probably the above measurement methods are more favourable to measure the performance of business organization performance rather than the public performance. Additionally organizations can use different performance measurement methods based on their own context. In this study the researcher will use the main goal and objective that the university is planned to achieve through strategy implementation in the university and it is mentioned as follows;

- ☞ Increasing Access to and Equity in Higher Education
- ☞ Enhancing Quality and Relevance of Higher Education
- ☞ Optimizing Entrepreneurial Education & Career Skills Development (strategic report of Jimma University,2016-2020)
- ☞ Affirmative action's for females and disabilities

2.3 Empirical review

Different study has been conducted on the effect of strategy implementation and Academic performance by using different variables and their findings also vary because of the difference between the variables used.

The study conducted by (Muendo and Ogutu 2020)was aimed at addressing the strategy plan implementation in the public sector at the Kenya medical training college and its effect on the

overall performance of the organization. Cross sectional research design was used and data was collected by using both primary data in the form of interview and secondary data from the past documents and reports from the organization. Descriptive statistics were used for the purpose of data analysis and the research finding shows that the direct relationship between strategy implementation and Academic performance. Organizations can achieve their goals and objectives through efficient strategy implementation.

Studies such(Jayawarna and Dissanayake 2019), (Okolocha& Bonaventure, 2020) on their studies in strategy planning and Academic performance they found the existence of positive significant relationship between strategic planning and Academic performance in sirlanka and Nigeria. The study was focused on planning side only and nothing is said about implementation. For many years, there has been repetitive emphasis on strategy planning and little bit emphasis on strategy implementation (Muhammad &Sohail, 2016; (Akinyele and Fasogbon 2010, Nnamani, Ejim et al. 2015)this is way many organizations perform under their normal capacity weather they are for profit or non-profit organizations.

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As (Hussein &Gichinga, 2018) overall strategy plan implementation has a positive significant effect on Academic performance. The study was conducted on the public sector in Somalia by applying cross sectional research design with multiple linear regression models to determine the cause and effect relationship between strategy implementation and Academic performance. The sample of 115 employees has been used and data was collected through structured questionnaire from the primary source. Some variables have insignificant, but positive effect on Academic performance while others has no effect at all in this study.

(Njagi and Kombo 2014)) were aimed at determining the effect of strategy implementation on Academic performance in commercial banks in Kenya. Census method was applied with 43 numbers of employees and structured questionnaire were used as a data collection

instrument. Multiple regressions were used as the research model and the researcher used person correlation to reveal the strength of the relationship between strategy implementation and Academic performance. The study found out the moderate strong relationship between strategy implementation and Academic performance in the commercial banks in Kenya. Effective strategy implementation results in competitive advantage among organizations.

The research conducted by Donna (2018) on the strategy implementation and Academic performance among higher learning institution used a sample of 174 by using stratified sampling techniques. Descriptive research designs were applied by using descriptive statistics which includes; mean percentage and standard deviation. Inferential statistics are also used to determine the strength of the relationships between the variables. The study conclude that, resource allocation, monitoring and control, leadership and communication has positive influence on the performance of higher learning institutions in kiambu county, while leadership not at great extent influence the performance.

(Guruwo, Chiguvi et al. 2017)was aimed to investigate the effectiveness of strategy implementation on Academic performance at clothing retail at Zimbabwe. Descriptive research designs were applied with the statistical package for social sciences (SPSS).sample of 40 employees has been taken and data was collected through self-administered and scheduled interview from the target population of the study. The finding of the research shows that different factors like; training and skilled, culture, incentives, resources and employees involvement can affect strategy implementation and result in poor Academic performance. Strategy implementation can affect by different factors including the above mentioned variables and others which result in organizational inefficiency and low performance in both private and public organizations.

Osman (2014) was state the strategy implementation and Academic performance at private security company in Nairobi, Kenya. Both qualitative and quantitative research design was used in the study by using descriptive statistics and sample of around 54 was taken from the target population. Descriptive statistics, correlation and linear regression were used for the data analysing purposes in the research. Primary data was used as the data collection instruments through structured questionnaires. The research used different variables that contribute for strategy implementation purpose and earn high performance for organizations. Organizational structure, resources, leadership, information and communication technology are among the variables and the finding of the study shows the positive significant effect

between strategy implementation and Academic performance even though their degrees can be different.

Kinados and Makokhas (2020) in their studies on the effect of strategy implementation factors on Academic performance in agricultural finance corporation in north rift region they used descriptive research design with a sample of 100 employees. Census is a technique that has been used as a technique. Data collection instrument was primary data through questionnaire. The collected data was analysed by using SPSS with both descriptive and inferential statistics as a means of data analysis instrument. Multiple linear regressions are a research model and piloting is an instrument for checking the reliability and validity of the research questions. The study found out the positive significant relationship between strategy implementation factors like; resource, direction setting, communication and control of strategy and Academic performance.

(Mailu, Ntale et al. 2018) were aimed at determining the effect of strategy implementation on Academic performance in the pharmaceutical industry in Kenya. Descriptive survey research design was used with a sample size of 64 companies in Kenya. Questionnaire was the data collection instrument for the study purpose. Table and graph has been used to analyse the descriptive statistics while multiple linear regression is the model which was used to determine the cause and effect relationship of the independent and dependent variables. The final output of the research shows the positive significant relationship between strategy implementation and Academic performance. Structure, resource and organizational cultures are categorized as the factors that affect Academic performance. Effective implementation of organizational resource and managing organisational culture can earn high Academic performance.

(Owolabi and Makinde 2012) on their study on the effect of strategic planning on corporate performance they found out the existence of positive significant relationship between strategic performance and corporate performance a case study of Babcock University in Nigeria, but they didn't say anything about strategy implementation which is the most important and back bone to earn greater performance for an organizations if implemented effectively and efficiently, without implementation planning is nothing rather than a mere dream.

Gitonga (2013) was aimed at investigating the effects of strategic plan implementation on Academic performance at nakuru water and sanitation service companies. Cross sectional

research design were applied by using both descriptive and inferential statistics for the purpose of data analysis. The sample of 115 was used from employees and managers by using stratified sampling techniques. Structured questionnaires were used for data collection purpose from the primary source of information. Descriptive statistics like; mean, mode and standard deviation are used as data analysis instrument while regression and correlation analysis used as an inferential one. The study found out the positive significant relationship that the organizational structure and policy and procedure had on Academic performance even though the effect of policy and procedure is more than the organizational structure. Leadership and resource allocation has positive insignificant effect on the Academic performance according to the finding of this study. Organizations needs to consider the variables that affect their performance strongly and focusing on it to manage and maintain in order to gain competitive advantage in the environment.

According to (Ubi, Ojie et al.) in their studies on Issues of Strategy Implementation and Academic performance in Selected Manufacturing Companies in Calabar, they found out the existence of positive and significant relationship between the strategy implementation factors which includes; the strategy implementation issues, poor strategy commitment of managers and ineffective leadership on decision making in an organization and the performance of an organization. Again the basic variable like reward system and monitoring and evaluation is not used in their study and only little variable has been used in the study.

2.3.1 Summary of the research gap

Most of the previous reviewed literatures or studies are focused on strategy implementation and Academic performance in both public and private business organizations and little attention is given to public non-profit organizations. Descriptive research design was used almost by all of the above mentioned researchers. Mainly some important dimensions like monitoring and evaluation of strategy and design of reward system does not addressed as the strategic implementation variables and this deserves new attention again from the researcher. In some areas researchers are focused on the planning dimension of strategies and implementation has been forgotten. Strategy is all about implementation. Therefore the researcher will be aimed at fulfilling the above mentioned research gaps by applying explanatory research design.

Table 1: Summary of main findings of the empirical literature reviewed

Author	Type of data	Countries & time period	Research Methodology	Result
(Muendo & Ougutu, 2020)	Cross sectional data	Kenya, 2020	Descriptive and inferential statistics with Linear regression model	Strategy implementation has positive effect on Academic performance depending on leadership, structure and culture.
(Jayawarna & Dissanayake, 2019)	Cross sectional data	Nigeria, 2019 1980-2010	Cross sectional research method with linear regression model through inferential and descriptive statistics	Strategic plan enhance Academic performance.
(Hussein & Gichinga, 2018)	Cross section	Somalia, 2018	Cross sectional research design with linear regression.	Strategy implementation significantly affects Academic performance.
(Njagi and Kombo, 2014)	Cross sectional	Commercial banks in Kenya, 2014	Linear regression	Strategy implementation has positive significant effect on Academic performance.
Donna (2018)	Cross sectional data	Higher educational institution in sirlanka	Linear regression	Strategy implementation affects the performance of higher educational institution depending on resource allocation, leadership style, monitoring and evaluation.
Guruwo et al. (2017)	Cross sectional data	Clothing retail in Zimbabwe	Linear regression model	SI has positive significant effect

				on performance.
Osman (2014)	Cross sectional data	Effect of SI on performance of private security company in Kenya	Logit model	SI has positive effect on performance
Kinados and Makokhas (2020)	Cross sectional data	SI effect on performance at north rift region	Linear regression model	SI has significant effect on Academic performance.
Mailu et al. (2018)	Cross sectional	Effect of SI in pharmaceutical industry in Kenya.	Linear regression model	SI has negative significant effect on the Academic performance.
Owolabi et al., (2012))	Cross sectional data	Strategic planning and corporate performance in Babcock university in Nigeria.	Multiple Linear regression model	SP has positive effect but insignificant on performance of the university.
Gitonga (2013)	Cross sectional data	Water and sanitation service company in Nigeria	Multiple Linear regression model	SPI has positive effect on performance
According to Ubi et al., (2018)	Cross sectional data	Issues of strategy plan implementation in calabar	Multiple linear regression model	SPI has positive significant effect on Academic performance in calabar.

2.4 Conceptual frame work

Based on the research objectives the conceptual frame work was developed. In this study six dimensions of strategy implementation (leadership, structure, culture, reward system, policy and monitoring) can used as independent variables while Academic performance used as dependent variable.

