STRATEGY IMPLEMENTATION PRACTICES AND CHANGE IMPLEMENTATION IN SELECTED PUBLIC UNIVERSITIES IN KENYA

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DECLARATION

This research project is my original work and has not been presented for an award of degree in any other University.

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This research project has been submitted for examination with my approval as the University supervisor.

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DEDICATION

I wish to dedicate this research project to my parents Mr. and Mrs. Peterson Njue for love and great inspiration during the preparation of this research project. Further, I would wish to dedicate it to my husband and brothers for their great support, encouragement, and prayers throughout the period of preparing the research project.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CUE: Commission for University Education

FMCG   Fast Moving Consumer Goods

JKUAT: Jomo Kenyatta University of Science and Technology

KU: Kenyatta University

MBA: Master of Business Administration

NACOSTI: National Commission for Science, Technology, and Innovation

NUR: National University of Rwanda

SPSS: Statistical Package for Social Sciences

UoN: University of Nairobi

OPERATIONAL DEFINITIONS OF TERMS

Employee Empowerment: Is a systematic process of equipping employees with the necessary skills, knowledge, and capabilities in order to perform their duties in a more efficient and effective manner. The selected metrics of employee empowerment involves skills, knowledge, abilities, and participation.

Change Implementation: Is a state in which an organization (university) translates or execute newly formulated policies into action. It is a transition where an organization moves from the old state to a new state by embracing new policies, models or practices intended to enhance service delivery. The selected metrics of organizational change include efficiency, effectiveness, governance, customer satisfaction, accountability, and transparency.

Organizational Culture: It refers to a system of shared presumptions, beliefs, and qualities, which oversees how individuals behave in universities context. The selected metrics of organizational culture include communication, coordination, teamwork, and norms.

Strategic Implementation Practices: These are factors that have the capacity to influence change implementation in the university context. The selected constructs that constitute strategic

implementation practices are employee empowerment, organization culture, and strategic leadership.

Strategic Leadership: Is practice by leaders in an organization having a long-term view when making key decisions. Futuristic thinking is the philosophy of strategic leaders. The selected metrics of strategic leadership adopted by the study include

ABSTRACT

Successful change implementation is important to any organization either public or private. Change is inevitable and organizations in the modern world are operating under ever-changing demands. It is important for the organization to implement change initiatives successfully and effectively to achieve organizational goals. Inability to implement changes in public universities has not only resulted in inefficiency and ineffectiveness in service delivery but also contributed to lecturers and students strikes. The study sought to investigate strategic implementation practices and change implementation in public universities in Kenya. The research objectives that guided that study were to determine the effects of strategic leadership, organizational culture and employee empowerment on change implementation in public universities in Kenya. The study was anchored on Kurt Lewis theory and McKinsey 7S Model. The study employed a descriptive research design to investigate the problem under investigation. The target population comprised of 309 employees of 5 selected universities. The sample size of the population constituted of 174 respondents selected from teaching and non-teaching staff of 5 universities selected in the study. Primary data were collected using structured questionnaires with open and closed-ended questions. Quantitative data was analyzed using ANOVA and regression analysis. Qualitative data were analyzed using content analysis method where key themes were analyzed and deductive conclusions were made based on the theories adopted. Correlation and regression analysis method were conducted to determine the statistical relationship between the variables of the study. The descriptive analysis involved the use of mean scores, standard deviation, and percentages as well as presented in form of tables and charts. The study concludes that for effective competitiveness, public universities should strive to embrace strategic implementation practices such as employee empowerment, strategic leadership, and organizational culture. The study recommends that public universities should seek to sponsor teaching and non-teaching staff, delegate responsibility, appoint employees on administrative posts based on implementation experience and encourage teamwork and communication by reorganizing the structures thus enhanced efficiency and effectiveness.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Turbulent business environment, the influence of technology, globalization, change of customer demands and stiff competition are aspects that trigger organizations to embark on strategic implementation practices (Manktelow & Carlson, 2014). Without effective strategies in an organization, change implementation in private and public organizations is viewed to be a challenging task (Kariel, 2016). Strategic implementation practices are thought to be drivers of change implementation even though limited studies have been conducted to examine the link between strategic implementation and change implementation in the university context (Rothermel & Lamarsh, 2012).

In today's turbulent environment, many organizations in developed countries such as China, United States, Australia and Vietnam and are operating under ever-changing demands (Imran, Rehman, Aslam, & Bilal, 2016). Fernandez and Moldogaziev (2013) observed that manufacturing firms in Singapore was finding it difficult to cope in a turbulent business environment without strategic implementation approaches. Imran, Rehman, Aslam, and Bila (2016) in Finland observed that with the rise of the entire economy, technological advancements, high demands from the society, and the need to provide more social services with constrained resources.

Regionally, Aarons, Ehrhart, Farahnak, and Hurlburt (2015) in India observed that organizational desire to implement change is accelerated by firm rivalry, globalization, client changing demands and emergence of new technologies. Further, Karuhanga, (2015) in Uganda observed that strategy implementation was thought to be influenced by the strategic competencies of leadership. Similarly, Alshaher (2013)

in Somalia observed that most of the private and public organizations were incapable of implementing new changes due to structural inertia and failure to articulate strategic planning.

Locally, Mathooko and Ogutu (2014) assert that change is in higher institutions of learning in Kenya are dragging due to lack of strategic approach and dedicated leaders. Similarly, Ofori and Atiogbe (2012) ascertain that market dynamics have made it difficult for higher institutions of learning to implement new policies in order to compete in the global education sector. Ndunda (2017) acknowledges that public universities in Kenya were underperforming due to challenges of implementing new changes.

Further, Njega and Gachunga (2016) found out that with increased student enrolment in public universities, little was done by the top leadership to embrace the new changes. Issues of capacity development, physical infrastructure, research and development, inconsistencies in service delivery are among the critical factors that have triggered public universities to embark on strategic practices. The emergence of new economies has made organizations to establish ways for doing things by developing strategies that will help them embrace the concept of change (Van der Voet, 2014).

Many organizations worldwide are recognizing the importance of accepting the aspect of change and also realizing that if they fail to implement change they will become extinct or irrelevant (Alshaher, 2013). Increasing demand for higher education and expectations of quality work and high performance have exerted extreme pressure on implementation and employees in organizations, depicting change as a continuous activity. Change remains difficult to implement in organizations. Majority of change

initiatives in organizations have failed to lead to the low success rate in change implementation (Langley, Smallman, Tsoukas, & Van De Ven, 2013).

Choosing the correct point is not a simple assignment, and there is no single right response for all organization Bakar, Tufail, Yusof & Vigilante, 2011). Such components as the way of the organization's financial stability, the general population in the organization, the current culture, administration, strategies, structures to give some examples, have differential impact on how much change an organization needs and on how it effectively executes the change (Cuganesan, Dunford & Palmer, 2012). Regularly the inability to effectively implement change is an after effect of the inability to create shared understanding or significance among authoritative individuals required in the change (Jansson, 2013).

Based on the fact that strategic implementation practices influence change implementation in the organization, it is observed that there is no clear understanding of the link between strategic implementation practices and change implementation thus formed the basis of the study. To uncover research gaps in the in this area of study, the study sought to utilize an expanded framework to establish the effect of each independent variable on the dependent.

1.1.1 Strategy Implementation Practices

Strategic implementation practices are thought to be initiatives that organizations put in place and have the capacity to influence change implementation in any given system. The selected strategic implementation practices that are conceptualized to influence change in the university context includes strategic leadership, organizational culture, and employee empowerment (Bakar, Tufail, Yusof, & Virgiyanti, 2011). Effective change implementation can be measured using employee motivation,

customer satisfaction and enhanced system efficiency and effectiveness (Achitsa, 2014).

Melchorita (2013) posits that strategic leadership is a strategic move of attaining organizational excellence. The ability of managers to have unique qualities to influence employees will result in improved organizational productivity in the changing business environment. Using a combination of implementation styles like democratic, bureaucratic, freestyle, implementation by objectives and implementation by walking around will facilitate change implementation in an organization (Maina, 2012).

According to Rumsey (2013), strategic leadership is concerned with what effective top leaders actually do to produce a strategy-focused organization. Effective leaders are fit for reframing the thinking of those whom they control, empowering them to see that critical changes are basic as well as achievable (Sethuraman and Suresh, 2014). Strategic leadership is presumed to have on effect on individuals and in addition on groups, and generally even on the whole organization (Muscalu, 2014). Leadership produces change by outlining all necessary direction, inspiring, aligning individuals and motivating them to adopt change (Adair, 2012).To some extent, leadership is thought to be a naturally multilevel phenomenon (Aarons, Ehrhart, Farahnak & Hurlburt, 2015).

Effective implementation of change initiatives relies on facilitated leadership being ordered from leaders living within various organizational levels (Mathooko & Ogutu, 2014). The role and nature of leadership have imperative influence in change implementation. Leaders need to move, offer, assemble, empower and explore successfully to get change going, however, leadership has progressively been viewed as a team and in addition as an individual. Leaders require clarity of vision and

4

qualities, the capacity to impart these by what they say and do, and emotional resilience (Nanjundeswaras & Swamy, 2014).

Organizational culture involves beliefs, practices, unwritten traditions that ensure decision making is effective in regard to structure, basic leadership, and power (Bakar, Tufail, Yusof, & Virgiyanti, 2011). By extension, Mathooko and Ogutu (2014) ascertain that organizational culture is deep-rooted intangible norms and values displayed by employees of an organization through their way of conduct in the formal and informal context. An organization with employees with common mental models such as beliefs performs effectively compared workers with different beliefs. Achievement of organizational goals is only determined employee attitude to implementation and strategies. Change resistance can be as a result of lack of understanding, miscommunication, structural inertia and lack of participatory implementation approach (Musyoka, 2011).

Bijuna, Mohan and Sequeira (2016) assert that employee empowerment is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underlying situation. Moreover, it also enhances the capabilities of a panel of employees in a very effective way by motivating them and transforming them in to well organize and well-mannered, that ultimately affects the performance of the organization (Kinyanjui & Juma, 2014).

