

**CHANGE MANAGEMENT STRATEGIES AND ORGANIZATIONAL
EFFECTIVENESS IN PUBLIC UNIVERSITIES IN KENYA; A CASE OF THE
UNIVERSITY OF ELDORET**

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DECLARATION

This research project is my original work and has not been presented for examination in any other University.

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Declaration by Supervisor

I append my signature to confirm that the work in this project was done by the candidate under my supervision

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ABSTRACT

Given the turbulent nature and unpredictable environment facing many organizations today, management of change must be critically put into consideration by managers of any organization and form important component of strategy-making. In universities, the pressure for change comes from all sides, government initiatives, the need for efficiency, improving the quality of student learning, intense competition and ever-changing environment make change a permanent condition in all institutions, both public and private universities and the pace of change is ever increasing. Organizations must manage change properly, as an important phenomenon, if it is to survive. Of critical essence in change management is the strategies put in place and whether they contribute to organizational effectiveness. Many organizations fail to succeed in managing change irrespective of it having good organizational structure and infrastructure in place. There is lack of knowledge and awareness about many of the critical issues leading to change, and processes and approaches involved in the management of such change and how it leads to organizational effectiveness. The study sought to find out the change management strategies and organizational effectiveness in the University of Eldoret. The following were the specific objectives for the study: to appraise the extent to which increasing automation changes affect organizational effectiveness, to examine how capacity development affects organizational effectiveness and to investigate how stakeholder engagement affects organizational effectiveness. Descriptive study approach was used by the study. The target population for the study was 78 senior members of staff of university of Eldoret. A sample of 65 senior staff of the University of Eldoret was selected by stratified random sampling to participate in the study. These are staff members directly involved in managing organizational change. Data was collected using primary sources. The data collected from questionnaires were categorized according to the study themes of change management strategies and organizational effectiveness. Data collected was processed using Statistical Package for the Social Sciences (SPSS). Quantitative data was analyzed using descriptive statistics like mean, mode, median and frequencies. Inferential statistics included Pearson correlation analysis and Regression analysis. The results were presented inform of charts and tables for quantitative data and in prose for qualitative data. The study concluded that there was significant relationship between office automation and organizational effectiveness of the University of Eldoret. Showing that Office automation positively influences organizational effectiveness. In addition, there was a significant relationship between staff development and organizational effectiveness in the University of Eldoret implying further training of staff and students in the university through scholarships and awards influences the effectiveness of the university. The study further concluded that there was a significant and positive relationship between stakeholder engagement and organizational effectiveness in the University of Eldoret. The study recommended that there was need for the university to automate all the university activities as automation influences positively organizational effectiveness. There is also need for the institution to provide more training scholarships and awards to its staff and students as this will positively influence the organizational effectiveness in university.

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ABBREVIATIONS

CUE	Commission for University Education
KUCCPS	Kenya Universities and Colleges Central Placement Services
OA	Office Automation
OE	Organizational Effectiveness
UOE	University of Eldoret

OPERATIONAL DEFINITIONS OF TERMS

Capacity Development- The process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time

Change Management- Any approach to transitioning individuals, teams, and organizations using methods intended to significantly reshape an organization.

Change Management Strategies- Approaches for achieving successful strategy execution in change management.

Office Automation- Is the use of an electronic device in office activities in order to increase efficiency.

Organizational Effectiveness- The degree to which an organization accomplishes its predetermined mission and goals

Stakeholders Engagement- Involving people or groups who may be affected by the decisions it makes or can influence the implementation of its decisions.

Stakeholders- These are people, groups or other organizations that have an interest, claim, or stake in an organization, in what it does, and in how well it performs.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents background to the study and statement of the problem. It also highlights the purpose of the study, its objective and hypothesis, scope, assumption and limitation of the study.

1.1 Background of the study

The environment in which organizations operate is never constant and given its composition and forces therein, it presents unique challenges to organizations and their management and hence the need for crafting of appropriate and sustainable response strategies. They are occasionally faced with challenges that force them to adjust or change (Burnes, 2004). More often, many organizations come up with new initiatives and strategies to cope with and manage changing environmental dynamics. The implications of change processes are regularly under-estimated by senior management and not managed adequately.