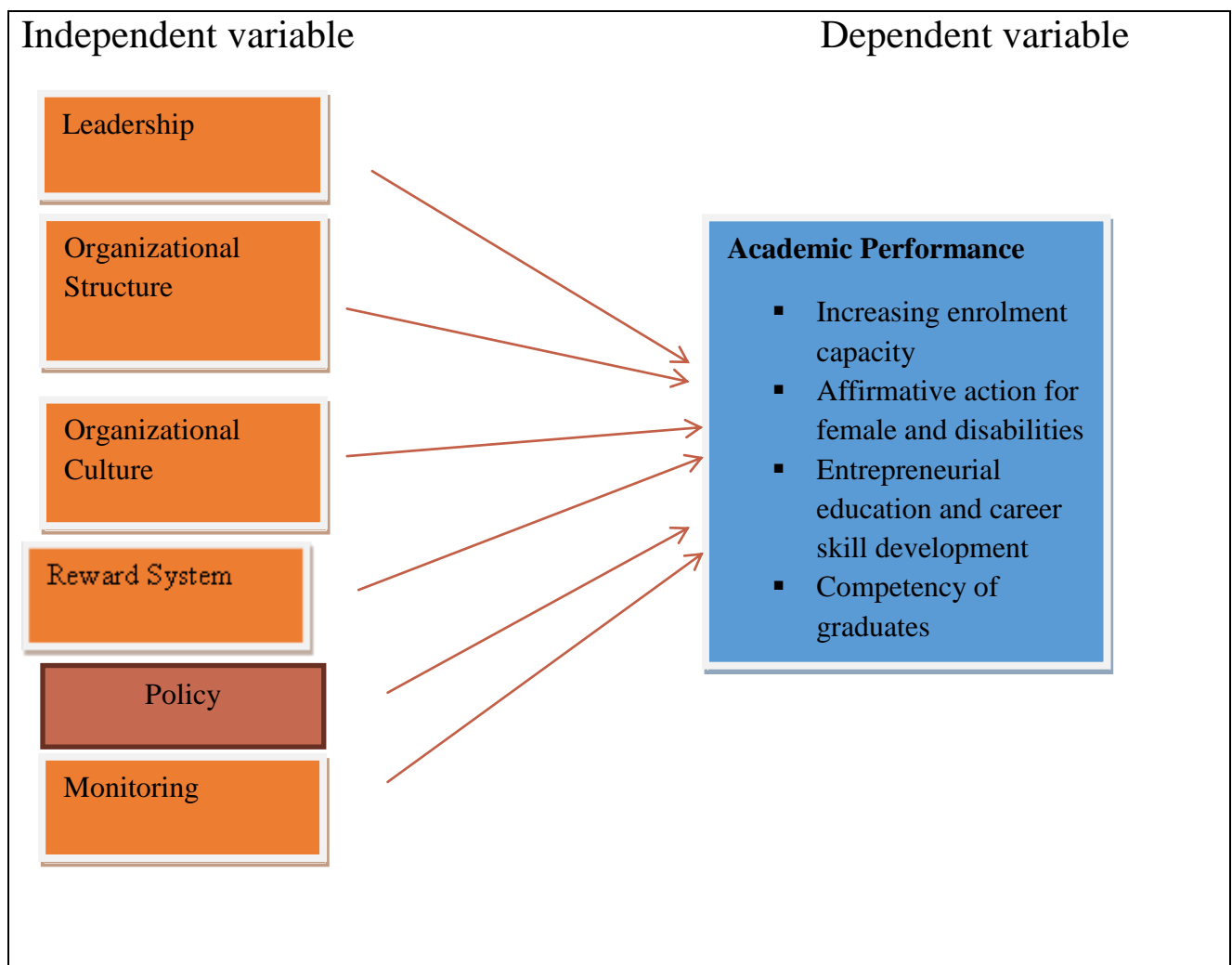


Figure 1 Model for the conceptual frame work

Source researcher, 2021

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter outlines the research design and methodology that was used by the study. It defines the whole process that the researcher used to get the data, research design, data collection method, the sample size, target population, data collection instrument, data collection procedure and ethical consideration during data collection.

3.1 Research Design

Research design is the frame work of research methods and techniques chosen by the researcher. The design allows researchers to develop in on research methods that are appropriate for the subject matter and set up the studies up for success. Proper research design simplifies the work of the researcher and creates favorable working condition for the researcher. In descriptive design, researcher is only expected to describe the situation or case under the research study. It's a theory based design method which is created by gathering, analyzing and presenting collected data. This allows a researcher to provide insights into the why and how of the research. Explanatory design uses researcher's ideas and thoughts on a subject to further explore their theories. The research explains unexplored aspects of a subject and details about what, how, and why of research questions.

The main objective of the study was to investigate the relationship between strategy implementation and Academic performance. For this purpose descriptive and explanatory research is a kind of research which is appropriate to address the main aim of the study. Both descriptive and inferential statistics were used. Quantitative Research method was used to gather data from the respondents to recognize and predict some aspects of the behavior of the population interest. The quantitative research approach basically provides facts and figures about phenomena and involves statistical analysis (Ticehurst, 2000). Under the quantitative research method of data collection, standard questionnaire with modification to fit the context of the study was used to collect data for this study. The researcher used the measure with numbers and then analyses the data with statistics techniques by using SPSS software.

3.2 Sample Design

A sample design is the frame work that serves as the basis for the selection of a survey sample and affects many other important aspects of survey as well as the sample design provides the basic plan and methodology for selecting the sample. It contains target population, sample size and sampling techniques.

3.2.1 Target population

The study was focused on investigating the effect of strategy implementation on Academic performance a case of Jimma University. Specifically, to investigate the academic performance of Jimma University.Both academic and administrative staffs were targeted. Because, to achieve academic excellence both academic and administrative staff has their own role and academic performance cannot be achieved with the absence of one staff. This is why both staffs are included in the study. Due to their experience and strategy implementation awareness populations are selected based on their position and seniority in the university by using purposive sampling technique. This includes department heads, dean and vice deans, and academic staff with above assistant professor from the academic area and only college officers was targeted from the administration in all colleges.

Table 2 Total population of the study

No of colleges & institutes	Total no of dep.t heads	Total no of dean and vs. Dean	Number of college officers	Academic staff with rank of above Ass.pro	No of administrative staff
Business and economics	5	2	8	42	5
Institute of technology	13	2	8	39	5
Social science and humanity	13	2	8	79	5
Law and Gov.	3	2	8	15	5

JUVCAM	7	2	8	89	5
Natural science	6	2	8	59	5
Education and behavioral science	4	2	8	41	5
Inst. health	23	2	24	244	15
Total	74	16	80	608	50

3.2.1 Sample Size

A sample size is a mechanism of addressing a portion of the population which adequately represents the entire population according chandra (2004). An adequate sample size is important for identifying the correct factor structure. The total number of academic and administrative employees in Jimma university institute of health and Jimma institute of technology and all six colleges including business and economics, law and governance, social science and humanity, natural science, behavioral science and JUVCAM in total is 828. And to determine the average number of respondents from academic and administrative staff to be included in the study, sample was determined by using the formula which was developed by Yamane (1967). The formula applied with five percent (5%) error and ninety five percent (95%) confidence level to determine the sample size. Hence

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

Where

N = population size,

n = sample size,

e = margin of error at 5% (standard value of 0.05)

$$n = \frac{828}{(1 + 828 \times (0.05)^2)}$$

N = 270 (is selected sample size).

3.2.3 Sampling technique

According to (Fourer, Gay et al. 1987) stratified sampling is an appropriate methodology in order to make proportionate (take part of the whole) and meaningful in the population. (Walker 1993) described the stratified sampling as an efficient choice because the means of the stratified samples are likely to be closer to the mean of the population overall and stratified random sample typically reflects the characteristics of the population as a whole. Even though, all the respondents was the staff in university the respondents from academic and administrative staff was selected by using simple random sampling.

3.2.4 Sample size proportion of college and institute and academic and administrative staff.

Table 3 sample proportion of the total population

College & institutes	Total number of employees	Total sample size proportion	Sample proportion for academic staff	Sample proportion for administrative staff
Business & eco	62	$62 * 270 / 828 = 20$	$20 * 0.8 = 16$	$20 * 0.2 = 4$
Inst. Tech	67	$67 * 270 / 828 = 22$	$22 * 0.82 = 18$	$22 * 0.18 = 4$
Social. S & humanity	107	$107 * 270 / 828 = 35$	$35 * 0.89 = 31$	$35 * 0.11 = 4$
Law & Gov.	33	$33 * 270 / 828 = 11$	$11 * 0.64 = 7$	$11 * 0.36 = 4$
JUVCAM	111	$111 * 270 / 828 = 36$	$36 * 0.89 = 32$	$36 * 0.11 = 4$
Natural science	80	$80 * 270 / 828 = 26$	$26 * 0.85 = 22$	$26 * 0.15 = 4$
Education & behavioral science	60	$60 * 270 / 828 = 20$	$20 * 0.8 = 16$	$20 * 0.2 = 4$
Inst. Health	308	$308 * 270 / 828 = 100$	$100 * 0.87 = 87$	$100 * 0.13 = 13$
Total	828	270	229 (85%)	41 (15%)

3.3 Sources of data

Both primary and secondary data was used in this study. Primary data was collected from academic and administrative targeted staff in Jimma University. And the source of secondary data was Jimma university plan and human resource management office, staff co-workers.

3.4 data collection instrument, design and procedure

3.4.1 Data collection design

To explain the effect of strategy implementation on Academic performance likert scale questionnaire was used. The Questionnaires was distributed for the targeted population and collected for the purpose of data analysis by the researcher.

3.4.1 Procedure of data collection

Support letter was provided from Jimma University, management department which shows the topic of the research and request for cooperation from the concerned body to conduct the research. First data was collected from Jimma University plan and human resource management office to know the exact number of departments in each college and institutes in the university.

According to (porta, 2008) Pilot study is a small-scale test of the methods and procedures to be used on a large scale. The researcher carried out a pilot testing of the questionnaire for validity and reliability.

