CHANGE MANAGEMENT IMPLEMENTATION PRACTICES AND PERFORMANCE OF PUBLIC UNIVERSITIES IN KENYA: A CASE OF KENYATTA UNIVERSITY

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D53/37728/2016

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JUNE 2020
DECLARATION

I declare that this research project is my own original work and that it has never been presented by anybody else for the award of any credit in any other institution of higher learning.

Sign………………………….. Date…………………………...

Gikang’a Mary Nyamburah

D53/37728/2016

This research project has been submitted for the course examination with my approval as the university supervisor

Sign …………………………….. Date…………………………..

Dr. Linda Kimencu

Department of Business Administration

Kenyatta University
DEDICATION

I wish to dedicate this project to my daughter Stephanie, as young as you are, you inspire me to face life with an open mind. To my husband Jeff, your support during this time made this possible. I prayed to God for a family, He gave me the most valuable treasure a person can ever find.

To my parents Mr. and Mrs. Gikang’a, thank you so much for your financial, emotional and spiritual support throughout my quest for education. I owe all my success to you and I pray that you will live long to keep the fire burning in our family.

To my siblings, Simon, Nancy, Benson, Charles, Moses, Joyce, Naomi and Monicah, thank you for your support and encouragement. May God bless you for always inspiring me to aim for the highest goals in life and to remain persistent even when faced with hardships.
ACKNOWLEDGEMENTS

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I acknowledge the efforts of all the lecturers in the School of Business for your commitment towards sharing knowledge and guidance with students. I would not have made it this far without your support and for that am very grateful.

To my MBA classmates, I cannot thank you enough for your support, inspiration and commitment. It is my great pleasure to be part of the team. I wish you all the best in your studies, work and life in general.
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### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CUE</td>
<td>Commission for University Education</td>
</tr>
<tr>
<td>CBA</td>
<td>Collective Bargaining Agreement</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>KU</td>
<td>Kenyatta University</td>
</tr>
<tr>
<td>KUCCPS</td>
<td>Kenya Universities and Colleges Central Placement Service</td>
</tr>
<tr>
<td>RBV</td>
<td>Resource Based View</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>VRIN</td>
<td>Valuable, Rare, Inimitable and Non-substitutable</td>
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### OPERATIONAL DEFINITION OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Performance</strong></td>
<td>Achievement of the public universities’ goals of teaching, research and community service.</td>
</tr>
<tr>
<td><strong>Change Management Practices</strong></td>
<td>Procedures put in place to oversee successful implementation of change.</td>
</tr>
<tr>
<td><strong>Change Management Planning</strong></td>
<td>Activities put in place to ensure that the goals and objectives as well as resource allocation for change efforts are arranged.</td>
</tr>
<tr>
<td><strong>Change Management Communication</strong></td>
<td>Activities involved in the process of sharing of change related information throughout the organization.</td>
</tr>
<tr>
<td><strong>Change Management leadership</strong></td>
<td>Activities undertaken by the change agents to ensure successful implementation of change.</td>
</tr>
<tr>
<td><strong>Change Management Monitoring</strong></td>
<td>Activities put in place for evaluating progress of change efforts and enacting corrective measures where necessary.</td>
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ABSTRACT

The performance of public universities in Kenya has been on the spotlight for several years now. Public universities have been faced with challenges of insufficient resources yet the number of students enrolled increases every year. These institutions have thus been accused of offering low quality of education leading to increased rates of unemployment among their graduates. To deal with these challenges, these institutions have implemented changes in their systems, processes and people. While various studies have focused on investigating how these institutions enforce change, there is insufficient research on the various implementation practices adopted by these organizations. This research aimed at determining how four practices which include change management planning, change management communication, change management leadership, and change management monitoring affect the performance of public universities in Kenya. The research adopted both qualitative and quantitative research methods, specifically descriptive explanatory design. The target population for the study was 129 subjects sampled through stratified random sampling inclusive of Deans, departmental Chairpersons, administrative staff and teaching staff from the School of Business, the School of Economics and the School of Education in Kenyatta University. The response rate for the study was 74%, an equivalent of 95 respondents. The study used primary data collected using a survey questionnaire which was distributed by the researcher to the respondents. The quantitative data was analyzed for descriptive and inferential statistics using SPSS software. The reliability of the research instrument was measured through a Cronbach’s Alpha reliability test and was determined to be 0.855 which demonstrates highly reliable data. Multicollinearity and Normality diagnostic test were carried out and the data was determined to be normally distributed and multicollinearity was ruled out thereby declaring the data fit for further analysis. A correlation analysis showed that the research variables had statistically significant relationships with each other. The regression analysis results confirmed three hypotheses set for the study by determining that change management planning, communication and monitoring have a significant effect on performance of public universities with Beta coefficients of 0.136, 0.776, and 0.349 respectively at P= 0.05. One hypothesis was disapproved by concluding that change management leadership does not have a significant effect on performance of public universities in Kenya with a Beta coefficient of 0.124. The study recommends that the management in Kenyatta University put more emphasis on change management communication and monitoring as implementation practices. The study also recommends that future research should focus on investigating the role of change management planning as an implementation practice in the process of change management. Additionally, focusing on a
larger sample from different public universities in order to enhance generalizability of the research findings.
CHAPTER ONE

INTRODUCTION

1.0 Chapter Introduction

This chapter covers the introductory parts of the research project which include the background of the study, the statement of the problem, the research objectives and hypotheses, significance and scope of the study, limitations of the study as well as a brief overview of the organization of the rest of the research project.

1.1 Background of the Study

Globalization has come with the pressure for institutions of higher learning to meet international standards in terms of the quality of education offered. Private institutions of higher learning are able to penetrate into the market because they are in a position to put in place the necessary resource for achieving high quality of service delivery. Globally, public universities are acknowledged as the best institutions for offering higher education. However, public Universities in Africa have received criticism from international bodies for failing to utilize available resources maximally to enhance performance (Boka, Paterson & Kraak, 2016). Similarly, the performance of public universities in Kenya has faced criticism from both the general public as well as the Commission for University Education (CUE). According to a report by CUE on 2016, it indicated that although the number of students graduating from public universities has been increasing over the years, it is troubling that unemployment rate among these graduates is still high (Mukoya, 2016).

Public universities in Kenya are faced with various challenges that affect their performance. To begin with, there is a lot of political interference especially regarding honoring of
Collective Bargaining Agreements (CBA) between the university staff and the Government of Kenya (GOK) thereby causing disruption of learning as a result of constant strikes from teaching staff (Nation Media Group, 2015). Secondly, universities are facing challenges with regards to funding from the government which affects structural and functional development (Wanzala, 2018). Additionally, public universities suffer from inadequate resources as a result of high number of students being enrolled relative to the available resources such as accommodation premises, lecture halls and high ratio students to lecturers.

Due to these challenges, public universities are forced to adopt changes aimed at mitigating the situation. For instance, CUE has made recommendations for revision of courses offered in public universities to align them with talent needs in the job market (Nation Media Group, 2015). Additionally, there have been efforts from the government to convert technical training institutes with the aim of decongesting public universities by distributing government sponsored student across different regions of the country (Wamaitha, 2017). In light of these changes, public universities engage in change management practices to help them facilitate these changes and ensure improvement of their performance. Among these various change management practices used by organizations; this research focused on change planning, change communication, change leadership and change monitoring.

1.1.1 Change Management Practices

Change management has been defined as the process of putting in place the necessary resources for taking an organization through the change process (Potter, 2004). In an organizational setup, change management follows various activities aimed at achieving specific objectives. For this reason, the resources available to the organization as well as the defined change goals and objectives must be in line with the vision and the mission of the organization (Palmer, Dunford, Akin & Buchanan, 2009). Change management practices
The various change management practices implemented by organizations as recommended by Paton & McCalman (2008) include change planning, stakeholder involvement, change execution and change evaluation and monitoring. However, the research focused on change communication in the place of stakeholder involvement given the context of the research.

Change management planning is the process of ensuring that the necessary resources as well as budget and timeline for the implementation of change are put in place (Porter, 2004). It is important for an organization to plan ahead of the change process to ensure that it determines the changes that need to be made and how long it will take to get them done. According to Murphy (2003), planning for strategic change is done at the top management level since the people at this level have a clear picture of the organization’s mission and vision. Change planning as a practice for managing strategic change must however involve all the important stakeholders in the organization (Carnall, 2018). If an organization fails to plan for change, it is more likely to fail at the implementation level.

Change management communication is a very important aspect of change management since it enables all the concerned stakeholders such as the employees, customers, shareholders, suppliers, general public and business partners to understand their role in the proposed change efforts (Wanyama, 2013). Since organizational changes involve people, systems and process that require input from different stakeholders, it is important to involve these stakeholders from the preliminary stages of change planning (Mchunu, 2010). Failing to communicate with all stakeholders results in additional challenges during the implementation stages especially due to increased resistance to change (Osakina, 2013).

Change management leadership refers to the process of identifying the people responsible for overseeing the actual process of implementing the proposed changes. It involves bringing
together the resources allocated towards meeting the change efforts. According to Ospina, Cyris, Hazenberg, Gohier & Alder (2002), it is important for organizations to ensure that they follow the change plans put in place to prevent deviating from the deadline and the budget set for the change process. However, Thomas & Hardy (2011) acknowledge that organizations must consider changes in the factors within the external and internal environment and evaluate how they impact on the proposed change plan, and adjust accordingly. Organizations must therefore not execute the planned change blindly since the operating environment is turbulent and unpredictable sometimes.

Change management monitoring involves the process of assessing the progress of the change efforts and comparing it with the initial plan throughout the execution process. According to Paton & McCalman (2008), monitoring the change process is important because it enables an organization to determine whether the goals and objectives of the change process are being met. At the same time, it enables organizations to identify areas that need to be rectified in time before it is too late (Gathoni, 2016). Neumann, Robson & Sloan (2018) indicate that monitoring and evaluation makes the difference between failure in change management, and achieving sustainable competitive advantage. When organizations implement change and fail to monitor the process, they are bound to make mistakes along the way that may end up costing the organization a lot in terms of time, money and labor.

1.1.2 Organizational Performance

Organizational performance is the measure of how well an organization uses inputs to derive outputs as per its set goals and objectives (Zack, McKeen & Singh, 2009). In organizations, performance can be classified as either financial or non-financial performance. This study focused on the non-financial performance of public universities in terms of three aspects
namely, efficiency in service delivery, effectiveness in achieving satisfaction of both the stakeholders and the employees.

Efficiency refers to optimization in the process of transforming inputs into outputs. It means that an organization is in a position to use the least possible resources to achieve the highest possible results (Neumann, Robson & Sloan, 2018). With regards to the goals and objectives of public universities, efficiency is achieved when institutions are able to optimally utilize the available resources to achieve their goals and objectives. Additionally, these institutions need to plan for the activities to be carried out, and ensure that these activities are completed within the set deadline (Murphy, 2003). Efficiency is achieved at the tactical level where the people implementing the set plans do their best to achieve the goals optimally.

Effectiveness on the other hand refers to the level to which a program is able to achieve the expected results or even better. Effectiveness is therefore a measure of how well the results of the project meet the initially set goals and objectives (Ongwesa, 2014). This aspect of performance is usually measured based on medium and long term goals because the results being measured are usually not easily visible. The study therefore sought to understand how effective public universities are in their change management efforts.