Ansoff (1987) asserts that it's known that leadership can make a great difference, and that its importance for organizational success is intensifying. Yet we still know too little about change management strategies and how it affects the overall organizational effectiveness. Higher education promotes the transition to sustainable ways of living and global society founded on shared ethical framework that includes respect and care for others. Any strategic change from all spheres of university's environment should therefore put into consideration human perceptions on the benefits of the change itself, and it must bring

about organizational effectiveness so that the university meets its overall objects of its existence.

1.1.1 Change Management

Change which means the alteration of status-quo is necessary even in most stable organizations just to keep the level of organizational stability. The economic and social environment is so dynamic that without the change that would be adoptive to the changed environment, even the most successful organizations wasleft behind, unable to survive in the new environment Singh (2003). According to Harigopal (2001), survival and eventual prosperity of an organization depends on its ability to monitor its external environment and align itself with changes that occur or tend to occur. This ability to plan for, implement and manage change is the factor that separates successful organizations from unsuccessful ones.

According to Hiatt and Creasey (2003), change management is about managing people in a changing environment so that business changes are successful and the desired business results are realized. Change management involves the process, tools and techniques for proactively managing the people side of change in order to achieve the desired business results. It involves constantly examining organizational performance, strategy, processes and systems to understand what changes need to be made, and at the same time, understanding the implications of a new business change on its employees given their culture, values history and capacity for change.

Stoner, Freeman and Gilbern (2008) provides six methods of dealing with resistance to change. These include: education and communication; participation and involvement;

facilitation and support; negotiation and agreement, manipulation and cooption; and explicit and implicit coercion. If well applied, these methods lead to a successful change process where every employee is aware and participative in the entire program.

Change management, according to Jeff (2007), is the process tools and techniques to manage the people side of business change to achieve the required business outcomes also to realize that business change effectively within the social infrastructure of the workplace. However, according to Nickols (2006), the overall process of change and change management remain pretty much the same. Thus it's this fundamental similarity of the change processes across organizations, industries, structures in different countries, continents i.e. globally that makes change management a task, a process, and an area of professional practice.

Change management initiatives enable organizations to become efficient, effective and to compete favourably in the face of competition from other organizations in the same business (Burnes, 2004). Therefore, for organizations to remain truly competitive over time as the environment changes, they have to learn to adapt and reorient themselves to the changing environment. For this reason, there has to be a deliberate and coordinated leaning to a gradual systematic realignment between the environment and the organization's strategic orientation that results in improvement in performance, efficiency and effectiveness.

1.1.2 Organizational Change Management Strategies

Strategic change is a way of changing the objectives of the company in order to obtain greater success. There is no certain magic formula to do the job and of course, it is not

always leading to success. The practice of strategy execution has been thoroughly researched and documented in the past decades by academics. Consequently, there is no shortage of suggested approaches and principles for achieving successful strategy execution. When classifying organizational change strategies almost all authors start with Chin and Benne (1969), who recognized three basic ways to implement change: rational-empirical, power coercive and normative re-educative. This classification has been supplemented many times.

A major escalation in environmental turbulence means a change from the familiar world to that of new things, new technologies, new competition, new customers and a new dimension of social control (Ansoff & McDonnell, 1990). It is as a result of the above that organizations, universities included, must devise ways and strategies of managing change, while each public-sector organization needs to consider the best way to approach change based on their particular cultural and stakeholder perspectives.

Factors common to successful change management (in both the private and public sector) involve: Planning-developing and documenting the objectives to be achieved by the change and the means to achieve it, defined governance by establishing appropriate organizational structures, roles, and responsibilities for the change that engage stakeholders and support the change effort, committed leadership- this is the ongoing commitment at the top and across the organization to guide organizational behaviour, and lead by example, informed stakeholders- this is encouraging stakeholder participation and commitment to the change, by employing open and consultative communication approaches to creating awareness and understanding of the change throughout the

organization and aligned workforce- involves identifying the human impacts of the change, and developing plans to align the workforce to support the changing organization.