Researcher selected 30 respondents (20 from academic and 10 from administrative employees) and 30 questionnaires were distributed to the respondents. This questionnaire contains 42 items that identify and measure key strategy implementation elements and performance found to be strongly linked to organizational success. The questionnaire has three parts: Part 1 to gather data on the demographic information of participants, Part 2 to gather information on strategy implementation items from the respondents and part 3 to gather and examine about academic performance. All questions of part 2 and part 3 were scored along a 5-point likert scale (1= strongly disagree, 2= disagree, 3= neutral, 4, agree and 5= strongly agree). The Independent variables are the strategy implementation elements:

leadership, organizational structure, organizational culture, reward system, policy and monitoring whereas the dependent variable is Academic performance.

Validity and Reliability of the Instrument

Reliability and validity are two important characteristics of any measurement procedure. Reliability refers to the confidence we can place on the measuring instrument to give us the same numeric value when the measurement is repeated on the same object. It is the degree to which one may expect to find the same result if a measurement is repeated. One way to ideally measure reliability is by the test-retest method. It is done by measuring the same object twice and correlating the results. If the measurement generates the same answer in repeated attempts, it is reliable. Validity on the other hand means that our measuring instrument actually measures the property it is supposed to measure. The objective of assessing validity is to see how accurate is the relationship between the measure and the underlying trait it is trying to measure. ((Mukherjee, Gaur et al. 2013)Then, the returned 30 questionnaires were coded, analysed by using SPSS and the result was identified in terms of Cronbach’s Alpha. Cronbach’s Alpha coefficient is an indicator of internal consistency of the scale. A high value of the Cronbach’s Alpha coefficient suggests that the item that make up the scale ‘hang together’ and measure the same underlying construct. A value of Cronbach’s Alpha above 0.70 can be used as a reasonable test of scale reliability. Reliability analysis (Cronbach’s Alpha) was carried out on each of the strategy implementation elements And Cronbach’s Alpha coefficient of all independent and dependent variables are greater than 0.70 as shown in table 3.3 below.

Table 4 Cronbach’s Alpha Reliability Coefficients

<i>Dimension</i>	<i>No of Items</i>	<i>Cronbach’s Alpha</i>
Leadership	6	0.818
Organizational structure	6	0.790
Organizational culture	6	0.782
Reward system	6	0.812
Policy	6	0.816
Monitoring	6	0.734
Academic performance	6	0.835

Total Cronbach's Alpha		0.845
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Source researcher survey, 2021

Based on the findings of Cronbach's Alpha Reliability Coefficients value above on table 3.3, all the independent variables: leadership, organizational structure, organizational culture, reward system, policy and monitoring has Cronbach's alpha value of, 0.818, 0.790, 0.782, 0.812, 0.816, 0.734, and 0.835 respectively, which is greater than 0.70. On the other hand the Cronbach's Alpha value of the dependent variable Academic performance) is also 0.835, which is also greater than 0.7. Similarly the collective Cronbach's Alpha value of dependent and independent variables is 0.882, this is also greater than 0.7. Based on Cronbach's Alpha reliability coefficients value we can conclude that the instrument was reliable to investigate the case under this study.

Validity

The validity of the questionnaires was checked with the advisors and based on the relationship between the measure and the underlying trait is accurate.

3.5 method of data analysis

Data was collected and checked for its consistency, completeness, missing and other errors before the entry process. The data coding make ready and correct questionnaire for analyzing process. A data entry template was organized and data was entered in to the appropriately designed program for analysis. Therefore, data was analyzed by descriptive and inferential statistics using Statistical Package for Social Science (SPSS). Descriptive statistical indexes like percentage, frequencies, mean and standard deviation were used for data analyzing purpose. Similarly, inferential statistics such as correlation and multiple linear regressions was used to identify the strength of relationship and the degree of prediction between strategy implementation and Academic performance.

The multiple linear regression models have been selected for this study because of the continuous nature of the dependent variable. Multiple linear regression attempts to model the relationship between two or more explanatory variables and a response variable by fitting a linear equation to observed data. Every value of the independent variable x is associated with a value of the dependent variable y . The population regression line for p explanatory variables x_1, x_2, \dots, x_p is defined to be $y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_p x_p$. This line describes how

the mean response y changes with the explanatory variables. The observed values for y vary about their mean y and are assumed to have the same standard deviation.

Multiple linear regressions will be used to determine the quantitative relationship between the variables.

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + E$$

Where

Y = represents dependent Variable,

b_0 = constant

B_n = Coefficient

X_n = Represents the independent variables in the model estimation

E = represents error

3.6 Operational definitions of variables

While it is difficult to examine thorough all research works in this area of interest, a few researchers have used limited sometimes parallel variables. Based on the review of those researchers work, the strength of the variables, availability of data and fitness to a specific model, accordingly, the following variables are selected and included in the study.

3.6.1 Dependent variables

Academic performance: One of the strongest definitions of Academic performance describes it in terms of progress and survival of the firm (E-zine, 1960; (Chandler and Hanks 1993)It defines as, an organization may reflect its performance to be operative if it is able to meet its set goals and continue to improve. (Farlex 2012)), explain Academic performance as the definite output/results of an organisation accomplished when dignified beside its intended goals and objectives. Bartoli and Blatrix's, (2015), the definition of performance should be achieved through items such as evaluation, piloting, efficiency, effectiveness and quality.

3.6.2 Independent Variables

Leadership: Leadership is the art and science of inspiring a group of people to endeavour toward realizing a common goal. In a business setting, this can mean guiding staffs and co-workers with a strategy to meet the company's needs. Leadership captures the basics of being bright and prepared to encourage others. Effective leadership is based upon ideas both original and borrowed that are well communicated to others in a way that engages them enough to act as the leader wants them to act (Scott 2011).

Organizational structure: Organizational structure is a system used to outline a hierarchy within an organization. It identifies each job, its role and where it reports to within the organization. This structure is developed to launch how an organization functions and supports an organization in attaining its goals to allow for future growth. The structure is illustrated using an organizational chart (Munsterberg 1972, Leftwich, Nash et al. 2019) Organizational structure is the outline of the relations on jobs, systems, operating process, people and groups making efforts to achieve the goals. Organizational structure is a set of approaches dividing the task to determined duties and coordinates them.

Hold and Antony (1991) Structure is not a direction mechanism and it affects all organizational process. Organizational structure refers to the prototypes of internal relations of organization, power and relations and reporting, formal communication channels, responsibility and decision making designation is clarified. Organizational structure should simplify decision making, proper reaction to environment and conflict resolution between the units.

Organizational culture: Organizational culture is a system of shared assumptions, values, and beliefs, which directs how people perform in organizations. Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. These shared values have a strong influence on the people in the organization and command how they dress, act, and perform their jobs. Every organization progresses and maintains a unique culture, which provides guidelines and boundaries for the behaviour of the members of the organization (Webner, 2010).

Many Scholars had given the definition of organizational culture. Some of the popular definitions are given below: According to Robbie Katanga, “Organizational Culture is in what manner organizations do things. “According to Alec Haverstock, “In large part, Organizational culture is a product of compensation. “

According to Bruce Perron, “Organizational culture defines a mutually shared description of an organization from within. “According to Richard Perrin, “Organizational culture is the sum of values and rituals which aid as a glue to integrate the members of the organization. “According to Alan Adler, “Organizational culture is sophistication in the workplace.” According to Elizabeth Skringar, “Organizational culture is shaped by the main culture of the society we live in, even if with greater emphasis on particular parts of it.” According to Abdi Osman Jama, “An organization is a living culture that can regulate to the reality for fast as possible.”

Reward: Reward is an inspiration plan to strengthen the desirable behaviour of workers or employers and in reappearance for their service to the organization. Rewards can be monetary in the form of salary or non-monetary in the form of awards for some superior services to the company or simply giving an employee a work which he enjoys doing. The primary objective of organizations in providing rewards is to attract, maintain and retain efficient, high performing and motivated employees (skool, 2020).

Policy: Policy is a law, regulation, procedure, administrative action, incentive, or voluntary exercise of governments and other institutions. Policy decisions are regularly reflected in resource allocations. In short, policies simply guide our actions. Policies can be guidelines, rules, regulations, laws, principles, or directions. They say what is to be done, who is to do it, how it is to be done and for (or to) whom it is to be done.

Monitoring: monitoring is the systematic process of collecting, analysing and using information to track a programme’s progress toward reaching its objectives and to guide management decisions. Monitoring habitually focuses on processes, such as when and where activities occur, who delivers them and how many people or entities they reach. Monitoring is conducted after a programme has initiated and continues throughout the programme implementation period. Monitoring is sometimes referred to as process, performance or formative evaluation (Gage &Dunn, 2009).

The Periodic tracking (for example, daily, weekly, monthly, and quarterly, annually) of any activity's progress by systematically gathering and analysing data and information is called Monitoring. The target audience/beneficiaries must be defined along with what you are doing, and whether your activities are being implemented as planned or not. Monitoring of a program or intervention involves the gathering of routine data that measures progress toward achieving program objectives. It is used to track changes in program outputs and performance over time. It provides regular feedback and early indications of progress (or lack of progress). Its purpose is to certification the management and stakeholders to make informed decisions regarding the effectiveness of programs and the efficient use of resources (Santag, 2019).

3.7 Expected signs of variables

The estimated coefficients of the independent variables are expected to have the following signs:

Table 5: Expected Signs of the Coefficients of the Independent Variables

Coefficient of variables	Expected sign
Leadership	+
Organizational Structure	+
Organizational Culture	+/-
Design of Reward System	+
Policy	+
Monitoring	+

Assumption Tests

Assumption tests were undertaken before applying multiple linear regression models. Different assumption tests were measured to ensure the appropriate use of data analysis. Those assumption tests include the linearity, normality test, homoscedasticity and hetrocedastcity, Multicollinearity tests.

3.8 Ethical considerations

In the study the researcher deliberately measured ethical issues in seeking permission, keeping privacy and caring the secrecy of respondents that met during the study. Further to this, the researcher told the purpose of the study to the respondents and ensured voluntary participation, as it is only for academic purpose with full confidentiality. To avoid any harm on the research participants, the researcher has been careful to stand by the general research ethics. This is because of questionnaire participants may suspicious to be harmed with what they express to the researcher.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

This chapter contains the demographic results, descriptive statistics, and correlation between variables, assumption tests, and multiple regression analysis. It shows the analysis and interprets the study which examines the effect of Strategy implementation (leadership, organizational structure, organizational culture, reward system, policy and monitoring) on Academic performance.