Sustainability refers to the ability for an organization to maintain the desired level of performance once it has been achieved. Due to the turbulent nature of the environment within which organizations operate, it is challenging to achieve sustainability in performance (Sande, Walela & Wamukoya, 2015). However, organizations that strive to achieve sustainability gain a competitive advantage against their competitors. Public universities face sustainability issues due to various factors. To begin with, some institutions are underfunded which makes it hard for them to meet the desired level of performance (Osakina, 2013). Secondly, some institutions face poor management of available funds thereby leading to
delay in development projects as well as provision of poor services. Additionally, other institutions have been left behind in terms of technology and ICT which makes them lag behind with regards to change management (Tarus, Gichoya & Muumbo, 2015). The study therefore aimed at determining how public universities implement change management practices to achieve sustainability in performance.

1.1.3 Public universities in Kenya

Public universities are primarily designed to provide an opportunity for people to access high quality education, secondary to generation of revenue. These universities are partially sponsored by the government which provides funds aimed at catering for various expenses, thereby allowing them to consistently provide students with the resources that they need to achieve their goals (Mukoya, 2016). Public universities receive majority of the best performing student’s as they are allocated slots by the Kenya Universities and Colleges Central Placement Service (KUCCPS) in the various public universities to pursue courses of their choice (Wamaitha, 2017). There are approximately 32 public universities in Kenya. Since the government sponsored students are not enough to sustain the universities in the long run, there arose the need for incorporating self-sponsored students.

During the process of choosing the preferred university, students look at various aspect of the university with regards to how competitive the university is when compared to other public universities (Nation Media Group, 2015). The various determinants of the Performance of these universities include the rate at which students graduate, availability of supportive resources, successful transfer of skills and knowledge, the ability to nurture entrepreneurial skills and successful career and internship placements of graduates (Mukokho, 2010). The performance of public universities in Kenya has been recorded as wanting in terms of the declining employability of graduates. Since the business environment within which the
universities, as well as other organizations that depend on these universities for skilled man
power operate keep changing, the universities have to keep changing various aspects of their
culture, structures, policies and modes of service delivery in an effort to keep up (Mukoya,
2016).

The ability of these universities to identify the need for change, to plan for the change, to
involve the various stakeholders in the change process as well as to evaluate and monitor the
change efforts is what the study focused on as change management (Mukhwana, Oure,
Kiptoo, Kande, Njue, Too & Some, 2016). The link between change management and the
performance of public universities is brought about by the argument that in order to remain
competitive in the modern operating environment, organizations need to continuously
improve themselves, a process that involves changing at least one aspect of the organization
(Njoro, 2017). In order for the organization to achieve the desired goals, the change process
must be well designed and managed.

1.1.4 Kenyatta University

Kenyatta University was officially founded in 1965 as Kenyatta College after the British
government handed over the Templar barracks in Kahawa to the Kenyan government soon
after attaining independence. The college later became a constituent of University of Nairobi
in 1970, and its name was change to Kenyatta University College through an Act of
parliament. It attained full university status in 1985 and it was named Kenyatta University.
Kenyatta University has received accreditations from various associations which include
Kenya Commission of University Education, Africa Association of Universities, Inter-
University Council of East Africa, Commonwealth Universities and International Association
of Universities (Kenyatta University Official Website, 2018).
Kenyatta University is ranked as the second biggest public university in Kenya after University of Nairobi, among approximately 32 public universities in Kenya (Wamaitha, 2017). It has approximately 11 satellite campuses in Kenya, one in Kigali Rwanda and unfortunately had to close one in Arusha Tanzania. The university has approximately 17 faculties within its educational curriculum. It offers programs for Bachelor’s Degree, Master’s Degree, Postgraduate Diploma as well as Doctorates and PhD. Kenyatta university offers courses based on either government or individual sponsorship to students. Government sponsored students received partial sponsorship from the government in terms of their tuition fee while self-sponsored students pay the full tuition fee without sponsorship from the government (Mukoya, 2016). The university provides education of regular basis, school based, open learning, e-learning and part time basis. For this reason, the university has an influx of students at any given time. This year, the university will enroll 5,741 government sponsored students. This number is lower than the usual 8,000 students admitted annually due to the radical changes in secondary education system enacted last year (Nation Media Group, 2015). Even so, the university will enroll self-sponsored students with the hope of bridging the gap in order to achieve sustainability financially.

The university has experienced a lot of changes over the years in terms of structural expansion, technological advancement, cultural diversity and leadership shifts among others (Wamaitha, 2017). As a result, the researcher finds it appropriate to focus on this institution with the aim of understanding change management practices and how they impact on the performance of public universities.

1.2 Statement of the Problem

The performance of public universities in Kenya has been put on the spotlight for various reasons. To begin with, public universities are affected by political issues especially
regarding the renewal of CBA between the government and the teaching staff which contributes to poor service delivery as the University Academic Staff Union calls its members to engage in public actions constantly (Mukoya, 2016). Secondly, the universities suffer from inadequate resources due to insufficient funding by the government thereby denying students crucial resource necessary for their studies (Nation Media Group, 2015). Public universities have also been accused of failing to invest in research aimed at linking the programs offered with the talent needs in the job market thereby rendering many graduates unemployed even after successfully graduating from these organizations.

In light of these challenges, public universities implement changes in their systems, people and processes with the aim at improving their performance. With regards to systems, the universities are incorporating technology throughout their service delivery channels. Public universities also ensure recruitment of qualified personnel for both teaching and non-teaching staff (Wanzala, 2018). Incorporation of a culture that supports change among the concerned stakeholders in the universities has also been a part of the change efforts in public universities to enhance efficiency in their processes (Wamaitha, 2017). Public universities have introduced diverse methods of service delivery which even include Online and Digital E-learning programs (ODEL) (Mukhwana, et al., 2016). As the universities go about these changes, they implement change management practices which enhance successful execution of change and sustaining the change efforts. This research aims at determining how four change management practices which include change planning, change communication, change leadership and change monitoring affect performance of public universities in Kenya.

Empirically, there are various researchers who have carried out studies in the topic of change management and performance of organizations. Njenga and Gichunga (2016) carried out a research to determine the effect of change management strategy on the performance of public
universities in Kenya. The study focused on change planning, leadership, execution and communication but failed to address the issue of monitoring which the study focused on. Sande, Walel and Wamukoya (2015) determined that aspects such as planning, leadership, workforce alignment, defined governance structures and stakeholder involvement are crucial for effective change management. The researchers recommended that future research should focus on these factors as well as others that may be deemed necessary which is the main objective of this study. Ongwesa (2014) focused on performance of telecommunication companies in Kenya in light of structural, cultural and technological change. The research determined that all these types of changes are inevitable for organizations. This research aimed at determining whether this is the case in public universities. All these researchers adopted a descriptive research method which helped them understand the relationship between the research variables. The research, however, adopted a descriptive analytical approach which helped the researcher to get detailed information about the research topic.

In light of the contextual and empirical gaps, the research aimed at determining change management practices implemented by public universities as well as how they impact on the performance of these organizations. The research topic chosen was change management practices and performance of public universities in Kenya.

1.3 Objectives of the Study

The general objective

To evaluate the effect of implementation of change management practices on the performance of public universities in Kenya.

The specific objectives of the study were;
i. To determine the effect of change management planning on the performance of public universities in Kenya.

ii. To analyze the effect of change management communication on the performance of public universities in Kenya.

iii. To evaluate the effect of change management leadership on the Performance of public universities in Kenya.

iv. To establish the effect of change management monitoring of the change process on the Performance of public universities in Kenya.

1.4 Research questions

The sought to answer the following questions.

i. What is the effect of change management planning on the Performance of public universities in Kenya?

ii. What is the effect of change management communication on the Performance of public universities in Kenya?

iii. What is the effect of change management leadership on the Performance of public universities in Kenya?

iv. What is the effect of change management monitoring of the change process on the Performance of public universities in Kenya?

1.5 Significance of the Study

While carrying out preliminary research on the topic of change management and Performance of public universities in Kenya, it was evident that not much research has been done. The existing literature mostly focuses on other industries, with more focus on the challenges and the importance of change management. The research aimed at determining the effect of
change management practices on the performance of public universities in Kenya. The research indicators included change planning, change communication, change leadership as well as monitoring of the change process. The findings of this research adds to the knowledge as far as change management in public Universities in Kenya is concerned.

The study provides recommendations on how public universities can effectively implement change to improve their image and restore the quality of education offered by these institutions. Additionally, recommendations for further research are provided which will act as guidance to future researchers who have an interest in the field of change management in public universities as well as in other industries.

1.6 Scope of the Study

The study focused on determining change management practices and how they impact the performance of public universities in Kenya. The study adopted a case study approach by focusing on Kenya University as the public university of choice. The researcher focused on three schools in the university which include the School of Business, School of Education and the School of Economics.

The reason for choosing these schools is because they are among the largest schools in the university. Kenyatta University was primarily recognized because of the school of Education thereby making it the first school in the institution while the schools of Business and Economics are the current cash cows for the institution as they attract high number of students every year. Additionally, they will provide insight on change management practices implemented at the school and departmental levels in public universities.

With regards to the research variables, the focused on change management planning, change management communication, change management execution, and change management
monitoring. Performance as the dependent variable of the study were evaluated based on efficiency in service delivery, effectiveness in provision of quality education and stakeholder satisfaction. The data collection instrument contained questions relating to change management practices and performance of public universities based on the selected research variables.

1.7 Limitations of the Study

The main limitation for this study is that the results entirely depend on responses provided by the research respondents. As such, the researcher hoped that the respondents will provide truthful and relevant information to the best of their knowledge. However, it is possible that some respondents may be reluctant to provide in-depth information for the fear that the information may be used against them hence putting their career in jeopardy. In this light, the researcher obtained a letter of assurance from the university to ascertain that indeed the information obtained was used for the purpose of the research.

The second limitation of the research is that the findings were be based on the views and opinions of respondents from Kenyatta University which may not apply to other public universities. However, the researcher diversified these views by incorporating respondents from three different schools in the university thereby enhancing generalization of the research findings across schools in the university.

1.8 Organization of the Study

This research project is organized into three main chapters which include the introduction, literature review and the research methodology. The introduction chapter covers various sections including the background of the study, the problem statement, the objective and research questions, the significance of the study, the scope of the study and the limitations of
the study. The literature review chapter covers a theoretical framework for the research, the empirical review, a summary of research gaps and a conceptual framework for the research. The research methodology chapter covers the research design choice and justification, target population, data collection tool, data analysis and presentation methods, reliability and validity of the research findings as well as ethical considerations for the research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Chapter Introduction

This chapter covers a review of previous literature in topics related to change management implementation practices and performance of organizations. It is divided into four main sections which include a section on review of theories that underpin the study, a section of review of empirical research, a section on summary of research gaps that inform the research, and a conceptual framework for the research.

2.1 Theoretical Literature Review

2.1.1 Resource Based View of the Firm

The Resource Based View of an Organization is a theory that argues that an organization needs resources that can provide them with a sustainable competitive advantage against its rivals (Newbert, 2007). The theory holds that such a resource should have four characteristic which include Valuable, Rare, had to imitate and non-substitutable. A valuable resource is one that helps an organization to develop strategies that bring about new innovations that shields the organization from threats (Kraaijenbrink, Spender & Groen, 2010). A rare resource is one that is hard to acquire. A resource that is hard to imitate is one that is basically
covered by laws such as a patent, trademark or a copyright that legally discourages other organizations from imitating the resource. Finally, a resource that cannot be substituted is one that has no readily available alternatives that competitors can acquire.

According to this theory, organizations whose resources have all the four characteristics have a sustainable competitive advantage. Those that have only three or less characteristics however can only achieve competitive parity which means temporary competitive advantage (Bakar & Ahmad, 2010). As such, this theory applies in the research as it can be used to evaluate the performance of public universities in terms of the strength of their resources. By doing so, it is possible to understand the weaknesses of the public universities that lead to poor performance.