Further, while particular initiatives and projects have a finite timeframe, change is an ongoing process, so it can be hard to identify successful change. Moreover, change programs that are initially perceived as a success can later be declared problematic as commitment wanes and people revert to old practices.

1.1.3 Organizational Effectiveness

According to Abbah, (2014) “An organization is effective to the degree to which it achieves or accomplishes its mission and goals. An effective organization ensures that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence”. In order to make employees satisfied and committed to their jobs, there is a need for strong and effective motivation at various levels in an organization. An effective organization is one where there is a good strategic alignment between the mission, the structures and the subsequent human resource management policies and procedures which support people in achieving the goals of the organization. An organization is considered efficient and operationally effective if it is characterized by coordination between objectives and strategies. Therefore, there has to be an integration of the parts into a complete structure, that is, operates as a system

1.1.4 Universities in Kenya

Institutions of higher learning in the contemporary world are undergoing some of the most drastic transformations in the wake of ever-changing environmental dynamics.

Universities in Kenya today are operating in a highly turbulent and dynamic environment as a result of liberalization of the higher education industry, resulting in an influx of many players. For these institutions to survive in such an environment, their strategies need to focus on their customers (students, parents and industry) to deal with emerging environmental challenges which in turn pose managerial challenges.

The government of Kenya since 2007 embarked on expansion of university education with projects in place to have a University each of the forty seven counties. The universities Act, 2012 came to force in 2013, which establishes the Commission for University Education (CUE) and the Kenya Universities and Colleges Central Placement Services (KUCCPS). Universities in Kenya are managed by University Council and Management Board chaired by Vice Chancellors.

The biggest alarming challenge of this rapid growth is accreditation and control by the CUE in terms of the new universities meeting the minimum standards and quality once they are awarded charter to a full-fledged university status. Most of them lack qualified personnel and facilities. There are 23 public universities, 8 Public Universities Constituent Colleges, 17 private chartered universities, 5 Private University Constituent Colleges, 13 universities with Letter of Interim Authority (LIA) and 1 Registered Private Institution (CUE, 2015).

1.1.5 The University of Eldoret

The University of Eldoret is one of the 23 public universities in Kenya and situated approximately 9 km along the Eldoret-Ziwa road in Eldoret town, Uasin Gishu County. It

was founded in 1946 by the white settlers as a Large Scale Farmers Training Centre. In 1984, it was converted to a teachers' training college and renamed Moi Teachers' Training College to offer Diploma Science Teachers Training. Due to the double intake crisis, the College was taken over by Moi University as a Campus in 1990, renaming it Chepkoilel Campus. From 1990, the University made it a campus of natural, basic and applied science programmes.

In August 2010, the President, through Legal Notice No. 125 of 13 August 2010 upgraded the campus into a University College with the name Chepkoilel University College, a Constituent College of Moi University. Upon the award of Charter by the President on March 2013, the University College was renamed University of Eldoret. Currently it has staff population of 1100 and over 33, 000 students. The university has undergone a lot of transformational changes in terms of academic programmes and infrastructural development since attaining university status. Currently, there are 8 schools offering diverse diploma, undergraduate and postgraduate programmes.

1.2 Statement of the Problem

Organizations worldwide face numerous challenges in their operations particularly, business environmental and managerial challenges. Irrespective of the nature of challenge encountered, appropriate response strategies have to be put in place to counter them and enable the organization achieve sustainable competitive advantage. It is argued that after environmental analysis, an organization will choose a strategy in response to the opportunities and threats it is facing. However, the response strategies applied have to be

chosen carefully because not all response strategies lead to improved effectiveness and performance.

In Kenya, universities have experienced various changes in their external environment, prompting responses from players in the higher education sub-sector with the objective of mitigating risks and taking advantage of opportunities. This has triggered research in the area of strategic management through application of clear and sustainable response strategies. Past research has been carried out on problems facing the public universities, especially focusing on funding, resources (human and physical), staff remuneration, political interference and research in view of changing environments and government policies.