Odongo and Owuor (2015) revealed that employee training is considered as the process of improving the existing knowledge, exposure and general performance abilities in an individual. Training is an organized increase of the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in the underlying situation. Flavián and Guinalíu (2015) argue that

satisfied employees are likely to adapt to changes more easily compared to dissatisfied workers. Institutionalization and operationalization of strategy in any organization is based on empowering staff with relevant skills to perform the task with less difficulty (Mbaka & Mugambi, 2014).

Employee empowerment assumes a dynamic part in guaranteeing that people take an interest completely in the change implementation (Rothermel & LaMarsh, 2012). Organizations are planned in a way to utilize the energy and capacity of employees keeping in mind the end goal to finish their job and to accomplish their objectives. If the supervisors or managers can build the capacities of the employees, organizations will actually execute change activities. One of the primary standards of change implementation in organizations is the utilization of cooperation-empowerment model (Sonenshein & Dholakia, 2012).

1.1.2 Change Implementation

Change is regarded as a continuous process that is concerned with renewing of institutions' direction, structure and capabilities to achieve the ever-changing needs of both external and internal consumers (Waldersee & Griffiths, 2004). Change can be viewed as a feature that organizations cannot avoid because of its continued presence in the organizational life. Change implementation refers to the process of developing programs to create a series of organizational activities, procedures for daily operations and budgets to allocate resources. The means in which change is implemented and appropriateness of the method adopted, have significant impacts on how individuals experience change initiatives and perception of the end result (Raineri, 2011).

Individuals in charge of change execution really need learning and awareness of a few significant issues required in accomplishing the proposed change (Kuyvenhoven & Buss, 2011). On the fact that organizations are to effectively achieve their

development targets, the top implementation ought to build up a structure of contemplating change activities and understanding the imperative issues related to change implementation (Mathooko & Ogutu, 2014). Change implementation is a key action in organizations, for example, universities which need to exploit the current or new opportunities and to overcome the difficulties hindering them from accomplishing a more noteworthy level of achievement in their set objectives.

1.1.3 Public Universities in Kenya

A public university is an institution of higher education which is enacted by the Act of Parliament (The Universities Act Cap 210 B). Universities are mandated to provide research, training and grant academic certificates, diplomas, undergraduate degrees and postgraduate degrees among other related services (CUE, 2016). The introduction and growth of Higher Education were first done in 1961. During this time, Royal College situated in Nairobi was promoted to University College status.

The collaboration between the University College and the University of London was significant to facilitate students to pursue degrees offered at the University of London. The establishment of the University of East Africa was done in 1963 when Kenya was attaining independence from Britain. During this period of independence, the Royal College was promoted to University College, Nairobi (Tarus, Gichoya, & Muumbo, 2015).

The University of East Africa had other constituent colleges which included the Dar-es-Salaam in Tanzania and Makerere University in Uganda. Taking after the independence, the Kenyan government apportioned heavy budget to the education sector with the purpose of sufficiently growing labor base to encourage national development and reduce poverty and lack of education. Notwithstanding, the Kenyan

education sector expanded rapidly because of the high demand for education (Mathooko & Ogutu, 2014).

The advancement and expansion of universities in Kenya can be comprehended in terms of the education system in the nation and the expansion popular for training at all levels because of rapid growth in population (Commission for University Education, 2016). Currently, in Kenya, there are 31 public and 22 private local universities and university colleges totaling 53 universities (CUE, 2016). However, despite that the annual budgetary allocation to implement various projects initiated, it is observed that yet public universities in Kenya are underperforming in terms of change implementation.

1.2 Statement of the problem

Change is conceptualized to be continuous in any competitive organization operating in the changing business environment (Karuhanga, 2015). Most of the public and private organizations which have managed to implement change not only experience systemic resistance but also individual resistance (Mathooko & Ogutu, 2014). Change implementation in public universities in Kenya is viewed to be a challenging task even though limited studies have been conducted trying to examine the link between strategic implementation and change implementation. Despite various concerns which have been raised by students, parents and quality regulatory authorities such as CUE, change implementation in public universities in Kenya has remained a challenging task that calls for a strategic implementation approaches to solve the problem (Mathooko & Ogutu, 2014).

CUE (2016) ascertains that public universities are dragging behind in implementing the quality regulations proposed such as capacity development, system automation,

review of the curriculum and investment in infrastructural facilities to enhance service delivery. A study by Ndunda (2017) revealed that there exists a significant positive relationship between strategy communication, organizational leadership, employee participation, and resource allocation and strategy implementation. Njega and Gachunga (2016) established that there exists a statistical effect between communication, leadership, planning, and execution strategies influence university performance.

It is observed from the findings of the studies that there are controversial findings and absence of a framework to show the link between strategic implementation practices of this study on the change implementation in public universities in Kenya creating conceptual gaps. Further, the studies conducted examined variables of the study partially and in isolation and were confined to different countries and sectors thus contextual gaps. Therefore this study sought to investigate the effect of strategic implementation practices on change implementation in public universities in Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to investigate the effect of strategic implementation practices on change implementation in public universities in Kenya.

1.3.2 Specific Objectives

The specific objectives that guided the study were:

(i) To establish the effect of strategic leadership on change implementation in public universities in Kenya.

(ii) To determine the influence of organizational culture on change implementation in public Universities

(iii)   To examine the effect of employee empowerment on change implementation in public universities in Kenya.

1.4 Research Hypothesis

The research questions that guided this study were:

(i)   There is no relationship between strategic leadership and change implementation in public universities in Kenya?

(ii)   There is no relationship between organizational culture and change implementation in public universities in Kenya?

(iii)   There is no relationship between employee empowerment and change implementation in public universities in Kenya?

1.5 Significance of the Study

The study would be beneficial in giving insights to University's top implementation on the role of strategic practices and their effect on change implementation. The knowledge obtained would lead to informed decisions on how employees would be empowered to embrace new changes.   Policy makers such as the Ministry of Education, CUE and inter-university council for East Africa and United Nations Educational, Scientific and Cultural Organization (UNESCO) would use the information to formulate policies that promote change implementation in public universities. New models and frameworks would be developed that would result in the implementation of change.

The researchers and scholars in the area of strategic implementation would use the information to enrich literature and formulate research hypotheses that would result in the identification of research gaps from the study. The information would serve as a

reference framework to educators for teaching change implementation in higher institutions of higher learning.

1.6 Scope of the Study

The study focused on strategic implementation practices change implementation in selected public universities in Kenya. The universities included Karatina University, University of Embu, Kirinyaga University, Chuka University, and Machakos University. The universities were selected based on the fact that they are currently under pressure to initiate and implement new commission for university regulations met to cope with changing global trends in the higher education sector. The slow rate at which universities are implemented the new changes recommended by the CUE formed the basis of the study. Independent variables of the study include strategic leadership, organizational culture, and employee empowerment while the dependent variable of the study was changed implementation in public universities.

1.7 Limitations of the Study

The limitation of non-cooperation from some of the respondents was overcome by presenting institutional letters authorizing the researcher to conduct the study and the objective of the study will be explained clearly to respondents that the information will be used solely for academic purposes only.

Some of the sampled respondnets were relactant in filling the questionaire adue to fear of victimization and hence slow in responding to the adminiostered questionaires. The slow response by respondents in filling the research instrument was overcome by making follows phone calls to participants of the study and assuring them of the confidentiality of the information given. Constraints of operationalizing constructs of the theory in relation the study variables were overcome by making deductive

arguments using findings of related studies conducted in Kenya but in the university context in Kenya.

The limitation of inconsistencies of findings from previous studies caused by the kind of research designs adopted such as longitudinal, mixed and correlational, small sample size, instruments of data collection was overcome by the study adopting a descriptive research design that sought to test the association between variables and present data in a quantitative form. Further, multiple regression was adopted to test the statistical relationship between variables for objectivity purposes.

1.8 Organization of the Study

Chapter one discusses the background of the study, strategic implementation practices, change implementation public universities in Kenya, problem statement, research objectives, research questions, significance, scope, and limitations. Chapter two discusses the theoretical review, empirical review, conceptual framework, critique of literature review, and research gaps. The third chapter discusses the research design that the study adopted in carrying out the study, target population, sampling technique and sample size, instruments for data collection, validity and reliability of the instrument, data analysis and presentation. Chapter four presents research findings and discussion and chapter five gives a summary of the study findings, conclusions, recommendation, and areas for further studies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter presents the literature review which is broken down into three sections: theoretical literature, empirical literature summary of research gaps, critiques of literature review and the conceptual framework illustrating the interrelationship between variables is discussed.

2.2 Theoretical Review

This study was anchored on Kurt Lewis Theory and supported by McKinsey 7S Model and dynamic capability theory.

2.2.1 Kurt Lewis Change Implementation Theory

This model was established by Kurt Lewin in 1950s. The theory proposed that the majority of people tend to prefer and operate within certain zones of safety (Sarayreh, Khudair, & Barakat, 2013). The three stages proposed by Kurt Lewin for the effective implementation of reforms in any organization were unfreezing, transition and refreezing (Kariel, 2016). First, managers must unfreeze or disrupt any comfort zone that may tend to support the status quo

Managers should discourage old practices among workers and replace them with new practices for effective implementation of reforms (Kariel, 2016). Second, managers should ensure that appropriate policies and initiatives are implemented for the organization to realize the transition from the old state to the new state. Leaders should manage the change process and identify obstacles that hinder the reform process and suggest appropriate measure to be taken. Third, managers should refreeze

or reinforce new behaviors after implementation of reforms (Rajala, Ruokonen & Ruismäki, 2012).

Sarayreh *et al.* (2013) advocate that managers should encourage new reforms by training workers, delegating, promoting, rewarding and recognizing employee efforts towards the implementation of reforms. The theory argues that all employees should comprehend what is expected of them correctly during any reform process and keeps a strong focal point in the area of communication, accountability, and transparency (Cummings, Bridgman, & Brown, 2016). The fundamental aspects employees should keep in mind when going through any form of an organizational reform process is that they should be flexible to accept new practices and be part of the reform process (Pearce & Robinson, 2011).