The main critique of this theory is that the theory does not apply to small firms because cannot afford to acquire resources with the discussed characteristics. (Barney, Ketchen & Wright, 2011). Additionally, in the modern business environment, it is close to impossible to achieve sustainable competitive advantage given the changing nature of the environment. Due to high rates of innovation, a resource that meets the VRIN criteria today may be rendered obsolete in the next few years which means that organizations can only achieve temporary advantage and aim at renewing this advantage ahead of competitors every time.

The contribution of this theory to this research is that it supports change management and the performance of public universities by supporting the argument that these institutions require unique resources to successfully implement change and maintain a competitive advantage against competitors. In addition, it provides theoretical foundation for conceptualizing performance of the public universities as dependent on efficient and effective utilization of resources available to the organizations.
2.1.2 Kurt Lewin’s Three Step Planned Strategic Change Model

According to Vakola, Tsaousis and Nikolaou (2004), Kurt Lewin is one of the most accomplished scholars in the fields of management psychology and organizational strategic change. His contribution to these fields in notable especially in his development of the Kurt Lewin’s strategic change model in the 1940s. The model is based on three steps which include unfreezing, change then refreezing. Kurt Lewin compared the change management with the process of unfreezing and ice block to enable changing its shape and then refreezing it again in the new shape. As such, the first step in the change management process is to unfreeze the organizational behavior in terms of the systems, people and processes being targeted by the change efforts. During this step, the organization has to ensure that all the stakeholders are made aware of the changes to be executed as well as their roles in the process. This enables the organization to unlearn the old ways of doing things in readiness for learning the new ways.

The second step according to Lewin’s theory is to implement the actual change and to manage the process in a strategic way. According to Burnes (2004), not everyone in an organization will be accepting of the proposed changes and therefore it is important for organizations to mitigate this resistance. During the change process, the employees and other change agents have to be provided with the necessary resources to enable them to implement the planned change effectively. Additional support is provided in the form of training and development to equip the employees with the necessary skills and knowledge to enable them to implement the planned change.

The last step is the refreezing stage. Once the new changes are put in place and they become the new normal for the organization, the organization has to put in place measures meant for sustaining this change. Sustaining change is achieved through constant evaluation and
monitoring of the progress of the change in comparison to the goals and objectives formulated during the planning stage (Cummings & Wolly, 2014). It is important to ensure that the change process meets the expected goals and if it fails to, then corrective measures are put in place as soon as possible. This is because the operating environment changes with time and it is important for organizations to keep track of these changes and adapt accordingly.

Cummings, Bridgman & Brown (2016) critique this theory by arguing that in the modern world, visualizing the change process according to Kurt Lewin’s model can be misleading to organizations given that change is happen so rapidly that organizations may not have the time to refreeze the new changes before need for other changes arise.

This theory’s contribution to this research is that it explains the process of implementing strategic change which is implemented and remains integrate in the organizations’ strategic plan for a long period of time. This way, the employees in the organization get used to these changes as part of the organizational culture.

2.1.3 Kotter’s Eight Step Model

John Kotter is a renowned Harvard Business School Professor and a change expert. He has greatly contributed to the topic of change management through real research into actual companies to determine how they carry out change. He carried out a research based on 100 companies undergoing change and developed the eight step model to change which he is widely known for (Appelbaum, Habashy, Malo & Shafiq, 2012). The first step in his model is to establish a sense of urgency. This step involves bringing together the necessary stakeholders with the aim of determining the potential areas for change. It is achieved for instance by carrying out an internal and external environmental scan to determine factors that
are bound to change and the repercussions of such changes to the organization, and developing possible ways of mitigating them (Kotter, 2012). The second step is forming a powerful coalition. In this step, the people responsible for leading the change process are identified. The team should include people with diverse skills to ensure that they complement each other to strengthen team dynamics.

The third step involves developing a change vision and a strategy. The leaders of the change process must be familiar with the vision and mission of the organization in order for them to link the change efforts with these pillars (Kotter, 2012). Additionally, they must develop a strategy for realizing the proposed change in the organization. The fourth step is communicating the strategy. This step involves informing all the concerned stakeholders about the plans in place. At this stage, it is also important to listen to the grievances of the people and handle them with utmost consideration to help them successfully transition. The fifth stage involves removing obstacles that might get in the way of the change process (Pollack, J. & Pollack, R., 2015). Such obstacles include resistance to change, lack of adequate resources and misappropriation of resources. These obstacles can be removed by educating the people involved about the change to reduce resistance, involving professional change agents to help in allocation of resources and ensuring that all the processes and structures are put in place in readiness for change.

The sixth step involves establishing short term wins throughout the change process. When people can see the results of their efforts, they somehow become motivated to work on the long term goals (Kotter & Cohen, 2002). For this reason, it is important for the organization to create short term goals that will provide the teams with motivation in their pursuit for the long term goals. The seventh step is to remain persistent in the change process. At this stage, it is important for the organization to aim at continuously improving itself through
monitoring of the change progress, seeking feedback from others and consolidating this information for use in decision making (Brisson-Banks, 2010). The last step is to anchor the change in the corporate culture. This is achieved by discussing the results of successful change process during important occasions in the organization. It is also important to reward people that take part in successful change process as a sign of appreciation for their hard work (Kotter & Cohen, 2002). This instigates a culture of recognition for hard work in the organization which is a motivating factor for employees thereby steering successful change.

The main critique to this theory is that it views the change process as a linear process that guarantees results in the end and fails to acknowledge that sometimes change can be a cyclical process whereby the results of the evaluation stage are incorporated into the first stage of the change model and a repeat of the process is done expecting improved results (Appelbaum, Habashy, Malo & Shafiq, 2012).

The contribution of this theory in this research is that it supports the importance of stakeholder involvement and communication throughout the change process. The theory also supports the argument that change is inevitable in organizations which is part of the argument made by this research.

2.2 Empirical Review of Literature

2.2.1 Change management and organizational performance

From a global perspective, many researchers have conducted research various aspects of management of strategic change. Ziemba & Obłąk (2015) carried out a study to determine the effect of change management in information systems projects in public organizations in Poland. Through the study, they determined that indeed change management is a crucial aspect of information systems projects since technology is one of the factors that initiate
change in organizations. The study focused on identifying critical success factors for change management which were found to include mitigation of resistance, allocation of sufficient resources, support from top management, shared vision among stakeholders, effective communication and efficient training. The study determined that all these factors affect the success of change management in public organizations. Pieterse, Caniëls & Homan (2012) also carried out a research on mitigation of resistance to change in public organizations in the Netherlands. The study determined that professional discourse is one of the major contributors of resistance to change and thus emphasized on the importance of training the stakeholders to mitigate this issue.

In Africa, Ally, Agbolade and Adunni (2015) carried out a research to determine how the perception of change management among employees in universities in Nigeria affects the success of the change efforts. The researchers focused on three aspects of perception to change management which included employee commitment, employee readiness and resistance to change efforts. The findings of this research indicated that indeed, the perception of employees plays a big role in determining the success or failure of the change efforts in public universities. Similarly, Kraak, Peterson and Boka (2016) carried out a research in Technical and Vocational Education Training colleges in South Africa to determine the how management of strategic change affects performance of higher learning institutions. The findings of this research indicated that indeed change is necessary if an organization is to remain relevant in its field. The researchers also indicated that change management process is a very delicate one that needs to be handled with care by involving all the necessary stakeholders whenever possible (Ayodeji & Lasisi, 2010).

In Kenya, researchers have shown increasing interest in research focusing on management of strategic change over the years. The current literature focuses on diverse fields but a
significant number have focused on change management in institutions of higher learning. Gathoni (2016) carried out a study to determine the effect of strategic change management on the organizational performance of public universities in Kenya. The study focused on visionary leadership and change management planning efforts. The findings indicated that these two factors are key to the success of any strategic change management efforts in public universities. Murungi (2017) also carried a study to determine how change management at Pan African Christian University Nairobi was implemented and how it led to the realization of the organizations strategic plans. The findings of the study indicated that this university, although it is a private university, values change management and that tactical implementation, monitoring and improvement have played an important role on the development of the university over time.

2.2.2 Change Planning and Organizational Performance

Njenga and Gichunga (2016) carried out a research to determine the effect of change management strategy on the performance of public universities in Kenya. They identified change planning strategy as one of the crucial strategies implemented by public universities to improve performance. Similarly, Sande, Walela & Wamukoya (2015) in their research aimed at establishing change management practices adopted by public secondary schools in Siaya Sub County determined that planning is a crucial step in change management. Change planning affects organizational performance since it is the initial process that involves identifying the need for change and determining whether the change process is worth exploring or not (Smith, 2005).

According to Lozano (2013) change planning involves identification of the change goals and objectives. His study which was aimed that determining how organizations are using change planning to achieve corporate sustainability revealed that linking change goals and objectives
with the organization’s mission and vision enables employees to understand the change process easily. Smith (2006) also argues that planning in advance before embarking on the change process helps in managing any resistance to change among key stakeholders. Todnem (2005) supports this by arguing that organizations must take time to develop a clear change plan which must include allocation of available resources towards the change process to ensure that everything runs smoothly.

These empirical review shows that change planning has an impact on organizational performance whereby elaborate planning leads to favorable performance while failure to plan leads to failure of the change process. Failing to plan for change also leads to frustration among the change team which increases chances of resistance.

2.2.3 Change Communication and Organizational Performance

Ongwesa (2014) carried out a research to determine the relationship between change management practices and performance of telecommunication companies in Kenya. The findings of the study indicated that communication between the change agent and the employees involved in implementation of the change process is important. Elving (2005) had also carried out a research aimed at determining the role played by communication in the change management process. Similarly, this research determined that communication is one of the pillars of change management since the goals of the change plan have to be communicated with the relevant stakeholders, the progress as well as the results have to be reported as well.

Barrett (2002) however argued that failure to communicate before, during and after implementation of change does not only lead to failed change attempt, but also leads to an increase in resistance among employees. Eason (2014) discussed the role played by
information technology in change management in a research aimed at identifying the various channels of communication employed by organizations. The study findings indicated that organizations need to invest in technology to enhance their communication channels to ensure that information reaches people at the right time and through the most appropriate channels.

The research therefore aimed at identifying the various communication channels utilized by public universities to communicate with different stakeholders as well as determining how effective they are in improving organizational performance.

2.2.4 Change Leadership and Organizational Performance

Osakina (2013) undertook a study aimed at determining the challenges that faced organizational change management in the Kenya police service. One of the main challenges discovered is leadership whereby the findings indicate that poor leadership during the change process results in poor organizational performance. According to Gill (2002), leadership in change management is essential in providing a sense of direction during the change process. For this reason, lack of proper leadership jeopardizes the success of change in an organization.

Graetz (2000) also determined that the selected leadership structure during the change process must be developed in a way that enables feedback from the top to the bottom and vice versa. This is because as top management provides direction for change process, the functional team provides information regarding the progress of the change process which is necessary to monitor change against the initial goals and objectives. According to Van Dam, Oreg & Schyns (2008), effective leadership welcomes idea from people with the aim of making them feel appreciated hence making it easy for them to accept the changes.
The research aimed at determining the leadership techniques and structures adopted by public universities in change management. The research also aimed at determining how the effectiveness of these techniques and structures affect performance of these institutions.

### 2.2.5 Change Monitoring and Organizational Performance

Mugo (2014) carried out a research to determine change management practices used by Kenya Revenue Authority to enhance performance. The study indicated that change should be treated as a continuous process whereby monitoring of the progress and applying corrective actions is necessary. Ntinyari (2015) also carried out a study to investigate the change management practices used by large supermarket chains in Nairobi to enhance performance. The study indicated that change management thrives based on close monitoring of the change process to ensure that the goals and objectives are achieved in line with the organization’s mission and vision.