4.1 Response rate

Response rate = Number of valid response x 100/ Total number approached

Response rate = $230 \times 100 / 270 = 85.2\%$

This indicates from the total 270 distributed questionnaires 85.2% was exactly filled and returned while 14.8% are remain uncollected.

4.1.1 Demographic descriptions

The demographic descriptions contain Age, Gender, Educational rank, Experience and position of the population under the study. This may help to clearly know the background information of the respondents. Having background information helps the researcher and the user of these findings to trust the results of the study.

Gender

Table 6 Gender Distribution of the Respondents

Sex		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Male	162	70.4	70.4	70.4
	Female	68	29.6	29.6	100.0
Total		230	100.0	100.0	

Source researcher survey, 2021

As shown above in table 4.1 from all respondents of the research 2030, 70.4% or 162 are male, while 29.6% or 68 are female respondents.

This shows that the numbers of female employees are less than half compared with the number of male. The variations are high between the number of female and male staff of Jimma University.

Age Distribution

Table 7 Age Distribution of the Respondents

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	24	10.4	10.4	10.4
	30-40	114	49.6	49.6	60.0
	40-50	81	35.2	35.2	95.2
	50 and above	11	4.8	4.8	
	Total	230	100.0	100.0	100.0

Source research survey, 202

As the respondents age frequency table show from the total respondents of 230 (100%), 24 (10.4%) are between 20-30 years old, 81 (35.5%) are between 30-40 years old, 11 (4.8%) of the respondent are >50 years old and 144 (49.5%) are between 40-50 years old. This implies that most employees are at the working age level.

Educational rank

Table 8 Distribution of Educational Rank

Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	first degree	29	12.6	12.6	12.6
	master's degree	73	31.7	31.7	44.3
	Assistant professor and above	128	55.7	55.7	
	Total	230	100.0	100.0	100.0

As we can see from the above table 4.3 from the total 230 or 100% of the respondent's, 29 (12.6%) are degree holders, 73 (31.7%) are masters holder and 128 (55.7%) are above assistant professor in their educational rank.

Work experience

Table 9 Distribution of Work Experience

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 year	31	13.5	13.5	13.5
	2-5	84	36.5	36.5	50.0
	5 And Above	115	50.0	50.0	100.0
	Total	230	100.0	100.0	

As we can see from the above table 4.4 from the total 230 or 100% of the respondent's, 31 (13.5%) has 1-2 year work experience, 84 (36.5%) has 2-5 year work experience and 115 (50.%) has 5 and above year work experience in the university.

Position

Table 10 Distribution of the Respondent's Position

Position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lecturer with rank above	128	55.7	55.7	55.7
	assistant professor	46	20.0	20.0	75.7
	department heads	12	5.2	5.2	80.9
	Dean	14	6.1	6.1	87.0
	vice dean	30	13.0	13.0	100.0
	college officer	230	100.0	100.0	
	Total				

As we can see from the above table 4.5 from the total 230 or 100% of the respondent's, 128 (55.7%) are lecturer with rank of above assistant professor in their position , 46 (20%) are department head, 12 (5.2 %) are college dean, 14 (6.1%) are vice dean and 30 (13%) are college officer in their position in the university.

4.2 Descriptive Statistics for strategy implementation dimension and Academic Performance.

The descriptive statistics was used as a way to examine the mean, standard deviation, and other information which are not outward in the raw data. It was needed to determine the effect of strategy implementation on Academic performance. Table 4.6 below, contains descriptive data which includes mean and standard deviations for the strategy implementation dimensions which contains leadership, organizational structure, organizational culture, reward system, policy and monitoring and Academic performance.

Table 11 Five scale likert criteria.

No	Mean range	Response option
1	1 to 1.80	Strongly disagree
2	1.80 to 2.60	Disagree
3	2.60 to 3.40	Neutral
4	3.40 to 4.20	Agree
5	4.20 to 5.00	Strongly agree

4.2.1 Academic performance

The Academic performance of the university had improved overall as a result of strategic implementation process in the university (see table 4.6). However, certain strategic objectives received higher rating in terms of improvement than others. Six items were used to measure strategic implementation performance.

Table 12 Academic performance

	Academic performance	no	Mean	St.D
1	Enrolment capacity of the university is increasing from time to time.	230	3.62	1.13
2	Affirmative actions are provided for female and disabilities.	230	4.00	.82
3	Graduates are competent enough.	230	3.30	1.11
4	Periodic program review and Academic audit is cultured in the university.	230	3.40	1.03
5	Culture of innovation and entrepreneurship are developed well.	230	3.30	1.12
6	Supportive staffs are well trained and structured	230	3.652	1.09

Average mean	3.54	1.06
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Source; research survey 2021

As we can see from the above table 4.6, there are six items for measuring performance as a dependent variable. The response of the respondents are somewhere between 2.48 and 4.6 .but, the mean average is about 3.54 and implies agree. Respondents were agree that the enrolment capacity, affirmative action for female, competency of graduates, periodic program review, culture of innovation were developed well in the university. The statistics shows that Jimma University are performing good regarding to the student intake capacity, delivering affirmative action for females and disabilities. This two has highest mean score compared to other items which is about 3.62 and 4. Again the competency of the students and program review and academic audit is also cultured in the university. Culture of innovation and entrepreneurship earn least mean compared to others and the university needs to concern there. Lastly supportive staffs are well trained and structured to assist the objective of the university in terms of academic performance.

Table 13 Leadership statements

	leadership	No	Mean	St.D
1	The leadership has concrete Vision, mission and goal for the university.	230	3.81	1.02
2	It is culture to give feedback for the institution, weather negative or positive.	230	3.97	0.76
3	Leaders promote shared behaviour, vision, mission, norms and values among Employees.	230	3.96	0.76
4	Different opinions are tolerated by the leadership of the university.	230	4.17	0.98
5	Leaders are innovative and Competent.	230	3.35	1.08
6	There is transparency in Promotion of employees.	230	3.32	1.02
	Average mean		3.76	0.93

Source; research survey 2021

Again as mentioned in the above table all respondents were agreed on all the above mentioned leadership items. The response of the respondents are somewhere between 2.83 the lowest response and 4.69 which shows highest response from the respondents. The 3.76 average mean shows that the responses of the most respondents were agree towards the listed questions under leadership. This implies that the leaders of the university are visionary and has a mission and shared vision and mission are promoted well among employees in the university. Feedback is given timely and different opinions are tolerated by the leaders of the university. Competency and the innovative capacity of the leaders and transparency of employees earn less average mean compared to the other items and needs to get the attention of the university well. Overall the response of the respondents shows that there is a good leadership in Jimma University. This supported by the study which is undertaken on the Influence of strategy implementation on the performance of manufacturing small and medium firms in Kenya (peter kithara, 2016).

Table 14 Organizational structure statements

	Organizational structure	no	Mean	St.D
1	There is effective and balanced division of task and Responsibilities among the employees in the university.	230	3.48	.93
2	There is a simple layer of reporting which enhances Efficiency.	230	3.4	0.96
3	There is a division of labour in effective and efficient manner.	230	3.33	0.988
4	All hierarchical levels are involved in decision making.	230	3.44	0.95
5	The structure of the university allows division of tasks among various departments to enhance performance.	230	3.77	.79
6	The existing structure co-ordinate individual efforts and roles in the university	230	3.24	1.042
	Average mean		3.44	0.942

Source; research survey 2021

As mentioned in the table 4.8 above the overall mean for the six items shows 3.44 which implies agrees. But, the response from the respondents are somewhere between 2.5 and 4.38 this is to mean that; the Respondents are Agree that there is effective and balanced division of task and responsibility among employees, the existence of simple layer of reporting in the

university. Division of labor and coordinating individual efforts has a least mean score compared to others. There is well structured division of tasks among different departments and Also all hierarchical levels are involved in the decision making process in the university. Overall the responses of the respondent's shows that the university has a good working organizational structure with average mean score of 3.44. This is supported by the study which is undertaken by Gichinga, (2018) on Effects of strategic plan implementation on Academic performance: a case study of Nakuru water and sanitation services company

Table 15 Organizational culture statements

	Organizational culture statements.	No	Mean	St.D
1	Everyone believes that he/she has positive effects on the university.	230	3.40	1.12
2	Cooperation across different part of the university is actively encouraged.	230	3.70	1.08
3	There is continuous investment on the skill of the employees.	230	3.46	1.67
4	Easy to reach on consensus even on difficult issues among the employees in the university.	230	3.93	1.08
5	Respecting each other is the core value among employees of the university.	230	3.53	1.01
6	New and improved ways to do work are continually adopted in the university.	230	3.45	1.133
	Average mean &std		3.47	1.182

Source; research survey 2021

As we can see from the table 4.9 above the average mean for the listed six items were 3.47 which implies agree. The response of the respondents is between 2.29 and 4.65. This shows that there is a strong cooperation between different parts /interdepartmental cooperation among departments on work to achieve the intended goal and objectives of the university. There is also continuous investment in the university which aimed to increase the skill and awareness of the employees in the university. Employees respect each other and it is easy to reach an agreement between employees on different issues. New ways of handling a job is continuously adopted in the university to improve academic performance. Overall the organizational culture in the university is good. Generally, Respondents were Agree on the

item listed above that is related to the organizational culture in the university through close-ended questionnaire. This is supported by the study which is conducted on the Effect of Strategy Implementation on Performance of Commercial Banks in Kenya (Njagi & Kombo, 2014).

Table 16 Reward system statements

	Reward system statements.	No	Mean	St.D
1	Promotion is primarily based on seniority in the university.	230	3.53	1.67
2	Employees are admired for their good achievement by the leaders of the university.	230	3.45	0.77
3	There is formal recognition such as certificate, employees of the year and etc.	230	3.69	0.95
4	Employees are rewarded Financially for their achievement.	230	3.43	0.73
5	There is a sense of competition between employees for promotion.	230	3.46	1.19
6	Reward motivates employees for better achievement.	230	3.41	1.39
	Average mean		3.49	1.116

Source; research survey 2021

As shown above in the table 4.10 the average mean of the all six item is about 3.49 and this implies that the respondents are agree with the above listed items. But, the response of the respondents are somewhere between 2.38 and 4.6. So the response of the respondent's shows that employees are promoted based on seniority and those with good achievements are admired by the leaders of the university. Employees are recognized formally and rewarded financially as the response from the respondents implies. Sense of competition is there between employees in the university and the feedback from the respondents shows that rewards from the university motivate the employees for better achievement. So there is a reward system in Jimma University.