Further, Rajala *et al.* (2013) posit that to achieve any strategic objectives, changes are necessary for private and public entities in the competitive business sectors. Effective communication between the top level managers and lower level employees promote the implementation of reforms in any organization. Interaction in the planning process for reforms is essential as well as it gives an opportunity to minimize change resistance in the system. For systemic and individual acceptance of reforms, employees are the key determinants of any successful change (Burnes & Cooke, 2013).

The theory isapplicable in this study based on the premise that public universities are likely to implement changes if they can effectively embrace or embark on adopting appropriate strategic implementation practices such as employee empowerment, strategic leadership, and organizational culture. In the world of competition, public universities like any commercial entity have to embrace strategic practices in order to enhance their competitiveness in service delivery.

2.2.2 McKinsey 7S Theory

The 7S Model was created in 1980 by the consulting entity, McKinsey and Company (Manktelow & Carlson, 2014). The McKinsey 7S Framework has been extensively applied in the literature despite constraints of operationalizing and contextualizing the elements of the model from context to context. The seven variables of the model which include skills shared values, staff, systems, structure, strategy, and style and thought to influence change implementation (Rajala, Ruokonen & Ruismäki, 2012).

This theory demonstrates that successful change execution should be adjusted to the seven components inside the organization setting. For organizations to perform better, these seven factors ought to be adjusted and mutually reinforced (Tarus, Gichoya & Muumbo, 2015).

Rothermel and Lamarsh (2012) contend that this model can be used to identify areas that need realignment in order to improve organizational performance or to maintain high performance amid different change initiatives. Whatever the sort of change, for instance, change of leadership, new procedures, organizational merger, restructuring, the model can be utilized to perceive how the organization segments interrelate with each other and ensure that the more broad effect of changes made in one sector is put into consideration (Raineri, 2011).

Structure of the organization is one of the key determinants of effective change it promotes communication and continuous feedback to key stakeholders (Lee & Yang, 2011). Systems are the day by day activities that staffs participate to complete the work. Shared qualities are the core values of the organization that can be found in the general work ethics and corporate culture (Ofori & Atiogbe 2012). Style identifies with the leadership style embraced. Staff is the employees and their general

capacities. Skills are the abilities of the staff working for the organization (Noble & Smith, 2015).

The 7S system can be used in circumstances whereby there is a requirement for realignment keeping in mind the end goal to enhance organization performance and to determine the best approach to implement the proposed change initiative (Alshaher, 2013). This theory provides insights on the steps that public universities can adapt to implement change with minimal difficulty. The seven levers relate with the variables under the study that influence effective change implementation in public universities. The theory views the implementation of change in public universities as a function of strategic leadership, employee training, and organizational culture.

2.2.3 Dynamic Capabilities Theory

The dynamic-capabilities theory was established by Teece *et al.* in 1997. The theory is an extension of the resource-based theory of the firm. It examines how firms integrate, build, and reconfigure their internal and external firm-specific competencies into new competencies that match their turbulent environment (Sanchez & Cralle, 2012). The theory assumes that firms with greater dynamic capabilities will outperform those with smaller dynamic capabilities (Sethuraman & Suresh, 2014). The theory depicts that firms can use strategic implementation practices such as leadership to create and sustain a competitive advantage over other firms.

Hitt, Keats, and Marie (2012) argue that capabilities are a collection of high-level, learned, patterned, repetitious behaviors that an organization can perform better relative to its competition. The aim of the theory is to understand how firms are called zero-level capabilities, as they refer to how an organization earns a living by continuing to sell the same product, on the same scale, to the same customers (Rothermel & LaMarsh, 2012).

Dynamic capabilities are called first-order capabilities because they refer to intentionally changing the product, the production process, the scale, or the markets served by a firm (Sifuna, 2012),

The resource base of an organization includes its physical, human, and organizational assets. Dynamic capabilities are learned and stable patterns of behavior through which a firm systematically generates and modifies its way of doing things so that it can become more effective (Scott, 2014). Yusufu (2013) suggests that an organization has dynamic capabilities when it can integrate, build, and reconfigure its internal and external firm-specific capabilities in response to its changing environment.

Whereas organizational capabilities have to do with the efficient exploitation of existing resources, dynamic capabilities refer to efficient exploration and implementation of new opportunities (Kariel, 2016). A firm has a capability if it has some minimal ability to perform a task, regardless of whether or not that task is performed well or poorly. However, on average, firms have to use their capabilities in order to sustain their ability to use them (Nor *et al.*, 2010). A dynamic capability is the capacity of an organization to purposefully create, extend, and modify its resource base.

The theory was applicable in the study because it sheds light on the ideology that public universities in Kenya can service delivery by implementing the new changes proposed by quality assurance authorizes such as CUE. The theory view change implementation as a function of employee empowerment, organization culture, and strategic leadership. For effective change implementation, leaders should ensure that the vision and mission reflect service deliver charter policies. Further, participatory leadership style, delegation, promotion, and training are all aspects that can enhance facilitates change implementation in any competitive enterprises if effectively

controlled.

2.3 Empirical Review

This section reviews imperial literature on strategic leadership, organizational culture and employee empowerment and their effects on organization change implementation.

2.3.1 Strategic Leadership and Change Implementation

Martindale (2011) established that strategic leadership entails the ability of leaders to institutionalize and conceptualize the formulated vision, mission, objectives and strategies. Strategic leader's eyes are always on the horizon, not just on the near at hand. The study pointed out that strategic leaders influence the organization by aligning the systems, culture, and structure to ensure consistency with the strategy. Influencing employees to voluntarily make decisions that enhance the organization is the most important part of strategic leadership. However, the study was limited to the single variable of the study but did not establish the relationship between strategic leadership and change implementation in the university context in Kenya.

Okibo and Agili (2015) revealed that there exists a positive correlation between strategic leadership and strategy implementation. The philosophy behind the practice of leadership is to use strategy in every act of decision making. A more thoughtful implementation approach can lead to greater success in the workplace if many factors are considered before action is implemented. However, the study was confined to strategy implementation and sought to establish the link between leadership and strategy implementation in selected public universities though not in State-owned corporations.

Waititu (2016) noted that there exists a relationship between strategy implementation and performance of commercial banks in Nairobi County-Kenya. The study

established that leadership commitment to the strategic direction of an organization is of paramount importance and therefore top implementation must not spare any effort to persuade, inspire, motivate and encourage employees in order to generate valuable ideas for effective strategy implementation.

Gudo *et al.* (2011) point out that effective leaders implement change through articulating the vision, fostering acceptance of group goals, providing individualized support and intellectual stimulation and clarifying performance expectations. Strategic leaders re-think the situation rather than going through with a change. They make proactive rather than reactive measures. However, it was observed that the study was limited to different variables such as communication systems; organization structure and culture through failed to focus on the integrated framework of the current study in the university context.

Ombui and Mwende (2014) assert that the success of any change initiative lies in the understanding of that change by visionary leaders. Change in any form, irrespective of how minor, will usually face the opposition of some kind. Clearly, when the decision to change is made, the change initiators will need to have a vision as to why it is required. Unless these visions are shared with the employees concerned, total acceptance is unlikely. To overcome this, change initiators can merge the change processes that include the 'wants' of employees as well as that of the organization. However, it was noted that the results of the study were limited to Cooperative banks of Kenya though not in the university context.

Achitsa (2013) studied leadership and implementation of strategic change at equity bank limited Kenya. This study sought to determine the role of leadership in the implementation of strategic change at Equity Bank Kenya Limited, with a view to enhancing the practice of leadership, performance, and implementation of the bank

and other organizations in Kenya. Sifuna (2012) carried out a study which investigated the leadership and the challenges of academic freedom and autonomy in public universities in Kenya. The study found out that there are many challenges that are affecting public universities in Kenya today that need continuous change and innovation to the universities to cope effectively.

2.3.2 Organizational Culture and Change Implementation

Mopeni, Sobi, and Modi (2014) established that strategy implementation in any organization is determined by the mental beliefs of workers. Employees should have a shared vision that fosters objectives addressing the critical actions needed for adopting strategies and reaching long-term goals. Lack of teamwork and communication between top-level managers and lower level employees resulted to 71% failure of strategy implementation by state corporations. Top implementation plays a key role in building a support system that ensures strategy implementation.

Rajala, Ruokonen, and Ruismäki (2012) found out that well-developed systems can help to overcome the resistance of strategy implementation within an organization. Top implementation is involved in resolving the conflict by mediating between groups, and they are also involved in promoting project acceptance by building cooperation between various stakeholders. The study concluded that despite the fact that organizational culture influences performance, there exist a difference between culture and change implementation.

Rothermel and LaMarsh (2012) revealed that there exists a positive correlation between employee commitment, organization culture, and organizational performance despite individual norms, customs, and traditions. The study pointed out that rewards and punishment models can deliberately facilitate strategy execution. However, excessive control can make employees form attitudes thus resistance to change. For

effective change implementation, employees in the organization need to have strong commitment established on the philosophy of trust and hard work.

Riwo, Njanja, and Ochieng (2012) acknowledge that attitude and perception of employees towards the organizations can facilitate influence change implementation if effectively managed through implementation styles and motivation. Negative attitude of employees towards top leadership, policies and lack of appreciation and delegation in the systems can lead to conflicts thus fail to realize the intended goals. Further, when top implementation responds to employee challenges, change enforcers are motivated to ensure successful implementation of the new policies. The study concludes that organizational culture moderately influences the performance of organizations.

Ofunya (2013) observed that organizational internal factors such as culture, communication, leadership, and resource allocation and employee skill can influence change implementation in any competitive enterprise. The study further argues that top implementation is directly responsible for setting the norms, customs, and traditions that should guide the behavior of workers in the organization. Failure of top leadership to embrace good ethics can result in negative attitudes among workers thus decreased organization productivity in terms of profits, accountability, and transparency.

2.3.3 Employee Empowerment and Change Implementation

KIPPRA (2015) concur that there is a positive correlation between strategic interventions and quality service delivery. They noted that customer satisfaction was the centric point of quality implementation. The concept of quality was determined by all stakeholders of the organization. The study concluded that organizations were to satisfy their customers if only invested in modern technology, employee training,

visionary leadership, teamwork, and product innovation and consumer research.