According to Neumann, Robson & Sloan (2018), monitoring of change provides the various shareholders with the opportunity to review the change process and identify areas for improvement. Kotter (2012) also indicates that the process of monitoring change enables organizations to determine whether the proposed change plan is realistic as early as possible thereby preventing wastage of resources which are limited. Mukokho (2010) in his study to determine the effect of strategic planning on performance of institutions of higher learning indicated that the goals and objective developed during the planning process are evaluated through the monitoring process to ensure that the change process is successful.

This review indicates that change monitoring is a crucial change management practice as it ensures that the change plans are executed accordingly. The research sought to determine
how change monitoring is executed in public universities as well as how the process affects performance of these institutions.

### 2.3 Summary of Research Gaps

<table>
<thead>
<tr>
<th>Author</th>
<th>Focus and Context of the study</th>
<th>Key Findings</th>
<th>Research Gaps</th>
<th>Focus of Current Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Njenga &amp; Gichunga (2016)</td>
<td>Effects of change management strategy on performance in public universities in Kenya, the case of the technical university of Kenya.</td>
<td>Change planning, change leadership and change execution have an effect on the performance of performance of public universities in Kenya.</td>
<td>This study uses a case study approach. The study also focuses on only three change management practices.</td>
<td>The research focused on a case study also in order to facilitate the study of the research problem. The research also focused on additional practices which are change communication and monitoring.</td>
</tr>
<tr>
<td>Authors</td>
<td>Study Title</td>
<td>Findings</td>
<td>Recommendations</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sande, Walela &amp; Wamukoya (2015)</td>
<td>Change management and performance of public secondary schools in Siaya sub-county.</td>
<td>The findings of this research indicated that the managers in the schools practiced aspects such as planning, leadership, workforce alignment, defined governance structures and stakeholder involvement in their change management processes.</td>
<td>The study found that these practices influenced the performance of their institutions, and recommended that future studies focus on similar practices in addition to other possible practices.</td>
<td>The research focused on public universities as the target population. The research also investigated additional practices which include change communication, change monitoring and apply the findings across the public universities.</td>
</tr>
<tr>
<td>Ongwesa (2014)</td>
<td>The Relationship between Change Management Practices and Performance of Telecommunication Companies in Kenya: A Case of Airtel Kenya.</td>
<td>The research determined that structural, cultural and technological changes affect the performance of Airtel Kenya.</td>
<td>The research adopted a descriptive research design, specifically a case study approach.</td>
<td>The study finds the descriptive design as being insufficient and wishes to employ a descriptive explanatory research design which is better when multiple regression analysis is involved.</td>
</tr>
<tr>
<td>Osakina (2013)</td>
<td>Challenges Affecting</td>
<td>The findings of the study</td>
<td>The research focused mainly</td>
<td>Since similar challenges face</td>
</tr>
<tr>
<td>Study</td>
<td>Title</td>
<td>Findings and Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murungi (2017)</td>
<td>Management of Strategic Change at Pan Africa Christian University Nairobi, Kenya.</td>
<td>The findings of the study indicated that this university, although it is a private university, values change management and that tactical implementation, monitoring and improvement have played an important role on the development of the university over time.</td>
<td>The research focuses on private institutions of higher learning whose goals are primarily profit oriented. The research adopts a qualitative research method using case study approach.</td>
<td>The research focused on public universities which are government funded. The study adopted a quantitative research method specifically descriptive explanatory design.</td>
</tr>
</tbody>
</table>

**Table 2.1: Summary of Research Gaps**
2.4 Conceptual Framework

Change Management Practices

Change Management Planning
- Goals and objectives
- Management of resistance to change
- Resource allocation

Change Management Communication
- Communication channels
- Communication Timing
- Communication consistency
Change Management Leadership
- Leadership commitment
- Accountability
- Change management expertise

Change Management Monitoring
- Change Feedback
- Corrective action
- Continuous improvement

Performance of Public Universities in Kenya
- Stakeholder satisfaction
- Effective provision of quality education.
- Efficiency in service delivery.

Figure 2.1: Conceptual Framework
Source: Researcher, 2018

2.5 Conclusion of the Chapter

The chapter covers both theoretical and empirical frameworks for the research. The theories identified as appropriate for anchoring this research are Kurt Lewin’s three step model, Kotter’s eight step model which anchor the independent variable of the study, and Resource based view of the firm which anchors the depend variable of the study. The empirical review section involves an evaluation of previous studies carried out in the field of change management and performance or organizations. The chapter also includes a summary of knowledge gaps justifying this research. The final section for the chapter is a conceptual framework demonstrating the relationship between the research variables. The next chapter covers a description of the research methodology.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Introduction

This chapter covers a description of the research methodology to be adopted by this research. It discusses the population and the sampling technique used to determine the sample size and research participants. The chapter also discusses the data collection instrument used as well as the method for data analysis and presentation. The reliability, validity and ethical considerations for the research are also discussed.

3.2 Research Design

Research design refers to the cord that ties all the parts of the research project together. A research design aims at creating a clear image of the data collection instrument and
procedure, analysis and presentation (Creswell, W., & Creswell, D., 2017). Additionally, it explains the different steps and considerations made throughout the research process. The study adopted a mixed methods research design (Mugenda, O., & Mugenda, A., 2003). This type of research design allows the researcher the flexibility of incorporating both qualitative and quantitative techniques.

The study specifically adopted descriptive explanatory research approach. The reason for combining the two research approaches is that while descriptive design seeks to answers the how, what, where, and when aspects of the research problem, analytical design answers the why aspect of the research problem (Creswell & Clark, 2017). This enabled the research to not only explain the situation regarding application of change management practices in public universities, but it also evaluated why the situation was like that which are among the objectives of the propose study.

3.3 Target Population

The target population for a given study refers to a group of people who share certain characteristics that are of importance to the research. The target population for the research included all the teaching and administrative employees at Kenyatta University in the School of Business, School of Economics, and School of Education. The rationale for selecting these three schools is because they are have experienced substantial structural, technological and leadership changes over the last over the years. Secondly, the three schools also account for the highest number of students and teaching staff in Kenyatta University thereby making them adequately representative of the entire University.

The target population specifically included schools of Business (87), Economics (43) and Education (167). However, since this number (297) was too high for the researcher to access,
it was necessary to derive a representative sample of just a smaller number of people who would participate in the research and then the conclusions made from their input was generalized to all the other schools in Kenyatta University. The study therefore targeted all the deans (3) and chairs (14) in the three schools. A sample of all the 40% (112) of all the teaching staff in the three schools was used in the study. The reason for using 40% is based on the recommendation that a sample of above 30% of the target population is adequate for scientific research (Creswell & Clark, 2017).

3.4 Sampling Procedure

Sampling procedures are methods used in selecting a representative group from target population identified in a study. The study used stratified random sampling method. The research participants were divided into three main strata based on the school they come from which include the school of business, economics or education. The participants were also divided in three categories which included deans, chairpersons, administrators, and lecturers/professors. The research carried out a census of the Deans and Chairpersons in the three schools. Stratified Random sampling was then used to select a sample of 40% from all the three schools comprising of mainly school administrators, Lecturers and Professors.

3.5 Sample Size

The study focused on three selected faculties in Kenyatta University which include the School of Business, School of Education and the School of Economics. The sample included all the three Deans from these schools, all the 14 chairpersons from each department in all the three schools and a sample of 40% were be randomly selected from all the members of the teaching staff from each department in the three schools which add up to 280, making the
sample 40% * 280 = 112 lecturers. The reason for choosing these three faculties was because they have been recognized as the schools that admit the highest number of students in the University and they also produce the highest number of graduates. These schools are therefore continuously undergoing changes to achieve the set standards of performance. For this reason, they are faced with some of the change management challenges attributed to the research’s problem statement. The sample size for the research was therefore be 129 respondents.

<table>
<thead>
<tr>
<th>Faculty Category</th>
<th>School of Business</th>
<th>School of Economics</th>
<th>School of Education</th>
<th>Total Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Chairperson</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Lecturers and Professors</td>
<td>(40% of 82)</td>
<td>(40% of 39)</td>
<td>(40% of 159)</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>16</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>20</td>
<td>72</td>
<td>129</td>
</tr>
</tbody>
</table>

**Table 3.1: Sample Size**

Source: Researcher, 2018

### 3.6 Data Sources, Collection Instrument and Procedure

The data collection instrument refers to the tool used for gathering information necessary for addressing the research problem. The research adopted questionnaire that comprised both structured and semi-structured questions. This will enable the researcher to collect both quantitative and qualitative data. The first section of the questionnaire included declaration to
the respondents informing them about the topic and purpose of the research. This section also encouraged them to participate in the research voluntarily and to provide honest responses to the best of their ability. The respondents were also assured of the anonymity of their responses.

The questions aimed at testing the respondents’ opinions was developed using a five-level Lickert scale whereby 1 represents strongly agree, 2 agree, 3 neither agree nor disagree, 4 disagree and 5 strongly disagree. The last section includes open ended questions where respondents were requested to provide their opinions regarding how public universities can improve their performance. The questionnaires was administered by the researcher in person to the research respondents. The researcher kept in touch with the respondents and collected the completed questionnaires as soon as the respondents indicated that they had completed them.

3.7 Validity and Reliability of the Study

3.7.1 Validity of the Research Instrument

Validity of a research instrument is its ability to measure what it is expected to measure. It measures whether the research instrument and the questions used are successful in gathering the necessary data in relation to the research questions and objectives and well as the research variables (Morse, Barrett, Mayan, Olson & Spiers, 2002). To uphold the content validity of the research instrument, the researcher sought expert advice from the designated supervisor as well as other lecturers in the school of business to obtain useful feedback in developing a reliable research instrument as recommended by Roberts, Priest & Traynor (2006).

The researcher also carried out a pilot test of the research instrument using ten respondents to determine if there were any ambiguous, unclear, irrelevant or offensive questions in the
instruments. Any mistakes determined were corrected prior to using the instrument in the main data collection process.

3.7.2 Reliability of the Research

Reliability in research refers to the consistency of the research instrument. A reliable research instrument would therefore be in a position to collect the same data over and over again, or if another researcher was to replicate the research, they would come up with similar findings.

The internal reliability of the research instrument was statistically tested using SPSS software by carrying out a Cronbach’s Alpha test. The reason for choosing Cronbach’s Alpha test is because the research was dealing with questions that have no one absolute answer as opposed to the Kuder-Richardson 20 (KR-20) & 21 (KR-21) which are applicable in cases where there are right and wrong answers. In order for reliability of the research to be approved, the Cronbach’s Alpha coefficient had to be above 0.7 as recommended by Melchers & Beck (2018).

3.8 Data Analysis and Presentation

The researcher analyzed the data using both descriptive and inferential statistics. Qualitative data was analyzed using thematic content analysis as recommended by Hsieh & Shannon (2005). The process involved six steps which included familiarizing with the data, identifying codes and themes from the data, grouping the themes according to the initial codes and finally developing a written report showing the relationship between these themes and the research questions.

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) data analysis software. Multiple regression analysis was done to determine the relationship between the research variables. The regression model was chosen based on the distribution of the data set based on the normality test conducted. The results of the analysis was presented
using tables as well as report form to present the explanations behind those figures. The Multiple regression equation below was used in the study.

\[
Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon
\]

Where;

\( Y \) - Performance of Public Universities in Kenya.