Table 17 Policy statements

	Policy statements.	No	Mean	St.D
1	The university has clear set Policies on how decisions are made.	230	3.73	1.06
2	The university has well Documented policies on how employees in the university are supposed to operate.	230	3.73	1.06

3	The university has clear Adopted policies that create conducive environment to support strategic implementation.	230	3.79	0.96
4	There is well laid policies that measure university Performance contracting.	230	3.45	1.03
5	Good awareness is there Between employees of the University about its policy.	230	4.08	1.16
6	The policy of the university is revised with the changing environment.	230	3.78	1.04
	Average mean		3.76	1.051

Source; research survey 2021

As we can see from the above table the average mean for the policy items shown above is between 3.76. The response of the respondents is between 2.71 and 4.81. The mean average shows that the respondents are agree with the listed questions above. The university has a clearly seated and well documented policy on how decision is made and employees are supposed to operate to support each other. Again there is clearly adopted and well laid policy in order to have a favourable working environment and to measure the performance. Lastly the employees have good awareness about the policy of the university and each policy is revised considering the changing environment in mind. This supported by the study which is undertaken on the title Effect of strategic plan implementation on Academic performance of afi pure mineral water in Mogadishu, Somalia (Hussein & Gichinga, 2018).

Table 18 Monitoring statements

	Monitoring statements.	No	Mean	St.D
1	Every project is implemented in check and balance between.	230	3.75	1.06
2	Problems are detected and corrected early.	230	3.55	0.96
3	There is stated consequence for employees who fail to Meet required standards of activities.	230	3.90	0.75
4	Reports of monitoring are documented and provided to relevant body for action.	230	3.90	1.03
5	Check and balance between leadership hierarchies in the university is nurtured.	230	3.53	1.16
6	Monitoring mechanism Employed in this university promoted	230	3.45	1.04

university success.		
Average mean	3.68	1

Source; research survey 2021

As we can see from the above table 4.12 the overall mean of the all six items related to monitoring is 3.68. The response of the respondents is between 2.68 and 4.68. Since the average mean is between 3.40 to 4.20 it shows agree. Therefore the response from the employees shows that in Jimma University there is check and balance whenever every project is implemented, problems are detected and corrected timely. Stated consequence is there for employees who fail to meet the required standard and reports are documented and there for concerned body for action's. The check and balance between leaders in the university and employed monitoring mechanism promote the success of the university .generally the response from the respondents show that the university has well laid and documented monitoring system which contributes a lot for the success of the university. This is supported by the study which is conducted on Effect of Strategy Implementation on Performance of Commercial Banks in Kenya (Mbogo, Wario et al. 2019)

4.3 Correlation Analysis

Correlation analysis was performed to determine if there were any relationships between the dependent variable and independent variables (Academic performance) and (leadership, organizational structure, organizational culture, Reward system, policy and monitoring). To analyze the relationship between variables descriptive techniques were used. As described by Amin (2005) descriptive statistics provides us with the techniques of numerically and graphically presenting information that gives an overall picture of the data collected. To analyze data Pearson's correlation analysis was used and the correlation is significant at 0.05 values. In order to interpret the results of the correlation there are standards. According to Some hand Lewin (2005) the criterion for evaluating the magnitude of a correlation was as follows: If the correlation coefficient (r) 0.01 - 0.29 the strength of relationship is weak, when correlation coefficient t (r) 0.30 - 0.49 the relationship is medium/moderate and when the correlation coefficient (r) 0.50 - 1.0, the strength of relationship is strong. The negative sign indicates that as the score of one variable increase, the score of the other variable decreases. A correlation coefficient of 1 or -1 indicates the strong relationship and the Pearson correlation coefficient (r) of zero or if it is very close to zero, it shows as there is no relationship/very weak relationship between variables. So, the correlation results of this study are analyzed based on the above correlation coefficient standards of Somekh and Lewin.

4.3.1 The correlation analysis between the variables under the study

Table 19 the overall relationship among strategy implementation elements and performance

	1	2	3	4	5	6	7
Leadership	1						
Structure	0.458	1					
	0.000						
Culture	0.462	0.546	1				
	0.000	0.00					
Reward	.469**	.455**	.512**	1			
	.000	.000	.000				
Policy	.463**	.473**	.490**	.424**	1		
	.000	.000	.000	.000			
Monitoring	.503**	.517**	.476**	.493**	.494**	1	
	.000	.000	.000	.000	.000		
performance	.551**	.547**	.532**	.509**	.588*	.569*	1
	.000	.000	.000	.000	.000	.000	

Source; research survey (2021)

N = 230 Number of respondents

Correlation is significant at 0.05 levels (2.tailed).

- a. Dependent Variable: Academic performance
- b. Independent Variable: leadership, organizational structure, organizational culture, Reward system, Policy and Monitoring.

As we can see from the above table 4.15 leadership, organizational structure, organizational culture, reward system, policy and monitoring had a strong positive relationship with Academic performance with r value of (r=0.551, 0.547, 0.532, 0.509, 0.588 and 0.569 which is between 0.5-1.0 value and its categorized under the strong positive relationship. Generally the strategy implementation dimensions/elements which include leadership, organizational structure, organizational culture, reward system, policy and monitoring have a strong positive relationship with Jimma University academic performance.

4.4 Regression Analysis

4.4.1 Assumption tests

Once upon a time applying the multiple linear regression analysis to test the effect strategy implementation on Academic performance, some tests were conducted in order to ensure the relevance of data analysis. The followings are among the pre-assumption or multiple linear regression assumptions which includes normality, linearity, Homoscedasticity Hetroscedasticity and Multicollinearity as follows:

4.4.2 Normality test

Normality test was used to test whether the data were normally distributed or not. To test the normality, skeweness and kurtosis was used with z-value. If the z-value was between 1.96 and -1.96 and Shapiro-wilk test significance was above 0.05 the data was normally distributed and there was no normality problem.

Table 20 statistical test of normality

Independent variables	Descriptive						Test of normality
	Skeweness	S.E	Z-value	Kurtosis	S.E	Z-value	<i>Shapiro-wilk test Sign. value</i>
Leadership	-0.013	0.160	0.0812	-0.243	0.320	-0.759	0.054
Structure	-0.015	0.160	0.0937	-0.241	0.320	-0.753	0.055

Culture	0.015	0.160	0.0937	-0.136	0.320	-0.425	0.060
Reward	-0.020	0.160	-0.125	-0.234	0.320	-0.731	0.056
Policy	-0.008	0.160	-0.05	-0.245	0.320	-0.765	0.088
Monitoring	-0.029	0.160	0.1812	-0.236	0.320	-0.737	0.085

Statistical test of normality

The Skewness and kurtosis measure should be as close to zero as possible, in SPSS. However, data are often skewed and kourtic. A small retreat from zero is therefore no problem, as long as the measures are not too large compare to their standard error. As magnitude, we must divide the measure by its standard error, and we need to do this by our hand, using calculator. This will give us the z-value, which should be somewhere between -1.96 and +1.96 (dober walin 2019 from online). Based on this Skewness and kurtosis z-value of leadership is -0.0812 and -0.759, organizational structure is -0.0937 and -0.753, organizational culture -0.0937 and -0.0425, Reward system is -0.125 and -0.731 and policy and monitoring are -0.05 and -0.765 and -0.01812 and -0.737 respectively. The z-value all independent variables are between -1.96 and +1.96. Therefore we can conclude that the data of the study are normally distributed.