Kwamboka (2013) on the other hand argues that employee training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. Mutunga (2011) established that there exists a relationship between top implementation commitment, customer orientation, continuous improvement, and change implementation. However, it was noted that the study focused on strategy implementation but not strategic drivers but not strategic implementation practices in the university context.

Mohamud, Mohamud, and Mohamed (2015) established that employee resistance to accepting new technology was a challenge to the quality of education in Kenya. However, the study focused on performance firms in Somalia but not institutions of higher learning. Similarly, Tarus, Gichoya, and Muumbo (2015) found out that inadequate training and awareness were key challenges to effective implementation change in Kenyan universities. However, the study focused challenges of e-learning but did not examine the link between variables of this study.

Igwe (2014) found out that change is viewed as an organization's response through employees' participation as a constraint. Virama (2013) ascertain that effective change implementation is viewed as the procedure that is utilized to enable every individual working in the organization to adjust effectively to the change initiatives. It is intended to move the employees' mentality from their present state to a new future state. However, the study was limited to manufacturing firms in South East Nigeria but not in the higher education sector.

Mwangi (2006) established that change implementation was a measure of organizational performance of public institutions of higher learning in Kenya.

Employees' ability to adopt new change initiatives is attributed to organizational growth in terms of efficiency and effectiveness. Further, Odongo and Owuor (2015) found out that workers are the only natural organisms who can change their attitudes and perceptions and transform systems from the old state to a new state that enhances organizational competitiveness in terms of service delivery.

Mulinge (2014) indicated that there is a positive relationship between employee training and organizational performance. Employee skill development is a tool that managers can utilize to service standards and their desired level of performance. The challenge for the organization is to design training options that give employees the information or skills they need and then measure whether those training options were effective in producing desired outcomes.

Ombui and Mwende (2014) established that organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of the organization. Training is the most important part of the human resource implementation function on the effective use of human resources. Training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees.

Rothermel and Lamarsh (2012) revealed that the need to ensure total visible top implementation commitment to quality, embracing customer orientation in quality issues, adoption of process approach in implementation of quality practices and ensuring existence and maintenance of continuous improvement practices for products and services are some of the metrics that can be used to measure effectiveness of change implementation.

Kemboi (2016) suggests that the goal of employee training is to enhance

organizational effectiveness. It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance. Training is a driver organizational development and competitiveness. In this competitive world, training is the key strategy to achieve the organizational objectives. Training benefits employees' performance and organizational effectiveness. Attractive employee's performance is highly demanding in this competitive world for achieving the organizational performance

Moturi (2010) revealed that training employees promote motivation among workers thus giving them the drive to accomplish their duties. Achievement in the workplace deals with the pride and sense of accomplishment employees feel about their jobs and employers. Training is one of the non-financial rewards that drive and empower workers to work towards organizational strategic intent. In any organization, employee training promotes innovation and creativity, quality customer service delivery, good communication culture and high level of professionalism. Nevertheless, it was noted that the study was confined to government ministries in Kenya but no higher institutions of learning.

Table 2.1 Summary of Knowledge Gaps

Author	The focus of the Study	Findings	Gaps in Literature	Focus on the Current Study
Ndunda (2017)	The relationship between strategy implementation and performance of Kenyan Universities	The results indicated that there exists a significant positive relationship between strategy communication, organizational leadership, employee participation, and resource allocation and strategy implementation.	The study examined variables of the study partially. The studies focused on performance in both private and public universities in Kenya.	The study focused on examining the direct relationship between strategic leadership, organizational culture and employee empowerment in relation to change implementation. Change implementation was the dependent variables
Njega and Gachunga (2016)	Effect of change implementation strategy and performance of Technical University of Kenya	Indicated a statistical effect between communication, leadership, planning, and execution strategies influence university performance.	The study tested the relationship between change implementation strategy and performance of the Technical University of Kenya. A case study design was adopted	The study sought to examine the relationship between strategic implementation practices and change implementation in public universities in Kenya. The study focused on 5 selected public universities in Kenya.
Maina (2013)	Challenges of change implementation, as well as determine change implementation practices adopted by NBK.	The study revealed that lack of employee knowledge, structure and poor leadership were challenges of change implementation at National Bank of Kenya.	The study examined the challenges of change implementation. The study adopted a case study research design. Questionnaires and interview guides were used to collect data.	The study focused on examining the link between strategic implementation practices and change implementation in public universities in Kenya. The study focused on selected five public universities. The study adopted a cross-sectional research design which sought to test the association between variables of the study. Only questionnaires with open and closed-ended questions were used for objectivity purposes during data

			analysis.
Achitsa, (2013)	Effects of leadership and implementation of strategic change at equity bank limited to Kenya.	The study revealed a significant positive relationship between leadership and strategic change implementation.	The study focused on the one variable of the study and failed to examine other variables. The study was adopted a case study as a research design and simple random sampling to collect data.	The study focused on the effect of combined variables of strategic implementation practices on change implementation in the university context. The study focused on selected five public universities.
Riwo-Abudho, *et al.* (2012)	Strategic implementation practices in the. The agricultural sector of Kenya.	The study found out that there exists a difference between strategic implementation such as leadership and performance of firms.	The study focused on the agricultural sector The study focused a sample size of 126 employees of State-owned agricultural institutions.	The study focused on public universities in Kenya and sought to establish the link between strategic implementation and change implementation.
Mwangi (2006)	Performance measurement at the University of Nairobi.		The study revealed that change implementation was a measure of performance in public universities in Kenya. The study was a single case.	The study focused on establishing the link between strategic leadership, organizational culture, and employee empowerment in relation to change implementation in public universities
Aluko (2003)	Impact of culture on organization performance in Textile Firms in Nigeria.	Established that employees attitude and beliefs significantly affect organization performance.	The study focused on the effect of employees' attitude and beliefs on organizational performance but did not focus on the effect of employees' attitude and beliefs on change implementation in Public Universities.	The study will focus on employees' attitude and beliefs on change implementation in Public Universities.

Source: Literature Review (2018)

2.5 Conceptual Framework

As depicted in Figure 2.1, the framework demonstrated that there exists a significant interrelationship between independent variables and dependent variable The dependent variables that influences change implementation in public universities includes strategic leadership, organizational culture, and employee empowerment while the dependent variable is changed implementation.

As illustrated in Figure 2.1, antecedents that the study revealed to influence change implementation includes vision and mission, goal formulation, strategy implementation, and strategy evaluation. Further, organizational culture indicators include communication, coordination, teamwork, and norms while employee empowerment metrics involves skills, knowledge, abilities, and participation. Moreover, change implementation metrics involves efficiency, effectiveness, governance, customer satisfaction, accountability, and transparency. The study revealed that there exists a significant positive relationship between strategic leadership, organizational culture, employee empowerment and change implementation in public universities in terms of improved efficiency, effectiveness, governance, customer satisfaction, accountability, and transparency.

Strategic Implementation Practices

Strategic Leadership
- Vision and mission
- Goal formulation
- Strategy implementation
- Strategy Evaluation

Organizational Culture
- Communication
- Coordination
- Teamwork
- Norms

Employee Empowerment
- Skills
- Knowledge
- Abilities
- Participation

Change Implementation
- Efficiency
- Effectiveness
- Governance
- Customer satisfaction
- Accountability
- Transparency

Independent Variables

Dependent Variable

Moderating Variables

Figure: 2.1 Conceptual framework

Source: Researcher (2018)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, data collection and methods, research quality, data analysis, and ethical considerations.

3.2 Research Design

The study employed a cross-sectional research design to investigate the effect of strategic implementation practices on change implementation in public universities in Kenya. Fisher (2010) argues that descriptive research designs are effective in research based on the fact that it gives that opportunity to collect and analyze data without manipulation.

The design helps the researcher to collect quantitative data and test the relationship between variables. It provided the opportunity to collect, analyze and interpret data without manipulation. Further, the design provides the opportunity to analyze both quantitative and qualitative data and make recommendations and conclusions on the findings of the study objectively. Moreover, the design provides the opportunity to discover new knowledge concerning the problem under investigation thus prediction and control of the problem under investigation (Crowther & Lancaster, 2012).

3.3 Target Population

The target population constituted 5 selected public universities in Kenya based on the fact that they are currently under pressure to initiate and implement new commission for university regulations. The universities included University of Embu, Karatina

University, Machakos University, Chuka University, and Kirinyaga University. The researcher used the preliminary information to judge which universities could be holding relevant information. Further, from the 5 public universities selected, a total number of 309 respondents formed the target population of the study. The unit of analysis was public universities and unit of observation was employees of public universities who included

3.4 Sampling Technique and Sample Size

According to Fisher (2010), sample size refers to the number of items to be selected from the universe to constitute a sample. The size of the sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability, and flexibility. According to Guest (2010), the aim of the research should be to recruit clearly identified individuals who could best address the purpose and goals of the research. Individuals who are invited to participate in a research must be able and willing to provide the desired information and must be representative of the population of interest.

The respondents of the study were categorized into three groups or strata which included lecturers, departmental head and deans of schools. The study sample size of 174 respondents was determined using Isarel (2002) formula. Random sampling technique was used to select respondents from each stratum. The formula adopted to determine the sample was of the form: $n = N / 1+N (e)^{2,}$ where: n represents Sample Size, N represents Population Size and α represents Confidence level (0.05). Using N that represents the total population of 309 who comprised of top managers, business unit managers, and technical team, the sample size (n) was 174 employees of public

universities in Kenya who comprised of lecturers, departmental head and deans of schools

$$\frac{n = 309}{1 + 309\,(0.05)^2}$$

$$= 174 \text{ Employees}$$

3.5 Data Collection and Methods

Primary data were collected using structured questionnaires with both open and closed-ended questions. Fisher (2010) avers that questionnaires are instruments used to capture data in a structures manner concerning a particular issue of concern. Guest (2012) point out that questionnaires are preferred instruments of data collection based on the fact that they help to capture data in a consistent manner and provides an opportunity to collect data without the interference of the researcher.