\( B_0 \) - Intercept coefficient

\( \varepsilon \) - Error term (extraneous variables)

\( X_1 \) – Change management planning

\( X_2 \) – Change management communication

\( X_3 \) – Change management leadership

\( X_4 \) – Change management monitoring

\( \beta_1, \beta_2, \text{ and } \beta_3 \) are the regression coefficients

3.9 Diagnostic Tests

3.9.1 Multicollinearity Test

Multicollinearity refers to the scenario whereby two or more of the explanatory variables used in a multiple regression model are strongly linearly correlated. However, it is unlikely to find cases with perfect multicollinearity but this issue occurs when there is an approximate linear connection either between two independent variables or among several independent variables. The explanatory variables to be used in the research include change planning, change communication, change leadership and change monitoring. Multicollinearity test was carried out using SPSS software to determine whether these variables were correlated. Multicollinearity is detected if the multivariate regression model developed for the study finds an insignificant coefficient of any explanatory variables, although a simple linear regression of the specific explanatory variable determines its coefficient as being significantly different from zero.
3.9.2 Normality Test

A normality test is carried out to determine whether the data in the data set is normally distributed. This is because some tests in statistics can only be executed based on the assumption that the data is normally distributed and violation of this assumption therefore leads to misleading findings. For the purpose of the research, normality test was carried out to determine the distribution of the data set which was then help the researcher to decide on the appropriate regression model to use in the multiple regression test.

3.10 Ethical Considerations

There are various ethical considerations that every researcher must respect during the research process. The first ethical consideration is regarding participation in the research process. The respondents were requested to participate out of their own will and no incentives will be offered for participation and they were also required to sign the informed consent form attached as Appendix 1.

Secondly, the researcher informed the respondents about anonymity and confidentiality of the research by providing them with the consent form obtained from Kenyatta University Ethical Review Committee (KU-ERC) as seen in Appendix 2. The respondents were assured that all the information provided would only be used for the purpose of this research and would not be shared with any institutions apart from the University for Verification Purposes.

The researcher also obtained the necessary permission from the concerned authorities especially from National Commission for Science. Technology and Innovation (NACOSTI) as seen in Appendix 3, the Kenyatta University Ethical Review Committee, and Kenyatta
University Management requesting for permission to carry out the research in the University as seen in appendix 4.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Chapter Introduction

This chapter covers an analysis of the data, presentation of results, and discussion of the research findings as discussed in the methodology chapter. The purpose of this study was to investigate implementation of change management practices and the performance of public universities in Kenya, with a special focus on Kenyatta University. The primary data was collected by use of a questionnaire that was designed following the objectives of the study. The data collected included the demographic characteristics of the research participants as well as their opinion regarding the implementation of various change management practices based on a five-point likert scale.

4.1 Reliability Test Results

In order to test the internal consistency of the research instrument, a Cronbach’s Alpha test was carried out. This was also to determine whether the likert scale used in the research
instrument was reliable. The test was carried out for each variable to see whether all the measurement items used were consistent in testing each variable. The results were as seen in the table below.

Table 2.12: Cronbach’s Alpha Reliability test

<table>
<thead>
<tr>
<th>Research variable</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change management planning</td>
<td>0.793</td>
</tr>
<tr>
<td>Change management communication</td>
<td>0.875</td>
</tr>
<tr>
<td>Change management leadership</td>
<td>0.815</td>
</tr>
<tr>
<td>Change management monitoring</td>
<td>0.859</td>
</tr>
<tr>
<td>Organizational performance</td>
<td>0.930</td>
</tr>
<tr>
<td>Aggregate Reliability Score</td>
<td>0.855</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

Based on these results, all the Cronbach’s Alpha coefficients for each variable are above 0.7 which means that the internal consistency of the research instrument is approved as discussed by Melchers & Beck (2018). The Cronbach’s Alpha coefficients are also closer to 1.0 with organizational performance having the highest reliability score.

4.2 Descriptive Statistics

4.2.1 Response Rate

The target population for the study was 129 respondents. The researcher managed to get responses from 95 participants which demonstrates 74% response rate. This response rate was considered adequate for the research as recommended by Morton et al (2012). The response rate for the study is presented in the table below.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of responses</td>
<td>95</td>
<td>74</td>
</tr>
</tbody>
</table>
4.2.2 Gender of the respondents

The researcher sought to find out the gender distribution of the research participants. Based on the data collected, 53 participants were male while 42 were female, accounting for 55.8% and 44.2% of the total participants respectively.

**Table 3.2: Gender Distribution of research Respondents**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>55.8</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>44.2</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

Although the number of men is slightly higher than that of women, the results indicate that there is gender diversity in Kenyatta University. This indicates a healthy working environment where people are given an equal chance regardless of their gender which is in line with the recommendations by Letasina (2016).

4.2.3 Age Distribution of the Research Respondents

The age of the respondents was sought in order to determine the age bracket of employees with the organization.

**Table 4.3: Age Distribution of Research Respondents**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 – 35 years</td>
<td>24</td>
<td>25.3</td>
</tr>
<tr>
<td>36-46 years</td>
<td>54</td>
<td>56.8</td>
</tr>
<tr>
<td>47-58 years</td>
<td>16</td>
<td>16.8</td>
</tr>
<tr>
<td>Above 58 years</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>
Based on the research findings, majority were within the age bracket of 36 to 46 years, followed by 25-35 years, then 47-58 years and finally above 58 years. The actual numbers were 54, 24, 16 and 1 respectively. Based on these results, it is evident that majority of the people working in Kenyatta University are between the age of 35 to 45 years which is the most productive age for academicians as discussed by Yen, Lim, and Campbell (2015).

4.2.4 Job Positions of the Respondents

The researcher sought to identify the job positions of the respondents to ensure that their position fell within the roles that deal with implementation of change management practices. The respondents were requested indicate their teaching role if any, as well as their administrative roles if they held any. According to the research findings, majority of the respondents indicated that they held both teaching and administrative roles as seen in the tables below.

Table 4.4: Job Positions of Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant lecturer</td>
<td>24</td>
<td>25.3</td>
</tr>
<tr>
<td>Lecturer</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>Senior lecturer</td>
<td>29</td>
<td>30.5</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Professor</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)
The respondents were requested to indicate whether they held any administrative roles in their respective schools. The results were as seen in the table below.

Table 4.5: Administrative Roles held by Respondents

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
<td>12</td>
<td>12.6</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Dean</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Others roles</td>
<td>79</td>
<td>83.2</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Among the administrative roles held by respondents are Department Chairpersons, Associate Deans and Deans, and the category of others which included exam coordinators and heads of various programs carried out in the University. This shows that the sample studied is representative of the various job positions tasked with implementing change at the school level.

4.2.5 Period Worked in Kenyatta University

The researcher sought to determine the period that the respondents had worked at the University in order to ensure that they all had enough information regarding implementation of change management practices in public universities.

Table 4.6: Period Worked at Kenyatta University

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>8</td>
<td>8.4</td>
<td>8.4</td>
</tr>
</tbody>
</table>
The results indicated that majority of the respondents had worked in Kenyatta University for more than 3 years. This demonstrated that the respondents had the relevant information necessary to understand implementation of change management and the performance of public universities. This is in line with the recommendation by Walsham (2006) that the research respondents must be in a position to provide relevant data to ensure reliability of the research.

### 4.3 Change Management Practices and Performance of Public Universities in Kenya

The study aimed at investigating how public universities in Kenya implement four change management practices which include planning, communication, leadership, and monitoring, as well as how these practices affect the performance of these institutions. The researcher collected data to determine the relationship between each change management practice and performance through a five-point likert scale as discussed in the subsections below.

#### 4.3.1 Change Management Planning in the Organization

Change management planning was conceptualized as comprising of the ability to allocate enough resources towards change and setting valid change goals that are in line with the organization’s vision and mission. The findings of the study indicated that the organization engages in adequate change management planning with an average M=3.95, SD=0.439. These findings are in line with the conclusion of the study by Sande, Walela and Wamukoya
(2015) which showed that planning is important in change management. The respondents agreed that the organization sets change goals and objectives at $M=3.83$, $SD=0.367$, allocates adequate resources toward change management at $M=3.89$, $SD=0.425$, has a dedicated change management research team at $M=4.04$, $SD=0.482$, utilizes different methods of managing change at $M=3.87$, $SD=0.551$, sets change efforts that are in line with organization vision and mission at $M=4.00$, $SD=0.438$, and finally adopts a change oriented culture at a mean of $M=4.05$, $SD=0.368$. These findings indicated that the institution needs to work on change management planning given that majority of responses were inclined towards simply agreeing, a substantial number were neutral and very few agreed strongly.

<table>
<thead>
<tr>
<th>Whether there is adequate Change Management Planning</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization sets clear change goals and objectives.</td>
<td>16</td>
<td>79</td>
<td>0</td>
<td>3.83</td>
<td>0.367</td>
</tr>
<tr>
<td>My organization allocates adequate resources towards change initiative.</td>
<td>14</td>
<td>77</td>
<td>4</td>
<td>3.89</td>
<td>0.425</td>
</tr>
<tr>
<td>My organization has a dedicated change management research team.</td>
<td>9</td>
<td>73</td>
<td>13</td>
<td>4.04</td>
<td>0.482</td>
</tr>
<tr>
<td>My organization utilizes different methods of managing resistance to change</td>
<td>21</td>
<td>65</td>
<td>9</td>
<td>3.87</td>
<td>0.551</td>
</tr>
<tr>
<td>Change efforts are in line with my organization’s vision and mission.</td>
<td>9</td>
<td>77</td>
<td>9</td>
<td>4.00</td>
<td>0.438</td>
</tr>
<tr>
<td>My organization has successfully embraced a change oriented culture.</td>
<td>4</td>
<td>82</td>
<td>9</td>
<td>4.05</td>
<td>0.368</td>
</tr>
</tbody>
</table>
4.3.2 Change Management Communication in the Organization

The researcher sought to determine how change management communication was implemented in the organization. Change management communication was conceptualized in terms of the effectiveness of the communication tools and strategies used by the organization. Based on the research findings, the respondents agreed that the organization implements change management communication at $M=3.93$, $SD=0.538$. These results are in line with the conclusion of a study by Ongwesa (2014) which showed that communication is crucial for successful change management. The respondents agreed that the organization uses different communication channels at $M=4.05$, $SD=0.368$, that these channels are effective at $M=3.96$, $SD=0.482$, the organization welcomes suggestions from different stakeholders at $M=3.74$, $SD=0.623$, criticism if taken positively at $M=3.86$, $SD=0.694$, information is availed on time at a mean of $M=3.93$, $SD=0.510$, and open communication is implemented at a mean of $M=4.07$, $SD=0.551$. Based on these findings, it is evident that the organization implements change management communication successfully, but it needs to put more effort towards availing information on time and using different communication channels effectively as seen in the table below.