With dwindling financial support from the government, various managerial and environmental challenges have been identified (Mathooko, 2013). This is coupled with competition from the increasing number of private universities which have better facilities, infrastructure and terms of service, hence, competing for students and human resource. The change management strategies that organizations adopt in order to cope with the changes in the environment have been of academic interest for many years, especially in the corporate world but little attention to public institutions, universities included.

In the past, studies on strategic response to environmental changes/challenges have been conducted mainly in for-profit organizations. Ofori and Atiogbe (2012) looked at the challenges facing strategic planning in universities in Ghana while Mutula (2002) and, Ndirangu and Odoto (2011) investigated the problems facing university education and the

challenges in teaching and learning in Kenya's public universities, respectively. Ekundayo and Ajayi (2009) also looked at the challenges facing university management in Nigeria. Mukhoko (2010) investigated the influence of strategic planning at the University of Nairobi. While these studies compare well with the current study, majority of them focused on general problems without addressing the response strategies put in place to counter the challenges.

University of Eldoret is one of the new public universities in Kenya, which was awarded charter to a full-fledged university status in February 2013. It represents some of the new public universities experiencing growth in both structural and academic programmes. The desire to grow and become more competitive amid many bigger and established public and private universities in the region presents enormous challenges of coming up with response strategies of managing change so as to enhance organizational effectiveness. This study, therefore, sought to establish the coping change management strategies adopted by public universities in Kenya with focus in University of Eldoret, and how it affects the organizational effectiveness.

1.3 Research Objectives

The main objective of this study was to investigate change management strategies and organizational effectiveness of the University of Eldoret.

1.4 Specific objectives

The study was guided by the following specific objectives:

- i. To appraise how changes in office automation affect organizational effectiveness of University of Eldoret.

- ii. To identify how staff capacity development affects organizational effectiveness of the University of Eldoret.
- iii. To examine the effect of stakeholder engagement on effectiveness of the University of Eldoret.

1.5 Research Hypotheses

The following null hypotheses were formulated and tested in this study;

- i. There is no significant relationship between office automation and organizational effectiveness of University of Eldoret.
- ii. There is no significant relationship between staff development and organizational effectiveness of University of Eldoret.
- iii. There is no significant relationship between stakeholder engagement and organizational effectiveness of University of Eldoret.

1.6 Significance of the study

The findings of the study were expected to provide the management of the University of Eldoret and other public universities in Kenya with an appreciation of how change management strategies they pursue affect organizational effectiveness. The study also was to point out ways of handling change management initiatives to enable their organizations to become efficient, effective and to gain competitive edge with private and other universities globally. It was as well expected to provide policy makers with empirical data that forms a basis for making informed decisions when carrying out organizational change process and practices.

1.7 Scope of the Study

The study was undertaken in the University of Eldoret, which is located in Eldoret town in Uasin Gishu County, Kenya. The study was limited to University of Eldoret partially due to time constraints and finance required to carry out it, if all public universities were to be studied. For the purpose of this study, the target population was staff of the University of Eldoret who are directly responsible or indirectly participate in formulation or execution of change management strategies. The university was selected based on the fact that it is one of the new public universities in Kenya, which was awarded charter to a full-fledged university status in February 2013. It represents some of the new public universities experiencing growth in both structural and academic programmes.

1.8 Limitation of the Study

The study in consideration faced minor problems such as lack of cooperation and willingness to answer questionnaires by some of the targeted respondents. Particularly, they were reluctant to give full information, considering that these were senior staff and did not wish to divulge vital issues to the general public and competitors in university education.

However, the researcher explained to the respondents that the information given shall be treated with utmost confidentiality, and that the research was purely for academic purposes. That mitigated the problem and as such, most questionnaires were returned filled with information.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature relating to change management strategies and organizational effectiveness. It begins by highlighting theories of change management and empirical review of literature on organizational effectiveness, office automation, staff capacity development and stakeholder engagement. Finally, conceptual framework is also presented, showing organizational effectiveness and office automation, staff capacity development and stakeholder engagement as independent variables, being selected change management strategies for the study.