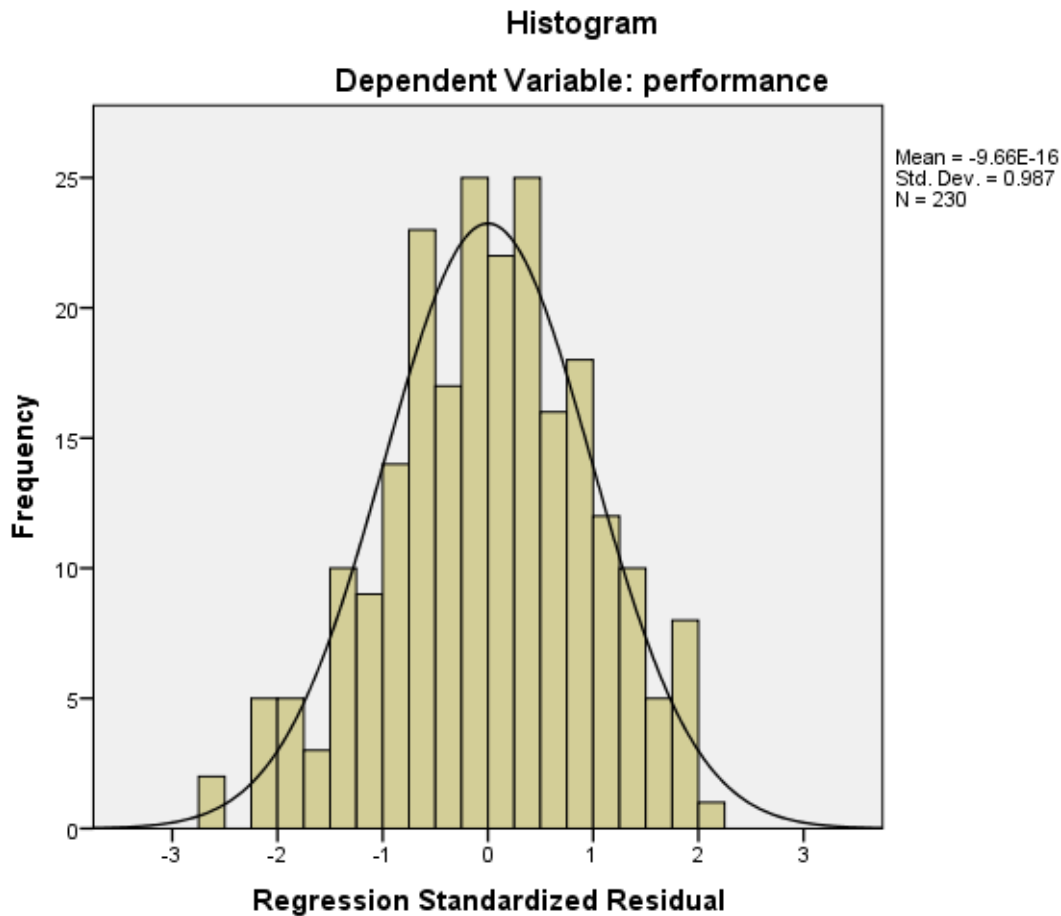
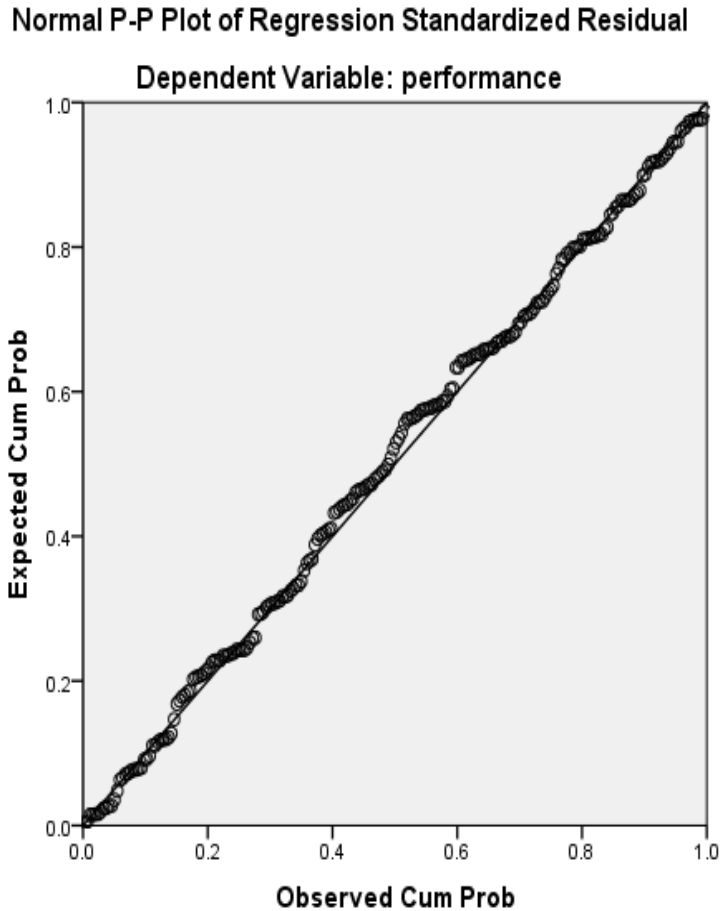


Figure 2The regression model assumption of normality in the study

Source research survey 2021

4.4.3 Linearity test

Linearity is most simply thought of as data that is a straight line when graphed. Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables. To determine whether the relationship between the independent variables; leadership , organizational structure , organizational culture, reward system , policy and monitoring and dependent variable, Academic performance is linear; by using plots of the regression residuals SPSS software. In case of linearity, the residuals should have a straight line relationship with predicted dependent variable scores.



Source research survey 2021

Figure 3: The regression model assumption of linearity in the study

4.4.4 Multicollinearity of the variables

According to Field (2009) Multicollinearity can be checked by correlation matrix and Variance Inflation Factors (VIF). A correlation matrix is used to ensure the correlation between independent variables (Explanatory variables) and dependent variable to identify the problem of Multicollinearity. Again, correlation matrix computing a matrix of Pearson's bivariate correlations among all independent variables and the magnitude of the correlation coefficients. Whereas the Variance Inflation Factors (VIF) of the linear regression indicates the degree that the variances in the regression estimates are increased due to Multicollinearity.

Table 21 Co linearity Statistics

Coefficients

Co linearity Statistics

	Tolerance	VIF
Leadership	.715	1.398
Organizational structure	.538	1.858
Organizational Culture	.715	1.399
Reward system	.877	1.141
Policy	.777	1.287
Monitoring	.600	1.666

a. Dependent Variable: Academic performance

Source research survey 2021

- Dependent Variable: organization Performance
- Independent Variables: leadership , organizational structure , organizational culture, reward system , policy and monitoring

The Co linearity statistics shows Variance Inflation Factors (VIFs) ranged from 1.141 to 1.858 and tolerance values ranged from 0.538 to 0.877 as described in table 4.11 above,

As stated by (Field 2005)) the Variance Inflation Factors (VIF) of the linear regression indicated the degree that the variances in the regression estimates are increased due to Multicollinearity and VIF values higher than 10.0 shows as there is Multicollinearity problem. On the other hands, as stated by (Pallant and Tennant 2007)Tolerance is a statistical tool which indicates the variability of the specified independent variable from other independent variables in the model and it has no Multicollinearity problem if the tolerance is greater than 0.10 values. The results of Tolerance and VIF suggest that Multicollinearity is not suspected between the independent variables because the values of Variance Inflation Factors (VIF) are below 10 while the tolerance values are above 0.10

4.4.5 Homoscedasticity Test

Homoscedasticity mean that the error variance around predicted scores is the same for all predicted values under the study. On the other hand the predicted variables under study have equal variance. Based on the regression model assumption of homoscedasticity test, there is no homoscedasticity in the study.

4.4.6 Heteroscedasticity test

Heteroscedasticity means that the error variance around predicted scores is different for all predicted values under the study. It is used to test the violation assumption of the regression analysis. On the other hand, the scatter points start close to the regression line and go further away. This would imply that for the smaller values of the independent variables and dependent variables, we would have a better prediction for the bigger variables. According to advanced statistical methods, the type of heteroscedasticity model for this study is the Log-Log model. On the other hand, as the independent variables (leadership, organizational structure, organizational culture, reward system, policy and monitoring) increase by one percent (1%), the dependent variable (academic performance) will increase by b_1 percent ($b_1\%$). Based on this model test, the heteroscedasticity assumption is not violated.

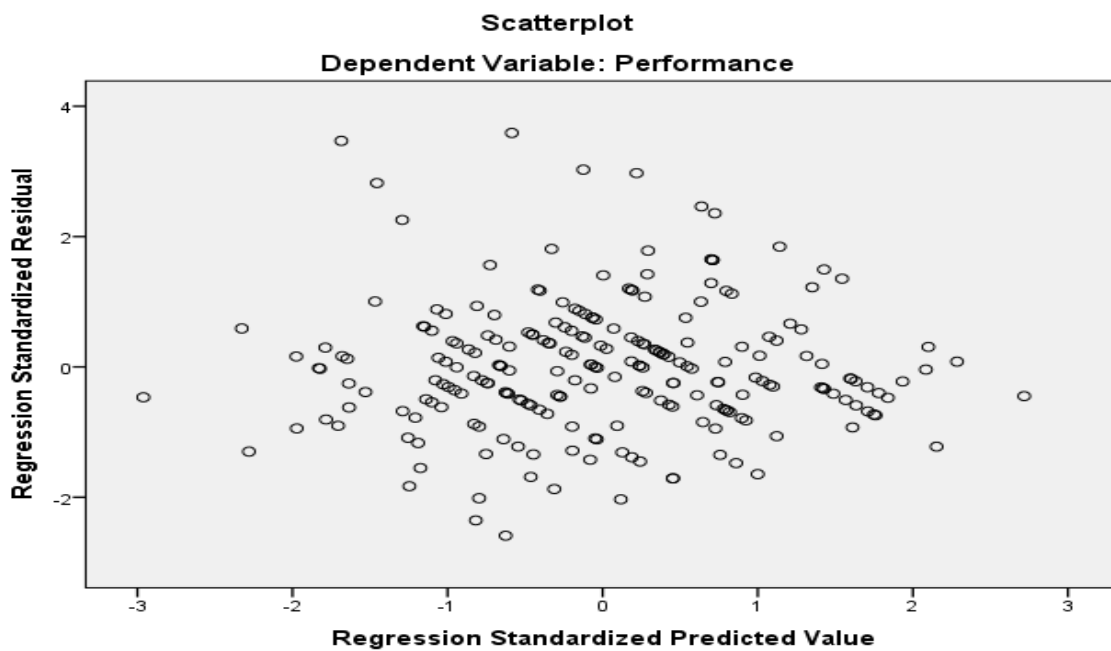


Figure 4 heteroscedasticity test

4.4.3 Multiple regression model analysis

Table 22 model summary

Model Summary's						
Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate	Durbin-Watson
1	.725 ^a	.526	.513		.49879	2.012

a. Predictors: (Constant), monitoring, Leadership, structure, Culture, Reward, Policy
 b. Dependent Variable: Performance

Table 4.18 above shows, the R value obtained by regression was .725 which implies that the correlation between the all independent variables, strategy implementation elements and dependent variable, Academic performance is 0.725 this means there is strong positive and significant relationship between strategy implementation elements and Academic performance. And the Adjusted R square value was 0.526 .which means that 52.6% variations in Academic performance have been explained by the strategy implementation elements cooperatively.

Table 23 ANOVA results of variables

ANOVA ^s						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	61.474	6	10.246	41.182	.000 ^b
	Residual	55.480	223	.249		
	Total	116.955	229			

a. Dependent Variable: Performance
 b. Predictors: (Constant), monitoring, Leadership, structure, Culture, Reward, Policy

In other explanation, the P-value shows the variation in the dependent variable. That is when the P-value is less than 0.05 the independent variables do a good work clarifying the variation in the dependent variable. Whereas, when the P-value is greater than 0.05 then, the independent variables do not explain the variation in the dependent variable. To this effects,

since P-value is 0.000 ($p < 0.05$), strategy implementation (SI) do a good job explaining the variation in the dependent variable which implies Academic performance.