Table 4.84: Change Management Communication in the Organization

<table>
<thead>
<tr>
<th>Change Management Communication</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization uses different communication channels.</td>
<td>4</td>
<td>82</td>
<td>9</td>
<td>4.05</td>
<td>0.368</td>
</tr>
<tr>
<td>The communication channels used are efficient and effective.</td>
<td>13</td>
<td>73</td>
<td>9</td>
<td>3.96</td>
<td>0.482</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)
My organization welcomes suggestions from different stakeholders.  
Criticism is always taken positively.  
My organization avails information in time.  
My organization uses open communication strategy.  
Aggregate M and SD

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization welcomes suggestions from different stakeholders.</td>
<td>34</td>
<td>52</td>
</tr>
<tr>
<td>Criticism is always taken positively.</td>
<td>30</td>
<td>48</td>
</tr>
<tr>
<td>My organization avails information in time.</td>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>My organization uses open communication strategy.</td>
<td>11</td>
<td>66</td>
</tr>
<tr>
<td>Aggregate M and SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

4.3.3 Change Management Leadership in the Organization

The researcher sought to investigate implementation of change management leadership if the organization. Change management leadership was conceptualized in terms of the technical and change management skills possessed by the leaders, development of leadership skills and empowerment of employees, as well as fostering accountability in leadership. The findings of indicated that the respondents believed that the organization successfully implements change management leadership based on a mean of M=4.01, SD=0.448. These results are in line with the conclusions by Osakina (2013) which indicate that leadership is crucial for successful change management. The respondents agreed that the leaders have technical skills needed for successfully change implementation at M=4.05, SD=0.368, they possess change management skills at M=4.01, SD=0.425, the organization offers training and development at M=3.99, SD=0.451, leaders are committed to their work at M=4.00, SD=0.525, employees are empowered to enact change at M=4.04, SD=0.384, and the organization encourages accountability at M=3.99, SD=0.536. Based on these findings, it is evident that the organization needs to put more efforts towards empowering employees to enact change as well as equipping leaders with technical skills needs to oversee change management as seen in the table below.

Table 4.9: Change Management Leadership
### Change Management Leadership

<table>
<thead>
<tr>
<th></th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders in my organization have technical skills for overseeing change.</td>
<td>6</td>
<td>78</td>
<td>11</td>
<td>4.05</td>
<td>0.368</td>
</tr>
<tr>
<td>The leaders in my organization possess change management skills.</td>
<td>8</td>
<td>78</td>
<td>9</td>
<td>4.01</td>
<td>0.425</td>
</tr>
<tr>
<td>My organization provides leadership training and development opportunities.</td>
<td>9</td>
<td>78</td>
<td>8</td>
<td>3.99</td>
<td>0.451</td>
</tr>
<tr>
<td>The leaders in my organization are committed to their work.</td>
<td>13</td>
<td>69</td>
<td>13</td>
<td>4.00</td>
<td>0.525</td>
</tr>
<tr>
<td>I feel empowered to enact change successfully.</td>
<td>5</td>
<td>81</td>
<td>9</td>
<td>4.04</td>
<td>0.384</td>
</tr>
<tr>
<td>The leadership in my organization encourages accountability.</td>
<td>14</td>
<td>68</td>
<td>14</td>
<td>3.99</td>
<td>0.536</td>
</tr>
<tr>
<td>Aggregate M and SD</td>
<td></td>
<td></td>
<td></td>
<td>4.01</td>
<td>0.448</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

### 4.3.4 Change Management Monitoring in the Organization

The researcher sought to investigate the implementation of change management monitoring in the organization. Change management monitoring was conceptualized in terms of the organization’s capacity to gather feedback regarding the progress of change efforts, reviewing the results against set goals and objectives, and enact corrective measures. Based on the findings of the study, it was evident that the organization implemented change management monitoring at an average $M=3.98$, $SD=0.410$. These results are in line with those of Ntinyari (2015) which indicated that monitoring was crucial to ensure that change goals are met within the set timeline and budget. The respondents agreed that the
organization encourages feedback at $M=4.05$, $SD=0.368$, fosters a culture of taking criticism positively at $M=3.86$, $SD=0.452$, carries out period review of change process at $M=3.95$, $SD=0.470$, carries out corrective actions at $M=3.84$, $SD=0.469$, seeks to continuously improve systems, processes and people at $M=4.04$, $SD=0.355$, and it has reward systems in place at $M=4.14$, $SD=0.346$ These findings indicate that the organization successfully monitors change but it needs to put more efforts towards encouraging honest feedback as well as putting rewards systems in place to encourage embracing of change by different stakeholders as seen in the table above.

<table>
<thead>
<tr>
<th>Change Management Monitoring</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization encourages feedback regarding the progress of change efforts.</td>
<td>7</td>
<td>76</td>
<td>12</td>
<td>4.05</td>
<td>0.368</td>
</tr>
<tr>
<td>My organization fosters a culture for taking criticism positively.</td>
<td>17</td>
<td>74</td>
<td>4</td>
<td>3.86</td>
<td>0.452</td>
</tr>
<tr>
<td>My organization has periodic review systems for change processes in place.</td>
<td>13</td>
<td>74</td>
<td>8</td>
<td>3.95</td>
<td>0.470</td>
</tr>
<tr>
<td>Corrective actions are routinely implemented</td>
<td>19</td>
<td>72</td>
<td>4</td>
<td>3.84</td>
<td>0.469</td>
</tr>
</tbody>
</table>
My organization aims to continuously improve its systems, processes and people. My organization has rewards systems in place. 

<table>
<thead>
<tr>
<th></th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly</th>
<th>Mean</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>during the change process.</td>
<td>4</td>
<td>83</td>
<td>8</td>
<td>4.04</td>
<td>0.355</td>
</tr>
<tr>
<td>My organization has rewards systems in place.</td>
<td>0</td>
<td>82</td>
<td>13</td>
<td>4.14</td>
<td>0.346</td>
</tr>
<tr>
<td>Aggregate M and SD</td>
<td></td>
<td></td>
<td></td>
<td>3.98</td>
<td>0.410</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

4.3.5: Organizational Performance

The researcher sought to investigate performance of public universities. Performance was conceptualized in terms of effectiveness in provision of quality education, achieving satisfaction of every stakeholder, reduction on resistance to change, attainment of job satisfaction among employees, as well as improving interactions among various stakeholders. Based on the findings of the study, it is evident that the organization has achieved effectiveness, efficiency and stakeholder satisfaction at overall M=3.8, SD=0.554. This shows that majority of the respondents were almost not sure and this could be because most of the indicators of performance are evaluated at the top echelon of management as explained by Engert and Baumgartner (2016). The respondents agreed that change management has facilitated provision of quality education at M=3.84, SD=0.469, has enhanced stakeholder satisfaction at M=3.70, SD=0.547, has reduced resistance to change at M= 3.70, SD=0.547, has enhanced job satisfaction at M=3.84, SD=0.571, has enhance stakeholder interactions at M=3.88, SD=0.617, and has increased efficiency in service delivery at M=3.84, SD=0.570. Based on these findings, it is clear that the organization needs to work on enhancing provision of quality education, stakeholder interactions, and increase efficiency in service delivery since the performance of these measures fall below the mean as seen in the table below.

Table 4.11: Organizational Performance

<table>
<thead>
<tr>
<th>Organizational Performance</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly</th>
<th>Mean</th>
<th>Standard</th>
</tr>
</thead>
</table>

49
<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective change management has contributed towards provision of quality education.</td>
<td>19</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>Agree nor Disagree</td>
<td></td>
<td></td>
<td>3.84</td>
</tr>
<tr>
<td>Effective change management has enhanced stakeholder satisfaction.</td>
<td>33</td>
<td>58</td>
<td>4</td>
</tr>
<tr>
<td>Agree nor Disagree</td>
<td></td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>Change management has reduced resistance to change in the organization.</td>
<td>33</td>
<td>58</td>
<td>4</td>
</tr>
<tr>
<td>Agree nor Disagree</td>
<td></td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>Management of resistance to change has enhanced job satisfaction among employees in my organization.</td>
<td>24</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td>Agree nor Disagree</td>
<td></td>
<td></td>
<td>3.84</td>
</tr>
<tr>
<td>Effective change management has improved interactions amongst stakeholders in my organization.</td>
<td>24</td>
<td>58</td>
<td>13</td>
</tr>
<tr>
<td>Agree nor Disagree</td>
<td></td>
<td></td>
<td>3.88</td>
</tr>
<tr>
<td>Change management has enhanced efficient service delivery in my organization.</td>
<td>24</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td>Agree nor Disagree</td>
<td></td>
<td></td>
<td>3.84</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

When comparing all the four independent variables, change management planning had M=3.95, SD=0.439, change management communication had M=3.93, SD=0.538, change management leadership had M=4.01, SD=0.448, and change management monitoring had M=3.98, SD=0.410. Change management leadership had the highest mean which was at a stable agreeing position while the other three were slightly inclined towards the neutral
opinion. As discussed in chapter five of this research, this might be because the respondents were not sure about the status change management in the entire organization and their knowledge was limited to their respective schools. With regards to leadership, the respondents were quite confident because they were evaluating people they had worked closely with and therefore had sufficient knowledge to respond to the questions.

4.4 Diagnostic tests
The researcher carried out two diagnostic tests namely normality and collinearity test.

4.4.1 Normality Test
A normality test was carried out to determine whether the data for the research was normally distributed. The Kolmogorov-Smirnov test was carried out because the sample is larger than 50 subjects thereby making it the most ideal test for normality to use.

The results are as seen in the table below.
Table 5: One-Sample Kolmogorov-Smirnov Normality Test

<table>
<thead>
<tr>
<th></th>
<th>Planning</th>
<th>Communication</th>
<th>Leadership</th>
<th>Monitoring</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Normal Parameters</td>
<td>Mean</td>
<td>3.9491</td>
<td>3.9351</td>
<td>4.0140</td>
<td>3.9807</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.31140</td>
<td>.42962</td>
<td>.30429</td>
<td>.25597</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
<td>.298</td>
<td>.261</td>
<td>.276</td>
<td>.375</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>.298</td>
<td>.261</td>
<td>.276</td>
<td>.375</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-.207</td>
<td>-.160</td>
<td>-.250</td>
<td>-.246</td>
</tr>
<tr>
<td>Test Statistic</td>
<td></td>
<td>.000&lt;sup&gt;c&lt;/sup&gt;</td>
<td>.000&lt;sup&gt;c&lt;/sup&gt;</td>
<td>.000&lt;sup&gt;c&lt;/sup&gt;</td>
<td>.000&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Survey Data (2019)

Based on the results above, the data collected for all the variables is normally distributed because all the test statistic coefficients are greater than P=0.05. Change management planning has a coefficient of 0.298, Change management communication has 0.261, Change management leadership has 0.276, Change management monitoring has 0.375, and organizational performance has 0.201. This shows that the data was valid to be used to carry out all the other analyses necessary in the study.

4.4.2 Multicollinearity test

This test was carried out using the variance inflation factor (VIF) values, obtained as part of the multiple regression analysis to determine whether the predictors are multicollinear. The results were as seen in the table below

Table 4.14: Multicollinearity Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tolerance</td>
</tr>
</tbody>
</table>

52
Change management planning 0.592 1.690
Change management communication 0.470 2.127
Change management leadership 0.382 2.420
Change monitoring management 0.478 2.092

Source: Survey Data (2019)

According to Disatnik and Sivan (2016), VIF values should be below 10 while the tolerance value should not be below 2.0 in order to rule out the presence of multicollinearity. Based on these results, all VIF values are below 10, and better still below 5, while the tolerance values are all above 2.0. This confirms that there is no concern for multicollinearity among the research variables.

4.5 Inferential Statistics

4.5.1 Correlation Analysis

Correlation analysis was carried out in order to determine the strength and direction of relationships among the various research variables. The results were as seen in the table below.