2.2 Theoretical Review

2.2.1 Lewin's Change Management Theory

The theory encompasses three distinct phases known as unfreezing, moving (Change) and freezing or refreezing (Bozak, 2003). Driving forces facilitate change because they push employees in the desired direction. The intention of the Model is to identify factors that impede change from occurring; forces that oppose change often called restraining or 'static forces' and forces that promote or drive change, referred to as 'driving forces'.

In Lewin's first 'unfreezing' stage, an understanding of the difficulties related to the identified problem are sought and "strategies are developed to strengthen the driving forces and weaken straining forces" (Bozak, 2003). Unfreezing involves identifying key players that was affected by the change and gathering them together to communicate ideas and create lists of all driving and static forces that will affect the project. The important

point here is that this exercise engages all parties of stakeholders to work towards accentuating the positive driving forces and diminishing the restraining forces to the initiative or strategy the organization has opted.

The second 'moving' stage is where the actual change in practice takes place as a result of equalization of the opposing forces, thereby allowing the driving forces to support the change. In this stage, implementation of the project produces the change desired, so it is important to continue to keep lines of communication within staff. Finally, once the desired change has occurred, the 'refreezing' stage can be used to evaluate the stability of the change strategies and the overall effectiveness within the operations of the organization.

By using Lewin's theory, stakeholder resistance can be reduced and fear of change through the development of a well thought plan and active participation in the change process. It is highly likely that the change was short lived and the employees will revert to their old equilibrium (behaviors) if this step is not taken. It is the actual integration of the new values into the community values and traditions. The purpose of refreezing is to stabilize the new equilibrium resulting from the change by balancing both the driving and restraining forces.

Lewin's change management theory can lead to better understanding of how change affects the organization, identify barriers for successful implementation and useful for identifying opposing forces that act on human behavior during change, therefore overcoming resistance and leading to acceptance of new technologies. Because most change management strategies need to be introduced systematically so they are clearly

understood and accepted so as to bring about organizational effectiveness, its applicability is very relevant

2.2.2 Kotter's Change Management Theory

According to Kotter (2002), the eight-step model is helpful for understanding and managing change. Each stage acknowledges a key principle identified relating to people's response and approach to change, in which people see, feel and then change.

Kotter's eight step change model can be summarized as: 1) increase urgency - inspire people to move, make objectives real and relevant; 2) build the guiding team - get the right people in place with the right emotional commitment, and the right mix of skills and levels; 3) get the vision right - get the team to establish a simple vision and strategy; 4) communicate for buy-in - involve as many people as possible; 5) empower action - remove obstacles, enable constructive feedback and lots of support from leaders, reward and recognize progress and achievements; 6) create short-term wins - set aims that are easy to achieve, in bite-size chunks; 7) don't let up - Foster and encourage determination and persistence, encourage ongoing progress reporting and highlight achieved and future milestones; finally, 8) make change stick-reinforce the value of successful change via recruitment, promotion, new change leaders and then weave change into culture.

This model has been used successfully in health care (Clark, 2010) and specifically to address the adoption of technological innovations (Campbell, 2008). It is a dynamic model, hence critical tool to use when introducing new office automations and technologies which formed the basis of this study.

2.2.3 McKinsey 7S Model

The 7-S-Model by McKinsey (2006), divide organizations into “hard” and “soft” factors. The “hard” factors cover elements more concrete and can be exposed with policy papers, plans and documentations on the development of the organization. The three “hard” factors of an organization are: 1) strategy, 2) structure, and 3) systems. The expression “soft” refers to substantially and only marginally concrete elements of an organization that can hardly be described. These elements develop permanently, and can be planned or controlled only limitedly because they are highly dependent on the members of the organization. These “soft” or “warm” factors are namely: 4) skills, 5) staff, 6) style/culture and 7) shared values / super ordinate goals. While the hard factors are easier to test, the assessment of the soft factors is much more difficult - but they are at least as important for the organization.