The questionnaire was administered and items were measured using a Likert point scale of 5-1 where, 5reprsented strongly agree, 4 represents agree, 3 represented moderately agree, 2 represented disagree, 1 represented strongly disagree. The questionnaires were administered using through the drop and pick later method. To analyze data on time, follow-ups were made using phone calls and clarity was sought on specific items.

3.6 Pre-Testing of the Research Instrument

Prior to administration of the instrument on a larger scale, a pilot test was conducted using three employees of public universities to test validity and reliability of research instruments and subsequently the respondents involved in the pilot testing were not part of the representative sample. Vague questions were removed from the instrument

after testing the questionnaire using experts in finance and lectures at Kenyatta University.

3.6.1 Validity Test

Validity is thought to be the meaningfulness and relevance of the inferences used by the researcher to measure what was intended to be measured (Guest, 2010). Face and content validity was determined using lecturers at Kenyatta University and strategic implementation industry experts while criterion validity was tested using constructs of existing theories in relation to variables of the study. Relevant inferences that reflected the research objectives were maintained and irrelevant items were removed from the instruments.

3.6.2 Reliability Test

Reliability of the research instrument was enhanced through a pilot study that was done on 3 employees of public universities in Kenya. Cronbach's alpha method was used to test the reliability of the instrument and internal consistency of the instrument was measured using reliability coefficients. Cronbach's alpha value is therefore widely used to verify the reliability of a construct. Collis & Hussey (2014) note that acceptance value for Cronbach's Alpha is between 0.7 and 0.9. Therefore, this study adopted a loading of 0.7 as the acceptable value.

Table 3.1: Reliability Results

Variables	No. of Items	Cronbach Alpha	Remark
Strategic Leadership	1	0.842	Reliable
Organizational Culture	1	0.794	Reliable
Employee Empowerment	1	0.778	Reliable
Change implementation	1	0.785	Reliable

Source: (Research data, 2018)

As depicted in Table 3.3, the reliability coefficients of all variables of the study were more than 0.07 indicating the reliability of the study variables as recommended by Collis and Hussey (2014).

3.7 Data Analysis and Presentation

After data collection, cleaning to eliminate discrepancies was conducted and completeness of the information was confirmed before coding the information. Statistical Package for Social Sciences (SPSS version 21) was applied to analyze data. Data were analyzed using descriptive and inferential statistics. Multiple regressions was considered appropriate because it provided an opportunity to test the strength of the relationship between variables.

Multiple regression was conducted at 95% confidence level. The general multiple regression method adopted was of the form: $Y= \beta_0+\beta_1X_1 +\beta_2X_2 +\beta_3X_3 +\varepsilon$, where; Y represents change implementation in public universities, $\beta_0=$ Y intercept, β_1 to β_4 represents regression coefficients, X_1, X_2 and X_3 represents independent variables (strategic leadership, organizational culture, and employee empowerment) while ε denotes other factors not included in the model. The analyzed data was presented in form of tables and graphs.

3.8 Ethical Considerations

Permission was sought from the relevant authorities before data collection such as implementation of selected public universities in Kenya, Kenyatta University and National Commission for Science, Technology, and Innovation (NACOSTI). Further, respondent consent was sought and the objective of the study was explained. Information collected was treated with a high level of confidentiality and anonymity

of the respondents was assured. Information obtained from published materials was acknowledged by quoting the references. Formal language was used during data collection to avoid biases during and after data analysis. Respondents were assured of the publishing the study findings to help in managerial decision making.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION, AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion of the study conducted to establish the effect of strategic implementation practices and change implementation in public universities in Kenya. The chapter discusses the descriptive and inferential statistics conducted and presented as per the study variables. Further, the chapter discusses the research findings in relations to findings of other previous studies on related issues to establish conformity or non-conformity of the results.

4.2 Response Rates

The questionnaires were administered to a sample size of 174 respondents who comprised of lecturers, departmental heads and deans of schools of selected public universities in Kenya. However, after the questionnaire administration, only 133 questionnaires were returned duly filled. A total of 61 questionnaires were incomplete and others were not returned. This contributed to a 76% response rate. This response rate was adequate for data analysis and conforms to Black (2012) who posits that a response rate of more than 50% is adequate for analysis and reporting.

4.3 Population Demographics

4.3.1 Age of Respondents

The study sought to establish the age of respondents and the following findings were summarized as shown in Figure 4.1.

Figure 4.1: Age of Respondent
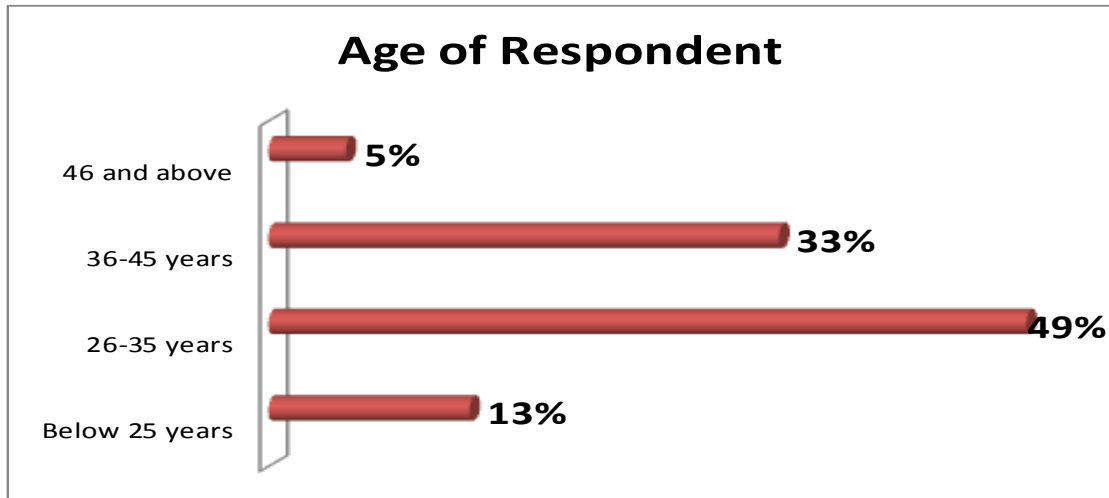
Source: (Research Data, 2018)

As shown in Figure 4.1, it was established that majority (49%) of the respondents or employees who worked selected public universities were aged between 26-35 years, some (33%) were aged between 36-45 years, 13% of them were aged below 25 years and 5% aged above 46 years. The findings imply that the majority of the selected universities were dominated by youthful workers who served as lecturers and research assistants. Further, it was observed that some of the senior positions were occupied by middle-aged employees who aged above 45 years due to the experience and knowledge required to fill the positions as per the internal university policies.

4.3.2: Gender of Respondents

The study sought to establish the gender of respondents and the following findings were summarized as shown in Figure 4.2.

Figure 4.2: Gender of Respondent

Gender of Respodents

27%

73%

■ Male ■ Female

Source: (Research Data, 2018)

As illustrated in Figure 4.2, the majority (73%) of the respondents of the study were male employees while 27% of them were female. The findings imply that the majority of the workers were male as compared to their female counterparts due to various competencies considered during recruitment. This implies the study population was male dominated.

4.3.3: Education Level of Respondents

The study sought to establish the education level of respondents and the following findings were summarized as shown in Figure 4.3.

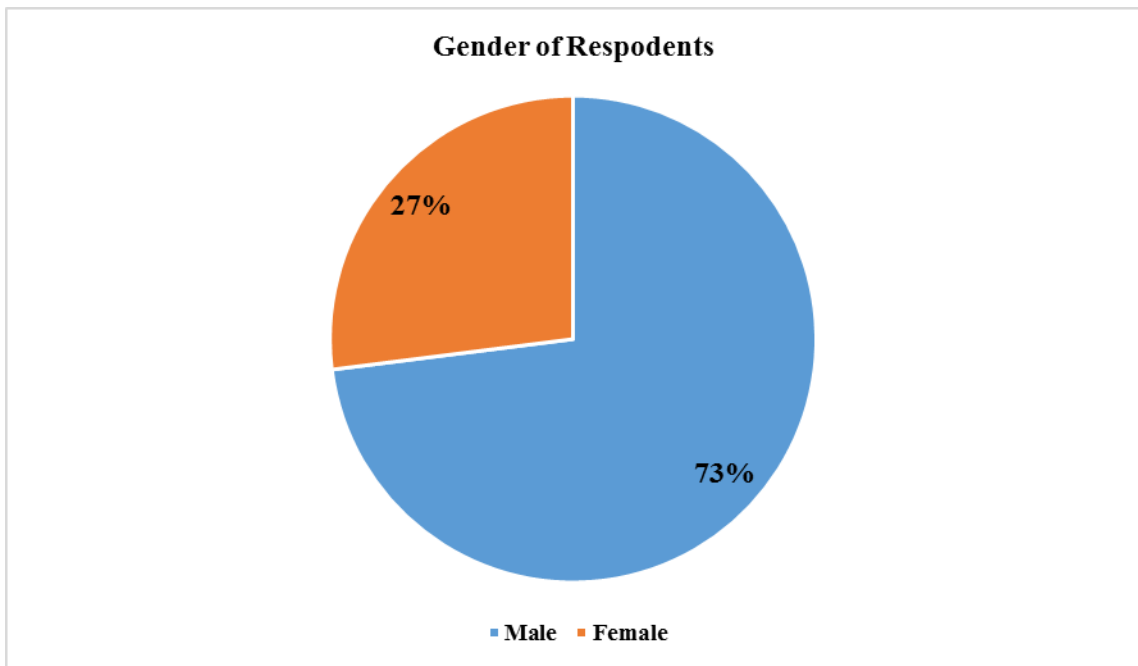**Figure 4.3: Education Level of Respondents**