Table 6: Correlation Matrix
<table>
<thead>
<tr>
<th></th>
<th>Change management Planning</th>
<th>Change management communication</th>
<th>Change management leadership</th>
<th>Change management monitoring</th>
<th>Change management performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change management Planning</td>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change management communication</td>
<td>Pearson Correlation</td>
<td>.622**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>95</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change management leadership</td>
<td>Pearson Correlation</td>
<td>.426**</td>
<td>.602**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Change management monitoring</td>
<td>Pearson Correlation</td>
<td>.392**</td>
<td>.424**</td>
<td>.713**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Organization performance</td>
<td>Pearson Correlation</td>
<td>.384**</td>
<td>.810**</td>
<td>.531**</td>
<td>.454**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data (2019)

Based on the results above, all the variables are statistically correlated with each other. All this correlations are significant at p=0.01 because they all had a Pearson correlation coefficient of 0.000 which is highly significant. The highest and most significant relationship is between performance and communication with a correlation coefficient of 0.810. These results are in line with the findings of the study by Ongwesa (2014), which showed that communication is key to successful change management. The second highest correlation was between performance and leadership with correlation coefficient of 0.531, which is in line
with the findings of Osakina (2013) which showed that leadership is crucial in change management in order to coordinate the various activities in the change process. Monitoring had the third most significant correlation with performance with a correlation coefficient of 0.454, which is in line with the findings of Ntinyari (2015) which indicated that it is crucial to monitor change to ensure that everything goes according to plan. Lastly, planning had the least correlation with performance though still highly significant with a correlation coefficient of 0.384, which is in line with the findings of Lozano (2013) which concluded that planning is important during change management to ensure that all the resources are put in place before embarking on change execution.

4.5.2 Regression Model Analysis

Multiple regression analysis was conducted to determine the level and direction of significance that the independent variable has on the dependent variable. This was in an effort to test the four research hypothesis formulated at the beginning of the study. The four identified independent variable which included change management planning, communication, leadership and monitoring were regressed against the dependent variable which is performance. The results are as discussed in the following subsections.

The model summary of the analysis was as seen in the table below.

Table 4.167: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.854</td>
<td>.730</td>
<td>.718</td>
<td>.25038</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

Based on the model summary above, the regression coefficient (R) is 0.854, R Square is 0.730, Adjusted R Squared is 0.718, and the standard error of the estimate is 0.250. This means that 71.8% of variance in performance of public universities is explained by the four independent variables. This shows that the remaining 28.2% is contributed by other factors that were beyond the scope of this study. Since the explained variance is considerably high, it demonstrates a high level of goodness of fit of the model to the study population.

4.5.3 Analysis of Variance (ANOVA)

ANOVA was carried out to test the hypothesis of the study. Based on the results of the test, the F value is 60.716 and the P value is 0.000. The results of the test indicate that there is significant difference in the means of the independent variables. The study therefore rejected the null hypothesis and accepted the alternate hypothesis stating that the true means for the four independent variables were different. This information is seen in the table below.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>15.225</td>
<td>4</td>
<td>3.806</td>
<td>60.716</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>5.642</td>
<td>90</td>
<td>.063</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.17: ANOVA Results
a. Dependent Variable: Performance of Public Universities in Kenya


Source: Survey Data (2019)

4.5.4 Multiple Regression Analysis Coefficients

The regression coefficients were obtained to determine the level and direction of significance effect of each independent variable and the dependent variable. The results were as seen in the table below.

**Table 4.18: Regression Analysis Results**

<table>
<thead>
<tr>
<th>Coefficients a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

a Dependent Variable: Change Management Performance

Source: Survey Data (2019)

The regression model for the study as explained in the methodology chapter was

\[ Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon \]

Where:
Y - Performance of Public Universities in Kenya.

$B_0$ - Intercept coefficient

$\varepsilon$ - Error term (extraneous variables)

$X_1$ - Change management planning

$X_2$ - Change management communication

$X_3$ - Change management leadership

$X_4$ - Change management monitoring

$\beta_1, \beta_2,$ and $\beta_3$ are the regression coefficients

The standardized Beta weights were substituted in the regression equation to derive the following linear equation.

**Performance** = $0.009 + (-0.136)X_1 + 0.776X_2 + (-0.124)X_3 + 0.349X_4 + 0.25$

According to this equation, it means that, when all factors (planning, communication, leadership, monitoring) are held constant, the performance of Kenyatta University will be at 0.009. The findings indicate that a unit increase in change management planning leads to 0.136 decrease in performance, a unit increase in change management communication leads to 0.776 increase in performance, a unit change in change management leadership leads to 0.124 reduction in performance, and finally, a unit change in change management monitoring leads to 0.349 increase in performance. As such, it is evident that change management communication and monitoring have significant effect on performance; change management planning has a significant inverse effect on performance, while change management
leadership has an insignificant inverse effect on performance. Based on these findings, the research approved three hypotheses formulated in the research by concluding that, change management planning, change management communication, and change management monitoring have significant effects on performance of public universities. On the other hand, one hypothesis is rejected and the null hypothesis is accepted by concluding that change management leadership has no significant effect on performance of Kenyatta University.

4.6. Content Analysis of Qualitative Data

The respondents were asked to indicate the challenges that they believed the institution faced in the process of implementing change management practices. The common themes identified within the data provided included issues of inefficiency in communication, bureaucratic structure which influences factors such as the time taken to oversee change, as well as resistance from various stakeholders. When asked how the organization can mitigate these challenges, the respondents indicated that strategies such as a flatter organizational structure would help in enhancing communication throughout the change process. As such, implementation practices including change management communication and monitoring would be successful in the change process. Involvement of various stakeholders would also help in mobilizing them to support change thereby mitigating the challenge of resistance to change.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Research Findings

The research aimed at investigating implementation of change management practices in public university, with a special focus on Kenyatta University. The study focused on meeting four objectives, which included determining whether change management planning, change management communication, change management leadership, and change management monitoring were implemented effectively, and whether they have any significant effect on performance of Kenyatta University. Overall, the findings indicated that change management planning was implemented in the organization with a mean of 3.98 out of possible 5 points. Change management communication was effectively implemented with a mean of 3.94 out of possible 5 points. Change management leadership was effectively implemented with a mean of 3.98 out of possible 5 points. Change management monitoring was effectively implemented with a mean of 4.06 out of 5 possible points.

The first objective of the study was to determine the effect of change management planning on the performance of public universities in Kenya. The results of the literature review determined that indeed, planning is a crucial aspect in change management and that when done effectively, it has a significant effect on the performance of organizations as discussed by Sande, Walela and Wamukoya (2015). The findings of this study indicated that planning had a significant effect on performance. However, the relationship between them was determined to be inverse by indicated by the correlation coefficient of -0.136. This means that planning is necessary in change management, but it should not be overdone. For instance, planning in this case was measured in terms of resource allocation, setting of clear change goals in line with organizational vision and mission, as well as embracing a change culture.
With regards to change management therefore, planning is just a preliminary stage and therefore performance cannot be achieved by simply planning more but by putting the plans in place through execution. The negative effect is in line with the results of a study by Namoso (2013) which determined that planning is an important part of change management, but it is only crucial for helping all other implementation processes to go along smoothly. Therefore, its positive effect on performance may not be detected directly.

The second objective of the study was to analyze the effect of change management communication on the performance of public universities in Kenya. The results of the literature review indicated that indeed, communication is a crucial practice in change management as discussed by Ongwesa (2014). The results of this study indicated that indeed communication is crucial prior, during and after the change process. The findings shows that communication has a significant positive effect on performance with a correlation coefficient of 0.776. Among the four change management practices studied, change management communication had the highest effect on change. This is because communication helps in alleviating frustration and resistance among the change agents and implementers at all levels as discussed by Eason (2014).

The third objective of this study was to evaluate the effect of change management leadership on the Performance of public universities in Kenya. The results of the literature review indicated that leadership is a crucial aspect of change management because leaders give the implementers a sense of direction during the change process as explained by Osakina (2013). The findings of the regression analysis indicated that leadership has an inverse but insignificant effect on the performance of an organization based on the -0.124 regression coefficient. This shows that although leadership is crucial in change management, it should not be interpreted to mean dictatorship whereby the leader is in charge of directing the
change management implementation team. Instead, the leader should strive to empower and involve every person in the change process. These findings are in line with the study by Achieng’ (2017) which also found that change management leadership does not have a significant effect on performance of organizations because change management is more about empowering people to work as a team as opposed to having one person oversee the whole process.

The final objective of the study was to establish the effect of change management monitoring of the change process on the performance of public universities in Kenya. The results of the literature review indicated that monitoring is crucial in change management since it ensures that the set goals are met as discussed by Ntinyari (2015). The findings of this research support this argument as change management monitoring was determined to affect performance with a regression coefficient of 0.349. Among the four change management practices studied in the research, change management monitoring was determined to have the second strongest effect on performance of Kenyatta University. This is because monitoring enables the change agent to evaluate whether the change goals have been met, and to put in place the necessary corrective measures in the event that inconsistencies are realized as explained by Mukokho (2010). Based on these findings, various conclusions were made from the study as discussed below.

5.2 Conclusions

The first conclusion of this study is based on the results of testing the formulated hypotheses. The findings of this research supported three hypotheses by determining that change management planning, communication and monitoring have a significant effect on performance, while rejecting one hypothesis and concluding that change management leadership does not have a significant effect on organizational performance. However, it is
crucial to understand that although leadership may not have a direct significant effect on performance; it plays an integral role in ensuring effective communication throughout the change process as well as facilitating monitoring of the change process. Therefore, the study concludes that organizations must be keen to assign leaders who possess great communication skills and are willing to adopt a wide range of communication strategies to ensure that change is implemented successfully.

The second conclusion is based on the finding that change management planning and leadership have an inverse effect on performance of an organization. Change management is a process that involves different stages and practices but ultimately, the actual implementation of change is what determines whether an organization performs well or not. Based on the results of this research, change management planning has a weak negative correlation with organizational performance because there are some aspects of planning that were tested whose increase leads to negative effect. For instance, an increase in the amount of time spent planning for change may affect performance because timing of implementing change is crucial. As discussed by Namoso (2013), organizations must spend adequate time in the planning phase, but at the same time understand that even if the plans are well made but not executed well, performance will be affected negatively.

Finally, the study concludes that change management communication and monitoring are the most crucial practices of implementing change. This is because the change process involves many stakeholders whose roles are crucial in successful implementation of change. As such, organizations must ensure that proper and effective communication channels are put in place before, during and after implementation of change. At the same time, monitoring of the change process is crucial to ensure that the set plans are executed accordingly and corrective measures implemented where necessary.
5.3 Recommendations of the Research

Based on the findings of this research, it is evident that the four change management practices discussed are effectively implemented in Kenyatta University. However, the results show that the organizations needs to put more emphasis on change management communication and monitoring. As it is, the respondents’ main concern regarding change management communication was in terms of failure to avail information on time, use of technologically advanced channels of communication, and embracing an open communication strategy whereby the concerns of all stakeholders are considered and addressed within a short period of time. Kenyatta University will therefore execute change in a more effective way by implementing more effective communication tools and strategies.

Secondly, the research respondents noted that the main concern regarding change management monitoring is in terms of the organization’s ability to seek feedback from the concerned parties throughout the change process. Although the organization encourages people to provide feedback about the progress of change, the respondents feel that there are no effective channels to do so. This is highly contributed to by the bureaucratic style of leadership adopted in the organization. The research recommends that Kenyatta University adopts a flatter leadership structure when it comes to managing change so that the involved parties can feel empowered to provide feedback and receive directions on the way forward within a reasonable time frame.

Finally, the research recommends that Kenyatta University be cautious when implementing change management planning and leadership. This is because while planning is a crucial aspect of change management, it highly relies on how the said plans are implemented in order to enhance organizational performance. The organization should therefore not focus too much on planning and overlook other aspects of managing change. In the same way, leadership is
important in managing change. However, various aspects of leadership such as bureaucracy and dictatorship are detrimental to performance of an organization. Kenyatta University must therefore ensure that the leaders in charge of overseeing change are both transformational and transactional at the same time. By so doing, the people enacting change will feel empowered, motivated and challenged to achieve the set change goals.