Effectively functioning organizations are characterized by a coordinated balance of these seven factors. In times of change and adjustment, it should be noted that the modification of one factor also impacts on the other factors

To successfully introduce and implement office automation, staff capacity development and stakeholder engagement strategies so as to bring about organizational effectiveness so needed, managers need to balance between structures and existing systems (Hard factors) and style, skill, right and staff within a shared values framework, hence this theory is quite important for the study topic.

2.2.4 The ADKAR model

The model developed by Hiatt (2003) provides an explanation of the human issues that are critical in change management. This model focuses on five actions and outcomes necessary for successful individual change and therefore successful organizational change. These are: awareness of the need for change; desire to participate in and support change; knowledge on how to change; ability to implement required skills and behavior; and reinforcement to sustain the change.

Since ADKAR describes the required elements of a successful change, it can be a powerful measuring yardstick to evaluate change management activities. For instance, after a major communication effort focused on sharing the need for the change and the individual and organizational reasons to support the change, you could conduct an assessment to evaluate the levels of awareness and desire in the people who received the communication. This type of assessment indicates how well employees are receiving change management activities. Periodically, you can use ADKAR to gauge how well employees are making use of their own personal transitions.

2.3 Theories and models of Organizational effectiveness

2.3.1 Hannan and Freeman's Theories of Organizational Effectiveness

According to Hannan and Freeman (1977) a natural measure of the effectiveness of an organization is how well it achieves its goals, indicated by measuring performance. Organizational effectiveness depends on the environment in which the organization operates. An organization that delivers adequate performance in a challenging

environment may be more effective than an organization that performs well without encountering problems

Organizations face constraints from internal and external factors. Such constraints are aspects of the environment, or ecology, in which the organization operates. The most effective organizations deliver the required performance, despite such constraints on their freedom to act in the most efficient manner possible. Effective organizations find ways to perform adequately by adapting to their environment and using the resources they have, and recognize limitations "organizational inertia" as the obstacle preventing it from adapting, and consciously work to minimize their effect. Such a strategy leaves the organization free to adapt to changing conditions and performance challenges.

According to the ecology concept, the most effective organizations are those that can adapt to constraints by performing well under challenging conditions. Because all organizations eventually experience challenges, those that can successfully adapt are the ones that survive. To ensure that your company survives this process of selection, you have to promote organizational characteristics that leave your company free to adapt to changes and difficult conditions (Herman, & Renz, 2008).

2.3.2 Cameron's Model of Organizational Effectiveness

According to Cameron (1978), there are nine dimensions and a 57-item questionnaire to secure the members' perceptions about the efficacy of organizational effectiveness of 4-year colleges/institutions. The following describes these nine dimensions: 1) Student educational satisfaction. 2) Student academic development. 3) Student career development. 4) Student personal development. 5) Faculty and administrator employment

satisfaction. 6) Professional development and quality of the faculty. 7) System openness and community interaction. 8) Ability to acquire resources. 9) Organizational health.

Furthermore, according to Cameron (1978), there are four main fields of organizational effectiveness which are compatible with the effectiveness dimensions. The following are the outlines: 1) The academic field which is concerned with the students' academic progress, professional development and the productivity of the lecturers as well as the potential to obtain resources. 2) The moral field. This deals with the student's educational satisfaction, the organizational health and the faculty and administrator employment satisfaction. 3) The external adaptation field which deals with the student's career progress and system openness and community interaction. 4) The extracurricular field discusses the single dimension of student's personal development. This study was undertaken with an aim of identifying how staff capacity development affects organizational effectiveness.

2.4 Empirical Review

2.4.1 Automation and organizational effectiveness

Office automation is the use of electronic device in office activities in order to increase efficiency. This increased efficiency is resulted by completion of information exchange inside office and between offices and their environment and finally could help to manager by provide better information. Today automation and apply new technologies is not only considered as a need but as a critical necessity (Javadi & Safari 2013).

Yadolah et al (2014) say that office automation has effects on effectiveness of human resources and his research findings indicates office automation has direct and positive effects on effectiveness of human resources

Nahid et al (2015) recommended that managers and employees of universities, prior to taking any actions in line with the implementation of office automation in universities, should come to the conclusion that the continuation of the status quo is no longer possible and a firm determination should be felt in them respecting the implementation of office automation.