Education of Respondents

2%

98%

■ Postgraduate Degree ■ Bachelors Degree
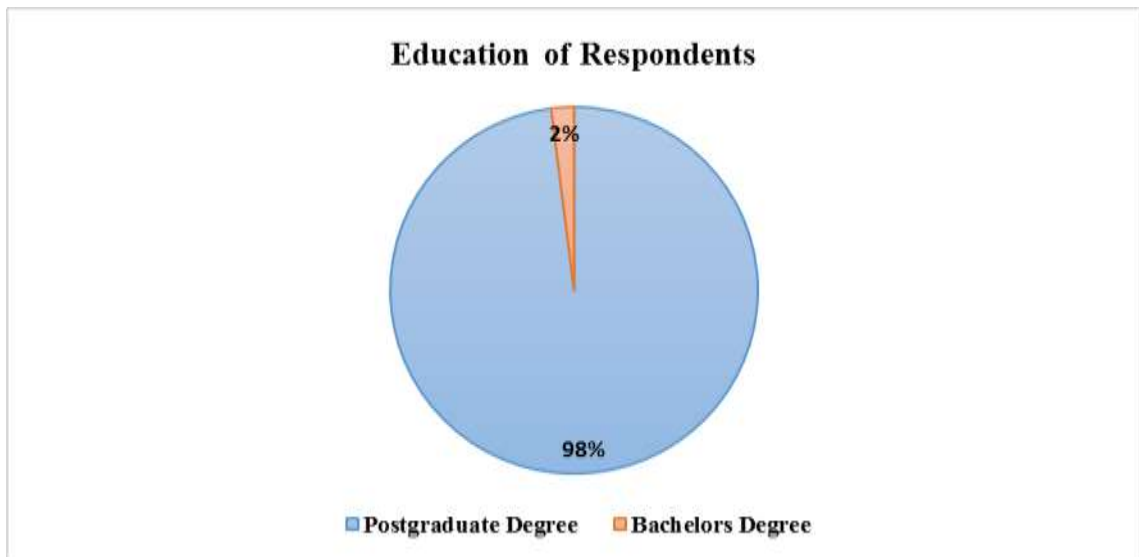
Source: (Research Data, 2018)

As illustrated in Figure 4.3, the majority (98%) of the respondents were holders of postgraduate degrees while 2% of them were first degree holders in various disciplines from local and international universities. The findings imply that the majority of the teaching staff were holders of master's degrees and were in the process of pursuing their doctoral studies in various universities. Further, some had already acquired their doctoral degrees and were serving as deans and senior lecturers in their respective departments. Moreover, it was observed that a small percentage of the population were assistant lecturers who were first-degree holders and had scored first class degrees and were being engaged by their respective universities as they pursue their master's degrees in various universities in Kenya.

4.3.4: Duration of Service

The study sought to establish the period respondents had worked in their respective universities and the following findings were summarized as shown in Figure 4.4.

38

Figure 4.4: Duration of Service
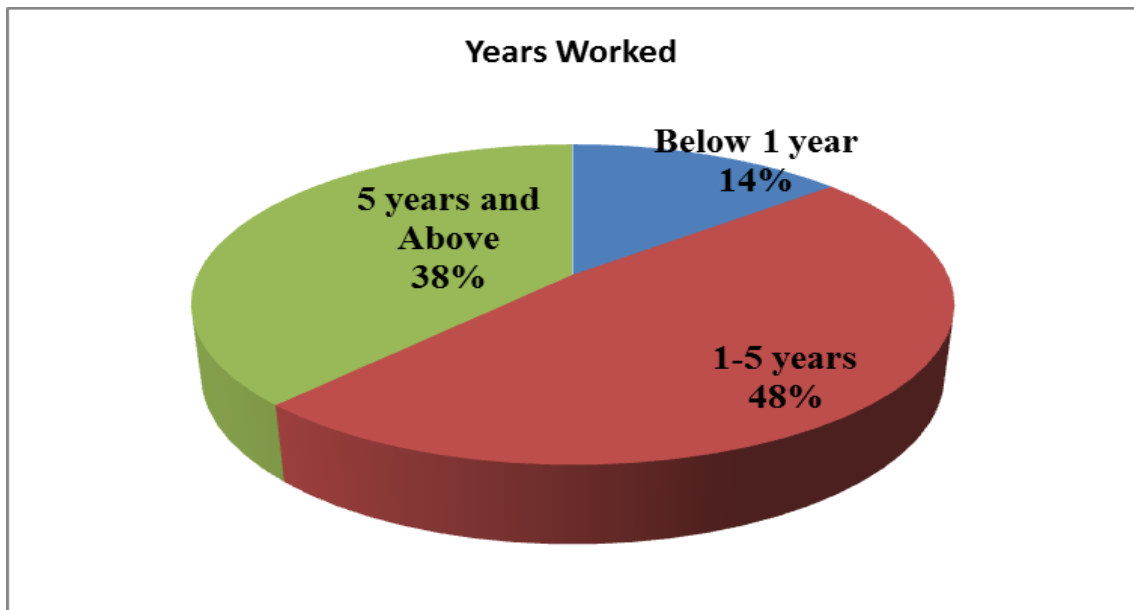
Source: (Research Data, 2018)

As shown in Figure 4.4, it was revealed that majority of the respondents 48% had worked for a period between 1-5 years, some 38% had worked for a period more than 5 years and 14% of them had worked for a period less than 1 year. This result implies that a majority of the employees had enough experience in university implementation and change implementation that would enable them respond to the questions under study.

4.4 Strategic Implementation Practices

The study sought to measure the effect of each independent variable on the dependent using quantitative statistics such as mean scores and standard deviation. The independent variables that the study examined include strategic leadership, organizational culture, and employee empowerment while the dependent variable is changed implementation.

4.4.1 Strategic Leadership

The study sought to establish the effect of strategic leadership on change implementation in selected public universities in Kenya and the following findings were summarized as shown in table 4.1.

Table 4.1: Strategic Leadership

Statements	Mean	S.D
The leaders of my university have set particular goals for each department	4.0734	0.80925
My university equips employees with relevant knowledge and skills before introducing new changes	4.2540	0.73984
Individual workers are held responsible and accountable for objectives set by the university	4.2140	0.82243
My leaders have mechanisms of creating awareness of university mission and vision among its workers	3.9206	0.84818
My university has mechanisms of measuring the effectiveness of strategies implemented against set standards	3.6190	0.72798
Every employee of my university is recognized by top leadership	3.5238	0.64401
My university has a culture of teamwork	3.2751	0.76528
My university has a culture of participatory leadership	3.4563	0.47564
My university has programs that are diverse and globally competitive	3.4133	0.45670
Aggregate Mean Score	3.0245	0.78940

Source: (Research Data, 2018)

The results presented in Table 4.1 reveal a moderate agreement regarding change implementation in selected public universities in Kenya with an Aggregate Mean Score of 3.05. Leaders setting particular goals for each department was rated with a mean of 4.07, leaders creating awareness of the mission and vision with a mean of 3.92, equipping employees with relevant knowledge before introducing new changes with a mean of 4.25, accountability of individual workers on objectives set with a mean of 4.21, mechanisms of creating awareness of the vision and mission with a

mean of 3.92, mechanisms of measuring effectiveness of strategies implemented with a mean of 3.61, recognition of employees by top implementation with a mean of 3.52, teamwork culture with a mean of 3.27 and participatory leadership with a mean of 3.45and diversity of academic programs with a mean of 3.41.

The findings imply that despite the fact that strategic leadership influences change implementation in selected public universities, to some extent employees were of the opinion that leaders to a larger extent did not involve them in making key decisions and recognize their effort. Further, it emerged that some leaders did not have the capacity to formulate strategic initiatives that can facilitate the university to compete in the global market. Some courses offered by universities were not reviewed to reflect the changing trends in the corporate world.

The findings are consistent with that of Aarons *et al.* (2015), Achitsa (2014), Adair (2012), Agboola (2011) and Alshaher (2013) who established that despite strategic leadership influenced performance of organizations in terms of change implemented, to some extent, leaders were not providing the necessary support to workers to implement new changes in their respective departments. The studies revealed that participatory leadership was not a common practice among many organizations like public organizations as compared to private organizations.

4.4.2 Organizational Culture

The study sought to establish the effect of organizational culture on change implementation in selected public universities in Kenya and the following findings were summarized as shown in table 4.2.

Table 4.2: Organizational Culture

Statements	Mean	S.D
My university has employees who have common beliefs and dedication	4.2540	0.83446
My university has a culture of customer service quality	4.1140	0.83076
An employee of my university communicate effectively to customers (students)	4.4603	0.65782
My university has ways of promoting its traditions annually such as internal events	4.0310	0.84182
My university has a culture of solving student grievances without delay	3.9018	0.63694
The top leadership of my university believes in employee involvement in decision making	4.1229	0.77993
There is bottom-up and top-down communication culture in my university	3.1165	0.67755
My university has a culture of socialization among students, teaching and non-teaching staff	4.0230	0.74053
There is a culture of transparency and accountability in my university	3.0100	0.78785
Aggregate Mean Score	3.4845	0.75678

Source: (Research Data, 2018)

The results presented in Table 4.2 reveal a strong agreement regarding change implementation in selected public universities in Kenya with an Aggregate Mean Score of 3.98. Employee of the university having common beliefs was rated with a mean of .4.24, culture of service delivery with a mean of 4.11, effective communication to customers with a mean of 4.46, ways of promoting traditions through internal events with a mean of 4.03, culture of solving students grievances with urgency with a mean of 3.90, employee involvement of decisions with a mean of 4.12, existence of two way communication approach with a mean of 3.11, socialization of staff members and students with a mean of 4.02 and culture of transparency and accountability with a mean of 3.01.

The findings imply that even though organizational culture influences change implementation, to some extent some employees were unsatisfied with the criteria used to promote workers. Further, it emerged that student issues were taking too long to be addressed. Moreover, bottom-up communication was considered to be not effective compared to top-down communication. To some extent, it was observed that customer service culture was not to the expected levels since the majority of the selected universities were finding it difficult to enroll students in particular programs and more specifically postgraduate programs.

The findings contradict with that of Cuganesan, Dunford & Palmer (2012); Cummings, Bridgman & Brown (2016); Fernandez & Moldogaziev (2013) & Karuhanga (2015) who found out that there exists a difference between organizational culture and change implementation. The studies revealed that every organization comprises of employees who have different personalities and think in different ways. Employees of an organization may have different attitudes and perceptions towards top leadership, policies and implementation styles thus influence the performance of an organization negatively in terms of the change implementation.