5.4 Suggestions for further Research

Based on the findings of this study, it was determined that change management planning has inverse correlation with organizational performance. Only one other study by Namoso (2013) showed similar results while majority other studies emphasize on importance of planning during change management. The researcher recommends that future research focuses on investigating how change management planning affects organizational performance by conducting a more detailed research. A similar research should also be carried out focusing on the top echelon of management in public universities because they have most of the information regarding implementation of change, as well as data on performance of the organization.

Another suggestion if for future research to focus on more public universities in order to determine whether change is executed in the same way as well as how the performance of these universities has been affect by change. At the same time, future research should focus on private universities given that there are structural, technological, and probably leadership differences between public and private universities. By so doing, researchers can come up with recommendations on how both entities can learn from each other and implement change better to enhance their performance.
REFERENCES


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APPENDIX 1: INFORMED CONSENT FORM

Informed consent

My name is Mary Nyamburah Gikang’a. I am an MBA student at Kenyatta University. I am conducting a study on “Implementation of Change Management Practices and Performance of Public Universities in Kenya: A Case of Kenyatta University”. The information provided will be used to understand whether Change Management Practices are successfully implemented in Public Universities and recommendations will be made for sustainable change management.

Procedures to be followed

Participation in this study will require that you fill the provided questionnaire. However, please be informed that participation in the study is voluntary. You may ask questions related to the study at any time. The Questionnaire requires two categories of information from you whereby the first category of information is with regards to your personal information while the second category is with regards to your understanding and opinion relating to implementation of change management practices in Kenyatta University.

Discomforts and risks

Some of the questions you that you will be asked especially in the first section will require personal information. If you feel that the information being asked is too personal, you may choose not to answer the question. However, please know that any information that you provide will only be used for the purpose of this study and will not be shared with any other person or institution. The questionnaire will take you about 30 minutes to answer. Please provide as honest responses as you possibly can. Your participation will be highly appreciated.

Benefits

If you participate in this study you will help us to understand whether change management practices are successfully implemented in public Universities. Secondly, you will also help the relevant stakeholders understand how to better implement change management practices to achieve optimum performance in Public Universities.

Reward

Please understand that there is no direct reward for participating in this study. However, please know that your participation will be highly appreciated as you will be contributing towards upholding Kenyatta University’s policy on promoting research. Most importantly, you will be helping the researcher accomplish her goal of successfully conducting this research.

Confidentiality

All information provided through the research questionnaires will be handled with utmost confidentiality. Your responses and participation will be anonymous in that, there is no point in this research where you will be identified by name or any other personal information that can compromise your anonymity. In addition, you will be allowed to fill the questionnaire at
a place and time of your own convenience and the filled questionnaires will be placed in a sealed envelope.

**Contact information**

If you have any questions, you may contact the Researcher on **0725293802**, OR, Dr. Linda Kimencu, Supervisor 1. On **0713827704** OR the Kenyatta University Ethical Review Committee Secretariat on chairman.kuerc@ku.ac.ke, secretary kuerc@ku.ac.ke. Ercku2008@gmail.com

**Participant’s statement**

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions (if any) have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my participation will not affect my position at Kenyatta University in any way. I also understand that any information that I provide will be treated with utmost confidentiality and I willingly agree to participate in the study.

```
Participant’s Signature     Date
```

**Investigator’s statement**

I, the undersigned, I have explained to the participant in a language she/he understands, the procedures to be followed in the study and the risks and benefits involved.

Name of investigator: ____________________________________________________________

```
Interviewer signature     Date
```

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APPENDIX 2: RESEARCH QUESTIONNAIRE

I am an MBA student at Kenyatta University conducting a research on the topic IMPLEMENTATION OF CHANGE MANAGEMENT PRACTICES AND PERFORMANCE OF PUBLIC UNIVERSITIES IN KENYA: A CASE OF KENYATTA UNIVERSITY. Kindly help me accomplish this research by filling in this questionnaire as honestly and objectively as you possibly can.

Kindly indicate your responses by either TICKING [✓] on the option that best describes your opinion or writing down your responses in the spaces provided. Thank you in advance for your participation.

SECTION A: RESPONDENTS’ DETAILS

1. What is your Gender?

Male [ ]

Female [ ]

2. What is your age in years?

25 – 35 [ ]

36 – 46 [ ]

47 – 58 [ ]

Above 58 years [ ]

3. What is your current position?

Assistant lecturer [ ]

Lecturer [ ]

Senior lecturer [ ]
Assistant professor [ ]

Professor [ ]

4. Do you hold any administrative position?

Dean [ ]

Associate Dean [ ]

Department Chairperson [ ]

Others [please specify]………………………………….

5. How long have you worked in Kenyatta University?

Less than 1 year [ ]

1– 2 years [ ]

2 – 3 years [ ]

More than 3 years [ ]

SECTION B: CHANGE MANAGEMENT PLANNING IN THE ORGANIZATION

5. Kindly indicate the level to which you agree with the following statements regarding change management planning practices in the organization. Where 1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization sets clear change goals and objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My organization allocates adequate resources towards change initiative.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My organization has a dedicated change management research team.

My organization utilizes different methods of managing resistance to change.

Change efforts are in line with my organization’s vision and mission.

My organization has successfully embraced a change oriented culture.

### SECTION C: CHANGE MANAGEMENT COMMUNICATION IN THE ORGANIZATION

8. Kindly indicate the extent to which you agree with the following statements regarding change management communication in the organization. Where 1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization uses different communication channels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The communication channels used are efficient and effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My organization welcomes suggestions from different stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criticism is always taken positively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My organization avails information in time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My organization uses open communication strategy.

SECTION D: CHANGE MANAGEMENT LEADERSHIP IN THE ORGANIZATION

9. Kindly indicate the level to which you agree with the following statements regarding change management leadership in the organization. Where 1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders in my organization have technical skills for overseeing change.</td>
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<tr>
<td>The leaders in my organization possess change management skills.</td>
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<td>My organization provides leadership training and development opportunities.</td>
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<tr>
<td>The leaders in my organization are committed to their work.</td>
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<td>I feel empowered to enact change successfully.</td>
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<tr>
<td>The leadership in my organization encourages accountability.</td>
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</tbody>
</table>

SECTION E: CHANGE MANAGEMENT MONITORING IN THE ORGANIZATION

9. Kindly indicate the level to which you agree with the following statements regarding change management monitoring in the organization. Where 1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>My organization encourages feedback regarding the progress of change efforts.</td>
<td>Disagree</td>
<td>Agree nor Disagree</td>
<td>Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My organization fosters a culture for taking criticism positively.</td>
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<tr>
<td>My organization has periodic review systems for change processes in place.</td>
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<tr>
<td>Corrective actions are routinely implemented during the change process.</td>
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<tr>
<td>My organization aims to continuously improve its systems, processes and people.</td>
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<tr>
<td>My organization has rewards systems in place.</td>
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</tbody>
</table>

**SECTION F: CHANGE MANAGEMENT PRACTICES AND PERFORMANCE OF PUBLIC UNIVERSITIES**

10. Kindly indicate the level to which you agree with the following statements regarding the impact of change management practices on the performance of the organization. Where 1-Strongly Disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree, 5-Strongly Agree.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective change management has contributed towards provision of quality education.</td>
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</tbody>
</table>
Effective change management has enhanced stakeholder satisfaction.

Change management has reduced resistance to change in the organization.

Management of resistance to change has enhanced job satisfaction among employees in my organization.

Effective change management has improved interactions amongst stakeholders in my organization.

Change management has enhanced efficient service delivery in my organization.

11. In your opinion, what are some of the challenges that your organization faces when dealing with change?

12. In your opinion, what are some of the ways in which the organization could address these challenges?

THANK YOU SO MUCH FOR YOUR RESPONSES. MAY GOD BLESS YOU!
APPENDIX 3: KENYATTA UNIVERSITY ETHICS COMMITTEE APPROVAL (KUERC)

KENYATTA UNIVERSITY
ETHICS REVIEW COMMITTEE

Fax: 8711242/8711575
Email: chairman.kuerc@kun.ac.KE
Website: www.kun.ac.ke

Ref: KU/ERC/APPROVAL/Vol.1 (256)
Date: 24th May, 2019

Gikang’a Mary Nyamburah
P.O. Box 43844-00100
Nairobi

Dear Ms Nyamburah,

APPLICATION NUMBER PKU/994/41644: IMPLEMENTATION OF CHANGE MANAGEMENT PRACTICE AND PERFORMANCE OF PUBLIC UNIVERSITIES IN KENYA: CASE OF KENYATTA UNIVERSITY

1. IDENTIFICATION OF PROTOCOL

The application before the committee is with a research topic “Implementation of Change Management Practice and Performance of Public Universities in Kenya: Case of Kenyatta University”. Received on 15th March, 2019 and discussed on 14th May, 2019.

2. APPLICANT

Gikang’a Mary Nyamburah

3. SITE

Public Universities in Kenya

4. DECISION

The committee has considered the research protocol in accordance with the Kenyatta University Research Policy (section 7.2.1.3) and the Kenyatta University Ethics Review Committee Guidelines and APPROVED that the research may proceed for a period of ONE year from 14th March, 2019.
3. **ADVICE/CONDITIONS**

   i. Progress reports are submitted to the KU-ERC every six months and a full report is submitted at the end of the study.
   
   ii. Serious and unexpected adverse events related to the conduct of the study are reported to this committee immediately they occur.
   
   iii. Notify the Kenyatta University Ethics Committee of any amendments to the protocol.
   
   iv. Submit an electronic copy of the protocol to KUERC.

When replying, kindly quote the application number above.
If you accept the decision reached and advice and conditions given please sign in the space provided below and return to KU-ERC a copy of the letter.

PROF. JUDITH KIMIYWE  
**CHAIRMAN ETHICS REVIEW COMMITTEE**

[Signature]

11 JUN 2019

1. Mary Ngai
   
   I hereby accept the advice given and will fulfill the conditions therein.

   Signature __________________________ Dated this day of ___________ 2019.

2. **DVC, Research Innovation and Outreach**
APPENDIX 4: AUTHORIZATION FOR DATA COLLECTION (KENYATTA UNIVERSITY)

KENYATTA UNIVERSITY
OFFICE OF DEPUTY VICE-CHANCELLOR, RESEARCH, INNOVATION AND OUTREACH

Ref: KU/DVCR/RCR/VOL.3/266

P. O. Box 43844 – 00100
Nairobi, Kenya
Tel. 254-20-810901 Ext. 026
E-mail: dvc-rio@ku.ac.ke

Nyamburah Gikang’a
School of Business
KENYATTA UNIVERSITY

12th June, 2019

Dear Ms Gikang’a,

RE: REQUEST TO COLLECT RESEARCH DATA AT KENYATTA UNIVERSITY

This is in reference to your letter dated 24th April, 2019 requesting for authorization to collect research data at Kenyatta University on the topic “Implementation of Change Management Practices and Performance of Public Universities in Kenya: A Case of Kenyatta University” towards an MBA degree of Kenyatta University.

I am happy to inform you that the Vice-Chancellor has approved your request to collect data. It has been noted that your data will be collected mainly from Deans, Chairpersons and teaching staff.

Yours Sincerely,

Prof. F. Q. Gravenir
Deputy Vice-Chancellor
Research, Innovation & Outreach
cc. Vice-Chancellor
DVC, Academic
APPENDIX 5: RESEARCH AUTHORIZATION (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: NACOSTI/P/19/25056/28428

Date: 12th March, 2019

Mary Nyamhurah Gikanga
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Change management practices and performance of public universities: A case of Kenyatta University” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for the period ending 11th March, 2020.

You are advised to report to the County Commissioner and the County Director of Education, Kiambu County 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, Ph.D.
FOR/DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner,
Kiambu County.

The County Director of Education,
Kiambu County.