Table 24 the multiple regression coefficient results

Coefficients		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	11.664	.360		6.625	.000
	Leadership	.260	.061	.198	4.232	.000
	Structure	.148	.065	.127	2.292	.023
	Culture	.297	.074	.195	4.027	.000
	Reward	.192	.062	.168	3.081	.002
	Policy	.375	.064	.326	5.857	.000
	Monitoring	.239	.060	.195	3.971	.000

a. Dependent Variable: Performance

B = Regression Coefficient, **beta (β)** = Standardized Coefficients,

Dependent Variable: employee performance

Source: researcher survey 2021

The Beta Coefficient (B) result shows the strength of the effect of each individual independent variable to the dependent variable (Academic performance) as shown in table 4.20 above. The Mathematical Model of multiple regressions below can be used to determine the quantitative relationship between the variables:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + E$$

Where;

Y = Represents Academic performance

$B_0 = 11.664$

$B_1X_1 = 0.260$ (Leadership)

B2X2 = 0.148 (Organizational structure)

B3X3 = 0.297 (Organizational culture)

B4X4 = 0.192 (reward system)

B5X5 = 0.375 (Policy)

B6X6 = 0.239 (Monitoring)

Reliability coefficient 95%

E = error term

The general model's outline is as follows:

Academic performance = 11.664+ 0.260+ 0.148+0.297+0.192+0.375 +0.239. According to the table 4.20 above, the Beta value (B) of leadership is .260 which means that as leadership increase by 1 percent, the academic performance will increase by 26% keeping the other factors constant. Similarly, the Beta value (B) of organizational structure is .148 which implies that as organizational structure increase by 1 percent, the academic performance also increase by 14.8% assuming the other variable is held constant. Also the beta value (B) of organizational culture is .297 that means when organizational culture increase by 1 percent academic performance can also increase by 29.7% in addition the beta value (B) of reward system is .192 which indicates as level of reward system increase by 1 percent academic performance can also increase by 19.2%% in addition the beta value (B) of Policy is .375 which indicates as level Policy increase by 1 percent academic performance can also increase by 37.5% and Lastly, the Beta value (B) of monitoring is .239 which shows as monitoring increase by 1 percent, the academic performance can also increased by 23.9% keeping other factors constant.

Generally, based on the regression coefficient (B) results, all strategy implementation elements (SIE) (independent variables) included under this study have positive effect on academic performance (dependent variable) prediction keeping other factors constant.

Table 25: Regression summary

Independent variables	R	R square	T	Sig.	F	sig.
-----------------------	---	----------	---	------	---	------

Leadership	0.551	0.3025	4.232	0.000	41.182	.000
Structure	0.547	0.2916	2.292	0.023	40.102	.000
Culture	0.532	0.2809	4.027	0.002	40.000	.000
Reward	0.509	0.2590	3.081	0.000	42.201	.000
Policy	0.588	0.3364	5.857	0.000	51.320	.000
Monitoring	0.569	0.3136	3.971	0.000	48.357	.000

R = Correlation Coefficient, R^2 = Coefficient Determination, t = t-value, Sig = P Value,
Source: researcher survey result, 2021.

Multiple linear Regressions was performed to find any effects between strategy implementation and Academic performance based on correlation coefficient (R), coefficient of determination value R^2 and P-value (Sig.) of the variables as shown in table 4.21 above.

HO1: leadership has no statistically significant effect on Jimma university academic performance.

The regression table above indicates, the leadership has R^2 value 0.3025 and P-value 0.000 (< 0.05) which shows that 30.25% of the Academic performance can be explained by leadership and the remaining 69.75% was due to unexplained variables in this research. Hence, the regression model is useable for foretelling the effect of leadership on academic performance. The result implies that leadership is important in clarify academic performance. This means it has positive effect and statistically significant on foretelling academic performance. In the hypothesis of the study, leadership has no statistically significant effect on Jimma University academic performance, Based on the regression results of leadership $p=0.000$ ($p<0.05$) and since it has positive effect on academic performance, therefore the hypothesis test of (**HO₁**) **was rejected.**

This findings supported by the study which is undertaken on the Influence of strategy implementation on the performance of manufacturing small and medium firms in Kenya (peter kithara, 2016).Which shows the positive and significant relationship between leadership and employee performance. And study which is undertaken on the Effect of strategic plan implementation on Academic performance of afi pure mineral water in Mogadishu, Somalia (Hussein & Gichinga, 2018). Which implies the insignificant effect of leadership on performance and it is opposite of the first literature and my finding too. In order to fill the gap which is the disagreement between the two research findings this research is important.

HO2: Organizational structure has no statistically significant effect on Jimma university academic performance.

The regression analysis of organizational structure indicates that organizational structure has R^2 value 0.2916 and P-value 0.000 (< 0.05) which shows that 29.16% of the Academic performance can be explained by organizational structure and the remaining 70.86% was due to unexplained variables in this research. Hence, the regression model is useable for projecting the effect of organizational structure on academic performance. The result implies that organizational structure is important in explain academic performance. This means it has positive effect and statistically significant on projecting academic performance. In the hypothesis of the study, organizational structure has no statistically significant effect on Jimma University academic performance, Based on the regression results of organizational structure $p=0.023$ ($p<0.05$) and since it has positive effect on academic performance, therefore the hypothesis test of (**H0₂**) **was rejected**.

This findings supported by the study which is undertaken on the Influence of strategy implementation on the performance of manufacturing small and medium firms in Kenya (peter kitharas 2016).Which shows the positive and significant relationship between organizational structure and employee performance. Again the other literature that supports my research finding is the study conducted on the Effect of strategic plan implementation on Academic performance of afi pure mineral water in Mogadishu, Somalia (Hussein & Gichinga, 2018) & Effects of strategic plan implementation on Academic performance: a case study of nakuru water and sanitation services company (Gitonga, 2013).Again the finding of the two study implies the presence of positive significant effect between Academic performance and organizational structure.

HO3: Organizational culture has no statistically significant effect on Jimma university academic performance.

The regression analysis of organizational culture indicates, the organizational culture has R^2 value 0.2809 and P-value 0.002 (< 0.05) which shows that 28.09% of the Academic performance can be explained by organizational culture and the remaining 71.91% was due to unexplained variables in this research. Hence, the regression model is useable for projecting the effect of organizational culture on academic performance. The result implies that organizational culture is important in explain academic performance. This means it has positive effect and statistically significant on projecting academic performance. In the

hypothesis of the study, organizational culture has no statistically significant effect on Jimma University academic performance, Based on the regression results of organizational culture $p=0.002$ ($p<0.05$) and since it has positive effect on academic performance, therefore the hypothesis test of (**H0₃**) was rejected. This finding is supported by the study which is conducted on the Effect of Strategy Implementation on Performance of Commercial Banks in Kenya (Njagi&Kombo, 2014).

HO4: Reward system has no statistically significant effect on Jimma university academic performance.

The regression analysis of reward system indicates, the reward system has R^2 value 0.2590 and P-value 0.000 (< 0.05) which shows that 25.90% of the Academic performance can be explained by reward system and the remaining 74.10% was due to unexplained variables in this research. Hence, the regression model is useable for projecting the effect of reward system on academic performance. The result implies that reward system is important in explain academic performance. This means it has positive effect and statistically significant on projecting academic performance. In the hypothesis of the study, reward system has no statistically significant effect on Jimma University academic performance, Based on the regression results of reward system $p=0.000$ ($p<0.05$) and since it has positive effect on academic performance, therefore the hypothesis test of (**H0₄**) was rejected.

HO5: Policy has no statistically significant effect on Jimma university academic performance.

The regression analysis of policy indicates, the policy has R^2 value 0.3364 and P-value 0.000 (< 0.05) which shows that 33.64% of the Academic performance can be explained by policy and the remaining 76.36% was due to unexplained variables in this research. Hence, the regression model is useable for projecting the effect of policy on academic performance. The result implies that policy system is important in explain academic performance. This means it has positive effect and statistically significant on projecting academic performance. In the hypothesis of the study, policy has no statistically significant effect on Jimma University academic performance, Based on the regression results of policy $p=0.000$ ($p<0.05$) and since it has positive effect on academic performance, therefore the hypothesis test of (**H0₅**) **was rejected**. This findings supported by the study which is undertaken on the title Effect of strategic plan implementation on Academic performance of afi pure mineral water in Mogadishu, Somalia (Hussein & Gichinga, 2018).

HO6: Monitoring has no statistically significant effect on Jimma university academic performance.

The regression analysis of monitoring indicates, the policy has R^2 value 0.3136 and P-value 0.000 (< 0.05) which shows that 31.36% of the Academic performance can be explained by monitoring and the remaining 78.640% was due to unexplained variables in this research. Hence, the regression model is useable for projecting the effect of monitoring on academic performance. The result implies that policy system is important in explain academic performance. This means it has positive effect and statistically significant on projecting academic performance. In the hypothesis of the study, monitoring has no statistically significant effect on Jimma University academic performance, Based on the regression results of monitoring $p=0.000$ ($p<0.05$) and since it has positive effect on academic performance, therefore the hypothesis test of (**H0₆**) **was rejected**. This is supported by the study which is conducted on Effect of Strategy Implementation on Performance of Commercial Banks in Kenya (Njagi &Kombo, 2014).

Generally based on the multiple regression analysis of time management and employee performance shows the R value of 0.725, R^2 value 0.526 $p = 0.000$ ($p < 0.05$) described that 52.6% of change in academic performance was due to strategy implementation while 47.4.% change was due to unexplained variables (factors) under this study. On the other hand strategy implementation has strong positive effect and statically significant in the likelihood of academic performance. As previously described in the empirical literatures strategy implementation has positive effect on Academic performance and this result of the study agrees with the result of most researchers. Finally the followings are some of the past findings related to this study. A research by (Gitonga, 2013) Effects of strategic plan implementation on Academic performance: a case study of nakuru water and sanitation services company, Muendo&ogutu (2020) strategy implementation and Academic performance: a case study of Kenya medical training college, (Njagi&Khombo, 2014) Effect of Strategy Implementation on Performance of Commercial Banks in Kenya, (kihara, 2016) influence of strategy implementation on the performance of manufacturing small and medium firms in Kenya.

Based on their beta coefficient the researcher ranks the variables which need more concern of the university.