4.4.3 Employee Empowerment

The study sought to establish the effect of employee empowerment on change implementation in selected public universities in Kenya and the following findings were summarized as shown in table 4.3.

Table 4.3: Employee Empowerment

Statements	Mean	S.D
My university facilitates and sponsors teaching and non-teaching staff to further their studies	3.3144	0.71449
My university strongly believes in research and training	3.3810	0.79166
My university motivates employees effectively	2.3810	0.67102
My university engages workers on specific duties based on specific competencies	2.1429	0.56389
My university evaluates workers periodically	3.5313	0.77928
My university provides timely feedback on evaluations to teaching and non-teaching staff	3.3412	0.80640
My university mentors and inducts workers effectively on new assignments	3.3492	0.67582
My university promotes the culture of delegating responsibilities	2.1422	0.59180
Consultation is prioritized by every employee of my university before making final decisions	3.6825	0.81963
Aggregate Mean Score	3.2115	0.75678

Source: (Research Data, 2018)

The results presented in Table 4.3 reveal a moderate agreement regarding change implementation in selected public universities in Kenya with an Aggregate Mean Score of 3.21. Sponsorship of teaching and non-teaching staff to advance their studies was rated with a mean of 3.31, strong believer in research and training with a mean of 3.38, employee motivation with a mean of 2.38, engagement of workers based on specific competencies with a mean of 2.14, periodical evaluation of workers with a mean of 3.53, provision of timely feedback on staff evaluations with a mean of 3.34, delegating culture with a mean of 2.14 and prioritization of consultations before making decisions with a mean of 3.68.

The findings imply that the despite the fact the employee empowerment influenced change implementation, to some extent universities were not motivating employees effectively thus deteriorating performance. It was noted that some workers were underperforming and not willing to take extra responsibilities due to lack of motivation. Further, engagement of workers based on specific competencies was not given priority by top implementation. Even though employees were given new responsibilities, it was indicated that there were no clear criteria for linking the position and qualification of individual workers. It emerged that most of the workers were given new positions with a little emphasis on implementation experience.

The findings are in line with that of Kimathi & Henry (2014); Kinyanjui & Juma (2014); Maina (2012); Mathooko & Ogutu (2014); Mbaka & Mugambi (2014) who found out that employee training was correlated to change implementation despite the little effort of organizations to motivate workers to performance effectively. The studies observed that monetary rewards were considered to be the key drivers of employee performance in the organization. Further, it was noted that non-financial aspects were attributed to organization performance. Recognition, promotions, training and other fringe benefits significantly influenced change implementation in the organization.

4.4.4 Measurement of Change Implementation

The study sought to investigate the parameters used to measure change implementation in selected public universities in Kenya and the following were the findings as shown in Table 4.4.

Table 4.4: Measurement of Change Implementation

Statements	Mean	S.D

Reduced costs of operation reflect effective implementation of change in my university	4.78	0.82025
Customer satisfaction reflects effective change implementation in my university	4.32	0.69229
Student referrals reflect effective change implementation in my university	4.54	0.73984
Good governance in my university reflects effective change implementation in my university	4.44	0.83968
Accountability of employees reflects effective change implementation in my university	4.46	0.77993
Employee motivation reflects effective change implementation in my university	4.77	0.69928
Conducive working environment reflects effective change implementation in my university	4.34	0.80640
Compliance to CUE requirements reflects effective change implementation in my university	4.689	0.67890
Aggregate Mean Score	4.345	0.75678

Source: (Research Data, 2018)

The results presented in Table 4.4 reveal a strong agreement regarding effective metrics of measuring change implementation. The mean scores of all the 8 statements were more than 4.00, indicating that majority of workers of the university strongly agreed that change implementation in their respective universities was measured using costs of operation, customer satisfaction, good governance, accountability of workers, employee motivation, conducive working environment and compliance to Commission for University of Education regulations. The findings are supported by Melchorita (2013), Moturi (2010). Mohamud *et al.* (2015) and Nanjundeswaras & Swamy (2014) who acknowledge that change implementation in an organization can be measured using various parameters such as profits, the volume of sales, employee motivation and customer satisfaction.

4.5 Inferential Statistics

To determine the statistical effect of each independent variables of the study on the dependent variable, Statistical Package of Social Sciences version 24 was applies to conduct correlation and multiple regression analysis of data.

4.5.1 Correlation Analysis

Pearson's product moment correlation analysis was conducted at 95% confidence interval and 5% confidence level 2-tailed to assess the statistical relationship between each independent variable on change implementation in selected public universities in Kenya as shown in Table 4.5.

Table 4.5: Correlations Results Analysis

	Strategic Leadership	Organizational Culture	Employee Empowerment	Change Implementation
	1			
Strategic	.710			
Leadership	.0012	1		
Organizational	.693	.027		
Culture	.0017	.799	1	
Employee	.579	.560	.762	
Empowerment	.0023	.000	.560	
Change	543	.340	.234	
Implementation				
	.000	.000	.000	1
**p< 0.05				

Source: (Research Data, 2018)

Table 4.6 indicates that there was a statistical correlation between strategic leadership (0.710), organizational culture (0.693) and employee empowerment (579). The positive relationship indicates that there was a correlation between the three variables of the study on change implementation in selected public universities in Kenya. The Significance values of the three independent variables were less than 5% (0.0012, 0.0017 and 0.0023) which indicated that a unit increase of strategic leadership, organizational culture, and employee empowerment resulted to a unit increase in change implementation in selected public universities in Kenya.

4.5.2 Regression Analysis

To determine the predictive power of each independent variable on change implementation in public universities in Kenya, multiple regression analysis was conducted to find out the linear relationship between all the independent variables and the dependent variable as shown in Table 4.6.

Table 4.6: Regression Results Analysis

Dependent Variable	Independent Variables	Beta Value	T-Value	Sig
Change implementation in selected public universities in Kenya.	Strategic Leadership	0.456	3.277	0.002
Change implementation in selected public universities in Kenya.	Organizational Culture	0.244	3.217	0.000
Change implementation in selected public universities in Kenya.	Employee Empowerment	0.354	3.446	0.001

Source: (Research Data, 2018)

As shown in table 4.6, the multiple regression analysis indicated that there was a positive significant relationship between strategic leadership, organizational culture, and employee empowerment and change implementation in selected public universities in Kenya. The significance values of the three independent variables

were; strategic leadership (β=0.456, p < 0.05), organizational culture (β=-0.244, p < 0.05) and employee empowerment (β=0.354, p < 0.05). These results correspond with the view of Tarus, Gichoya & Muumbo (2015); Sifuna, D (2012) & Waititu (2016) who found out that there exists a significant positive relationship between employee training firm traditions and leadership and organization performance.

Table 4.7: Correlation Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	**(Constant)**	1.349	1.2235		0.930	0.000
	Strategic Leadership	0. 787	0.3132	0.152	2.512	0.000
	Organization Culture	0. 752	0.3425	0.154	2.195	0.001
	Employee Empowerment	0.645	0.2178	0.116	2.961	0.002

Source: (Research Data, 2018).

As illustrated in Table 4.7, multiple regression analysis was conducted to determine the relationship between the consolidated variables of strategic implementation practices on change implementation of selected public universities in Kenya. As per the SPSS generated Table (4.7) above, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$)) became: Y= 1.349+ 0.787X_1+ 0.752X_2 + 0.665X_3. As depicted in Table 4.7, it is established that taking all factors into account (strategic leadership, organizational culture, and employee empowerment) constant at zero, change implementation will be 1.349.

Further, the data findings analyzed also shows that taking all other independent variables at zero, a unit increase in strategic leadership, organizational culture and employee empowerment will increase change implementation in selected public universities in Kenya by a magnitude of 0.787, 0.752 and 0.665. At 5% level of

significance and 95% level of confidence, the significance values of all the three variables is less than the critical value of 0.05, indicating that there exists a significant positive relationship between independent variables (strategic leadership, organizational culture, and employee empowerment) and dependent variable (change implementation in selected public universities in Kenya).

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summaries of the study findings as per the study objectives, provides conclusions based on those findings and recommendations which are based on both the study findings and other relevant literature considered necessary and vital to be used in future to improve the study situation.

5.2 Summary of Findings

After data analysis, quantitative values were used to interpret the information according to the study objectives. The study objectives that guided analysis and interpretation of data included determining the effect of strategic leadership, organizational culture and employee empowerment on change implementation in selected public universities in Kenya. After the analysis of information, the study concludes that there exists a significant relationship between strategic leadership, organizational culture and employee empowerment in relation to change implementation in selected public universities in Kenya.

5.2.1 Strategic Leadership

The study established that there exists a significant positive relationship between strategic leadership and change implementation in selected public universities in Kenya. Although it was pointed out that most of the leaders in public universities in Kenya were not embracing participatory leadership to some extent. Further, it emerged that leaders were not in a position to develop globally competitive academic

programs due to lack of benchmarking with best institutions of higher learning in the global market. In addition, evaluation of strategies implemented was a challenging task due to limited resources available. Achievement of particular goals was unrealistic to some employees due to lack of top leadership support.

5.2.2 Organizational Culture

The study revealed that there exists a moderate significant relationship between organizational culture and change implementation in selected public universities in Kenya. However, the study revealed that most of the employees were not satisfied with procedures to higher and appoint employees in specific positions. Further, it was observed that top-down communication embraced by the majority of the public universities. Decisions were made from the top and communicated to lower levels. Moreover, it was noted that most of the universities did not give customer care a priority as they struggled to attract students to enroll in various programs offered by their respective universities.

5.2.3 Employee Empowerment

The study established that there exists a positive significant relationship between employee empowerment and change implementation in selected public universities in Kenya. The study revealed that to a larger extent most of the universities were not motivating workers effectively. To some extent, employees were not willing to take more responsibilities as monetary rewards attached were not satisfactory. The criteria for appointment and promoting workers was also unclear. However, it was also noted that sponsoring workers to advance their studies was not given first priority by the top leadership as most of the workers sponsored themselves in pursuing doctoral studies in various universities.

5.3 Conclusions

The study concludes that despite challenges associated with strategic leadership, organizational culture and employee empowerment in public selected public universities in Kenya, it is necessary for public universities to embrace strategic leadership practices such as institutionalization of the vision and mission among workers, motivating workers, setting achievable goals, evaluating strategies against set standards and analyzing the business environment for competitive advantage of public universities.

Further, organizational culture should be embraced through teamwork among workers, open communication culture, consultation, socialization, transparency, accountability and organizing periodical events such as sports, conferences and customer service culture.

In addition, employee empowerment should be embraced through sponsoring workers to advance their studies, conducting employee evaluations and providing feedback, paying reasonable wages and salaries for extra responsibilities, improvement of working environment and delegating responsibility to lower level employees.

5.4 Recommendations

The study identified that most of the public universities did not involve workers in formulating key decisions. Therefore, the study recommends that the top leadership of public universities should ensure employees are involved when making a key decision in order to implement change effectively. Further, the study noted that leaders did not have the capacity to evaluate the strategies formulated. Therefore, the study

recommends that universities should partner with consultancy firms in order to formulate, implement and evaluate strategies formulated. In addition, it was observed that limited resources of public universities hindered implementation of strategies formulated. Therefore, the study recommends that top leadership should rethink on diversifying into other businesses in order to raise adequate funds to support various program such as employing workers and investing in physical facilities.

Since the study revealed that organizational culture was embraced on a small extent, the study recommends that top leaders should establish frameworks that seek to orient newly recruited workers effectively. Further, the spirit of teamwork, socialization, and consultation should be embraced through sponsorship of internal events such as sports and events organized by students and staffs. Moreover, bottom-up communication should be encouraged by leaders through periodical meetings with workers and updates on the development of the university.

The study revealed that employee empowerment in public universities was not given the attention it deserved. Therefore, this study recommends that top leaders should prioritize compensating workers effectively with monetary and non-monetary rewards. Salary or wage review should be based on performance evaluations. By extension, providing opportunities for advancing studies through sponsorships are should be prioritized. Appointments should be done based on individual competencies such as implementation skills and knowledge rather than using academic qualifications only. In addition, improving the working environment and promoting workers based on performance should be given first priority for effective change implementation in public universities in Kenya.

5.5 Areas for Further Research

Since the study was limited to three variables which included strategic leadership, organizational culture, and employee empowerment. The study suggests that other researchers should seek to investigate other strategic implementation practices that may influence change implementation in public universities in Kenya. Researchers should also study and adopt different theories due to constraints of contextualizing and operationalizing constructs of the theories. Further, similar studies should be replicated in other sectors such as healthcare and agriculture to determine the consistency of results. Moreover, comparative studies should be conducted in other countries to confirm the consistency of results from context to context.

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58

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APPENDICES

Appendix 1: Introduction Letter to Respondents
CHRISTINE MURUGI NJUE

KENYATTA UNIVERSITY

P.O BOX 43844-00100

NAIROBI.

Dear Respondent

<u>RE: MASTER OF BUSINESS ADMINISTRATION ACADEMIC RESEARCH</u>

I am a student at Kenyatta University pursuing a Master of Business Administration Degree. Pursuant to the pre-requisite coursework, I am conducting a research project entitled "***Strategic implementation practices on effective change implementation in public Universities in Kenya***"

You have been selected as the immediate respondents to provide the necessary information concerning the problem under investigation. You are hereby requested to take around 20 minutes to provide the necessary information required by ticking the items in the questionnaire (Appendix 2). The information given will be treated with the utmost good faith and confidentiality and anonymity of the information provided is assured.

Your assistance and cooperation will be highly appreciated.

Yours faithfully,

Christine Njue

Appendix 2: Kenyatta University Graduate School Data Collection Approval Letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 13th February, 2018

TO: Njue Christine Murugi
C/o Business Administration Dept.

REF: D53/PT/EMB/24839/13

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 10th January, 2018 entitled **"Strategic Management Practices and Change Implementation in Selected Public Universities in Kenya"**.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

C.c.   Chairman, Department of Business Administration

Supervisors:

1. Mr. Henry O. Kegoro
C/o Department of Business Administration
Kenyatta University

AM/tnn

Appendix 3: National Commission for Science Technology and Innovations Data Collection Certificate.

THIS IS TO CERTIFY THAT:

MS. CHRISTINE MURUGI NJUE

of KENYATTA UNIVERSITY, 6-60100 EMBU,has been permitted to conduct research in *Kirinyaga , Muranga , Nairobi, Nyeri* Counties

on the topic: *STRATEGIC MANAGEMENT PRACTICES AND CHANGE IMPLEMENTATION IN SELECTED PUBLIC UNIVERSITIES IN KENYA*

for the period ending:
6th July,2019

Permit No : NACOSTI/P/18/82753/23578

Date Of Issue : 10th July,2018

Fee Recieved :Ksh 1000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/82753/23578**

Date: **10th July, 2018**

Christine Murugi Njue
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Strategic management practices and change implementation in selected public universities in Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga, Murang'a, Nairobi and Nyeri Counties** for the period ending 6th **July, 2019.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education of the selected Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioners
Selected Counties.

Appendix 4: Questionnaire for Employees of Public Universities

Kindly answer the following questions by ticking in the appropriate box or filling the spaces provided. Information obtained will be used for academic purposes only and will, therefore, be handled with the highest level of confidentiality. Your cooperation will be highly appreciated.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. **What position do you hold In your university?.....................................(Optional)**

2. **Indicate your Age**
   a) Below 25 years   [   ]
   b) 26-35 years   [   ]
   c) 36-45 years   [   ]
   d) Above 45 years   [   ]

3. **Indicate your Gender**
   a) Male   [   ]
   b) Female   [   ]

4. **Indicate your Level of Education**
   a) University   [   ]
   b) College   [   ]
   c) Secondary level   [   ]
   d) Primary level   [   ]

5. **How long have you worked in the Firm**
   a) Below 1 year   [   ]
   b) Between 1 - 5 years [   ]
   c) Above 5 years   [   ]

SECTION B: STRATEGIC IMPLEMENTATION PRACTICES ON CHANGE IMPLEMENTATION IN PUBLIC UNIVERSITIES IN KENYA

PART A: STRATEGIC LEADERSHIP

6. Indicate your level of agreement or disagreement with the following statements relating to the effect of strategic leadership on change implementation in your university **(scale 5= Strongly Agree(SA), 4= Agree (A), 3 = Moderately Agree (MA), 2= Disagree (D), 1 = Strongly Disagree (SD))**

S/N	Statements	1 SD	2 D	3 MD	4 A	5 SA
1.	My leaders have mechanisms of creating awareness of university mission and vision among its workers					
2.	The leaders of my university have set particular goals for each department					
3.	My university equips employees with relevant knowledge and skills before introducing new changes					
4.	Individual workers are held responsible and accountable for objectives set by the university					
5.	My university has mechanisms of measuring the effectiveness of strategies implemented against set standards					
6.	Every employee of my university is recognized by top leadership					
7.	My university has a culture of teamwork					
8.	My university has a culture of participatory leadership					
9.	My university has programs that are diverse and globally competitive					

PART B: ORGANIZATIONAL CULTURE

Indicate your level of agreement or disagreement with the following statements relating to the effect of organizational culture on change implementation in your university **(scale 5= Strongly Agree (SA), 4= Agree (A), 3 = Moderately Agree (MA), 2= Disagree (D), 1 = Strongly Disagree (SD))**

S/N	Statements	1 SD	2 D	3 MD	4 A	5 SA
1.	My university has employees who have common beliefs and dedication					
2.	My university has a culture of customer service quality					
3.	An employee of my university communicate effectively to customers (students)					
4.	My university has ways of promoting its traditions annually such as internal events					
5.	My university has a culture of solving student grievances without delay					
6.	The top leadership of my university believes in employee involvement in decision making					
7.	There is bottom-up and top-down communication culture in my university					
8.	My university has a culture of socialization among students, teaching and non-teaching staff					
9.	There is a culture of transparency and accountability in my university					

PART B: EMPLOYEE EMPOWERMENT

Indicate your level of agreement or disagreement with the following statements relating to the effect of employee empowerment on change implementation in your university (**scale 5= Strongly Agree (SA), 4= Agree (A), 3 = Moderately Agree (MA), 2= Disagree (D), 1 = Strongly Disagree (SD)**)

S/N	Statements	1 SD	2 D	3 MD	4 A	5 SA
1.	My university facilitates and sponsors teaching and non-teaching staff to further their studies					
2.	My university strongly believes in research and training					
3.	My university motivates employees effectively					
4.	My university engages workers on specific duties based on specific competencies					
5.	My university evaluates workers periodically					
6.	My university provides timely feedback on evaluations to teaching and non-teaching staff					
7.	My university mentors and inducts workers effectively on new assignments					
8.	My university promotes the culture of delegating responsibilities					

9.	Consultation is prioritized by every employee of my university before making final decisions					

PART B: MEASUREMENT OF CHANGE IMPLEMENTATION

Indicate your level of agreement or disagreement with the following statements relating measurement parameters of change implementation of your university (**scale 5= Strongly Agree (SA), 4= Agree (A), 3 = Moderately Agree (MA), 2= Disagree (D), 1 = Strongly Disagree (SD)**)

S/N	Statements	1 SD	2 D	3 MD	4 A	5 SA
1.	Reduced costs of operation reflect effective implementation of change in my university					
2.	Customer satisfaction reflects effective change implementation in my university					
3.	Student referrals reflect effective change implementation in my university					
4.	Good governance in my university reflects effective change implementation in my university					
5.	Accountability of employees reflects effective change implementation in my university					
6.	Employee motivation reflects effective change implementation in my university					
7.	Conducive working environment reflects effective change implementation in my university					
8.	Compliance to CUE requirements reflects effective change implementation in my university					

Appendix 5: List of Selected Public Universities in Kenya

1. The University of Embu,
2. Karatina University,
3. Machakos University,
4. Chuka University
5. Kirinyaga University.