Table 26ranks of the variables

Name of the variables	Their Respective Sig.value
Leadership	0.000
Monitoring	0.000
Policy	0.000
Culture	0.000
Reward	0.002
Structure	0.023

Leadership, monitoring, policy and culture have deserved more attention than reward and structure based on their significance level.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of major findings, conclusions and recommendations which are assumed to be useful to enrich Jimma University academic performance.

5.1 Major findings of the study

The main objective of this study was to examine the effect of strategy implementation on Jimma University academic performance.

All the strategy implementation Elements (independent) variables leadership, organizational structure, organizational culture, reward system, policy and monitoring have the mean and standard deviation score value of (3.76, 0.93), (3.44,0.942), (3.47, 1.182), (3.49, 1.116) and (3.76, 1.051),(3.68,1) respectively. On the other hand there is no statistically seen mean and standard deviation score value difference among the independent variables this indicates that all the independent variables have similar effect on the academic performance.

Based on the finding of graphical and statistical test of normality results the data was normally distributed. The correlation between overall strategy implementation elements (SIE) and Academic performance was $r=0.725$ which is categorized in the strong relationship. All independent variables (leadership, organizational structure, organizational culture, reward system, policy and monitoring) and academic performance are strongly correlated.

Based on the examination of normality, linearity, homoscedasticity and Multicollinearity tests there is no problem in assumption tests.

Based on the regression results 52.6% variations in academic performance have been explained by the strategy implementation elements (independent variables) jointly. And 47.4% was due to other factors. And based on the R^2 values leadership has 30.25%, organizational structure has 29.16%, organizational culture has 28.09%, reward system has 25.90%, policy has 33.64% and monitoring has 31.36 explained academic performances and the remaining due to other factors.

The Analysis of Variance (ANOVA) results of the regression between Independent variables and academic performance shows the probability value of 0.000 ($p<0.05$) indicates the strategy implementation was highly significant in predicting academic performance.

All the strategy implementation elements, leadership, organizational structure, organizational culture, reward system, policy and monitoring have moderate positive effect and statistically significant with the academic performance. There for based on the regression result of the study the null hypothesis, H_{01} , H_{02} , H_{03} , H_{04} , H_{05} and H_{05} was rejected.

The beta coefficient value of leadership is .260 which shows as leadership efficiency increase academic performance also increase by 26% keeping other factors constant. Also when organizational structure improved one step, academic performance also increase by 14.8%. When organizational culture increase one step ahead academic performance also increase by 29.7. The same thing as reward system increase one 1% ahead academic performance also increase by 19.2%. As Policy statement improved 1% ahead academic performance can also increase by 37.5% and when monitoring improved a 1% a head Academic performance also increases by 23.9%. generally when strategy implementation (SI) shows 1% improvement, academic performance can also increase by 72.5% keeping other factors constant.

5.2 Conclusions

The main purpose of this study was to examine the effect of strategy implementation a case of Jimma University. The study employed primary data collected from the selected academic and administrative staff of Jimma University. Even though it is difficult to scan thorough all research works in this area of interest, a few researchers have used limited sometimes similar variables. Based on the review of those researchers work, six variables have been identified that generally affect strategy implementation. They are: leadership, organizational structure, and organizational culture, design of reward system, policy and monitoring.

In doing so, the study was designed as an explanatory research design and quantitative in nature that helps to identify the numerical characteristics of the effects strategy implementation on Academic performance. Based on the major findings of the study, the following conclusions were drawn:

The descriptive statistics reveal that all strategy implementation elements (independent variables):- leadership, organizational structure, organizational culture, reward system, policy and monitoring have almost similar mean score and standard deviation value.

The correlation coefficients of the variables show that all the independent variables are moderately and strongly related with performance and the academic performance can be affected by all the independent variables.

- ☞ **Leadership:** has found to have positive and significant effect on the academic performance of Jimma University. This implies that leadership makes the academic performance to increase or decrease. For this reason, in order to increase or perform more, giving attention to leadership is very important.
- ☞ **Organizational structure:** according to the regression results, organizational structure has positive and statistically significant effect on the academic performance of Jimma University. The main implication of this result is that, organizational structure can affect the academic performance of Jimma University and deserves more attention of the University.
- ☞ **Organizational culture:** the findings reveal the existence of positive and significant effect of the organizational culture on performance. This implies that organizational can affect academic performance of the university.
- ☞ **Reward System:** the result of the model implies the presence of positive and significant effect of reward system on the academic performance of the university. The main implication of the result is that, financial or non-financial reward can motivate employees to perform more.
- ☞ **Policy:** the finding of the model reveals that policy has positive and significant effect on the academic performance of the university. Its implication is that well-defined and formulated policies can affect the academic performance of the university positively.
- ☞ **Monitoring:** monitoring has positive and significant effect on the academic performance of the university. The main conclusion of the model is that, academic performance can affect by monitoring.

5.3 Recommendations

Considering the conclusions made on the effect of strategy implementation on Academic performance the following policy implications (recommendation) are identified. Since the subject under study was mainly an issue of strategy, the recommendations are mainly forwarded to Jimma University. But, a few points are also recommended for researchers of the area as well.

- ☞ First, there were good and visionary leaders in the university according to the study findings and the university is advised to continue its progress.
- ☞ The University is advised to build flexible structures that match to the structural needs of the strategy it want to implement at any given time to perform more than the current performance.

- ☞ Thirdly, the organizational culture of the university is well-developed and the university advised to continue its activity.
- ☞ Fourthly, there was a reward for employees; policy and monitoring system in the university and the progress of the university were good. For this reason, it is better if the university continue its activity in this way.

5.3 Suggestions for Future Research

The current study inspected the effect of strategy implementation on Academic performance a case of Jimma University. And the researcher suggested the following titles for further researches.

The researcher recommends for further researchers in the target area and sample size with a broader scope that includes all employees in the university from the top leaders up to the operational level employees.

The high level of academic performance was due to strategy implementation elements, but there are still other factors or variables that would affect academic performance. It's better for future researchers to focus on other variables.

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APPENDIX 1

RESEARCH QUESTIONNAIRES

Dear Respondents, This questionnaire was developed to conduct a research under the effect of strategy implementation on Academic performance a case study of Jimma University academic and administrative performance. The main aim of this research was to investigate the effect of strategy implementation on the academic and administrative performance of Jimma University. The research is sponsored by Jimma University. The response you provided is essential in achieving the objective of the research. I can assure you that the response was used only for academic purpose and was not be revealed to third party. Hence, don't dither to react to each question included in the questionnaire. If you have any request, you can touch me through the following addresses.

Email: merobajebie@gmail.com phone number: **+251929139044/ 0902842382**

Thank you in advance.

☞ Part 1

Background information of the respondents

1. Sex: male female
2. Age 20-30 30-40 40-50 50 & above
3. Educational rank: first degree master's degree Ass. P & above
4. Work experience: 1-2 year 2-5 year 5 & above
5. Position: lecturer with rank Ass.prof dep't head dean
vice dean college officer.

☞ Questionnaire Part 2

The following questions related to the strategy implementation and performance. Therefore, read carefully and respond to each question. Place a tick (√) in the part that really indicates your opinion for each question. Where 5 indicates “strongly agree”, 4 agree, 3 neutral, 2 indicates disagree, 1 indicates strongly disagree.

S.Number	Facts	Scale				
		1	2	3	4	5
L1	The leadership has concrete vision, mission and goal for the university.					
L2	It is culture to give feedback for the university either negative or positive.					
L3	Leaders promote shared behavior, vision, mission, norms and values among employees.					
L4	Different opinions are tolerated by leadership of the university.					
L5	Leaders of the university are innovative and competent.					
L6	There is transparency in promotion of employees in the university.					
OS1	There is effective and balanced division of tasks and responsibilities among the employees in the university.					
OS2	There is a simple layer of reporting which enhances efficiency.					
OS3	There is a division of labor in effective and efficient manner.					
OS4	All hierarchical levels are involved in decision making.					
OS5	The structure of the university allows division of tasks among various departments to enhance performance.					

OS6	The existing structure co-ordinate individual efforts and roles in the university.					
OC1	Everyone believes that he/she has positive effects on the university.					
OC2	Cooperation across different part of the university is actively encouraged.					
OC3	There is continuous investment on the skill of the employees.					
OC4	Easy to reach on consensus even on difficult issues among the employees in the university.					
OC5	Respecting each other is the core value among employees of the university.					
OC6	New and improved ways to do work are continually adopted in the university.					
RS1	Promotion is primarily based on seniority in the university.					
RS2	Employees are admired for their good achievement by the leaders of the university.					
RS3	There is formal recognition such as certificate, employees of the year and etc.					
RS4	Employees are rewarded financially for their achievement.					
RS5	There is a sense of competition between employees for promotion.					
RS6	Reward motivates employees for better achievement.					
P1	The university has clear set policies on how decisions are made.					
P2	The university has well documented policies on how employees in the university are supposed to operate.					
P3	The university has clear adopted policies that create conducive environment to support					

	strategic implementation.					
P4	There is well laid policies that measure university performance contracting.					
P5	Good awareness is there between employees of the university about its policy.					
P6	The policy of the university is revised with the changing environment.					
M1	Every project is implemented in check and balance between.					
M2	Problems are detected and corrected early.					
M3	There is stated consequence for employees who fail to meet required standards of activities.					
M4	Reports of monitoring are documented and provided to relevant body for action.					
M5	Check and balance between leadership hierarchies in the university is nurtured.					
M6	Monitoring mechanism employed in this university promoted university success.					
OP1	Enrollment capacity of the university is increasing from time to time.					
OP2	Affirmative actions are provided for female and disabilities.					
OP3	Graduates are competent enough.					
OP4	Periodic program review and academic audit is cultured in the university.					
OP5	Culture of innovation and entrepreneurship are developed well.					
OP6	Supportive staffs are well trained and structured.					

Appendix 2 Time schedule

Items	Time it takes/month
1. Search information about background of the study and developing research tools.	2 month
2. Study conduct to test research tools	1 month
3. Data collection	1 month
4. Analysis of data	2 month
5. Report writing and presentation	2 month
6. Integrate comments and research paper publication.	1 month
Total	9 month

Appendix 3 cost budget

Item	Cost in birr
1. Stationary cost	1100
2. Personal cost	12000
3. Miscellaneous cost	2800
Total	15,900