According to Goodman and Ping (2007), organizational effectiveness is affected by four kinds of major variables that rarely are under the control of manager. One of them is organizational feature such as structure and technology. So using tools of automation services or computerize technology such as computer, copy machine, fax, printer and scanner, causes in increasing the organizational effectiveness. This research should help provide more precise and adequate recommendations for the design of automated office systems so that these systems can be implemented successfully and contribute to improvements in organizational effectiveness.

2.4.2 Capacity Development and Organizational Effectiveness

Capacity development is the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time (UNDP, 2009). According to Olaniyan and Ojo (2008), staff training and development has been identified by various scholars and anchors to be very crucial to an organization and its effectiveness.

In the light of the above, organizations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness. As training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization. However, for any organization to succeed, training and re-training of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory.

The Staff Development Strategy of the University of Western Cape (South Africa), recommend that Universities should accept the responsibility for the creation of a work environment which enables all members of staff to develop, apply their skills and abilities in order to support the mission of the University by building capability. They need to pursue the value of staff development in contributing to both the efficient and effective operation of the University as well as to the career and personal developmental goals of staff.

Staff Development activities are planned to focus on the development of competencies. Staff Development for academic staff should be aligned to facilitate the implementation of the core roles and responsibilities of academic staff, namely; teaching and research. Staff development for academic staff includes opportunities for staff to enhance their research and publication endeavours and keep abreast with the best practices in teaching and learning in Higher Education. This study therefore investigated the relationship

which exists between staff development in the University of Eldoret and organizational effectiveness.

2.4.3 Stakeholder Engagement and Organizational Effectiveness

Companies engage their stakeholders in dialogue to find out what social and environmental issues matter most to them about their performance in order to improve decision-making and accountability. Engaging stakeholders is a requirement of the Global Reporting Initiative, a network-based organization with sustainability reporting framework that is widely used around the world. The International Organization for Standardization (ISO) requires stakeholder engagement for all their new standards (Wikipedia, 2016). An underlying principle of stakeholder engagement is that stakeholders have the chance to influence the decision-making process.

According to Jeffrey (2009), stakeholders should have a say in decisions about actions that could affect their lives or essential environment for life, participation includes the promise that stakeholder's contribution will influence the decision and seeks input from participants in designing how they participate. The Altria consulting group (2003), often called upon by organizations to improve its engagement of stakeholders defines stakeholder engagement as it requires a commitment to actively engage with stakeholders, listen to them, build a respectful relationship with them, and then respond to their concerns in a mutually beneficial way. It is based on an organization's willingness to consider changing what it aims to achieve and how it operates (i.e. staffing, training, policies, communications, and organizational structure) as a result of learning that which arises from stakeholder engagement.

Stakeholder engagement becomes an essential and mutually beneficial strategic function that results in better-informed staff and constituents as well as more effective policies, projects, programs and services. There are four distinct levels of stakeholder engagement to choose from when determining what role(s) may be most appropriate for key stakeholders: Inform, Consult, Involve, and Collaborate/Empower.

To be effective, an organization must at least minimally satisfy the interests of all the groups that have a stake in the organization. The claims of each group must be addressed; otherwise, a group might withdraw its support and injure the future performance of the organization, such as when banks refuse to lend company money, or a group of employees goes out on strike. When all stakeholder interests are minimally satisfied, the relative power of a stakeholder group to control the distribution of inducements determines how the organization will attempt to satisfy different stakeholder goals and what criteria stakeholders will use to judge the organization's effectiveness. This study therefore determined the relationship which exists between stakeholder engagement and organizational effectiveness in the University of Eldoret.

2.5 Literature Gap

Most of the past researches focused on organizational effectiveness in the context of the factors and indicators of organizational effectiveness. This research was studied in the premise of change management strategies adopted by public universities, with focus of University of Eldoret, in relation to organizational effectiveness.

2.6 Conceptual Framework

Independent variables

Dependent variable

Change Management Strategies

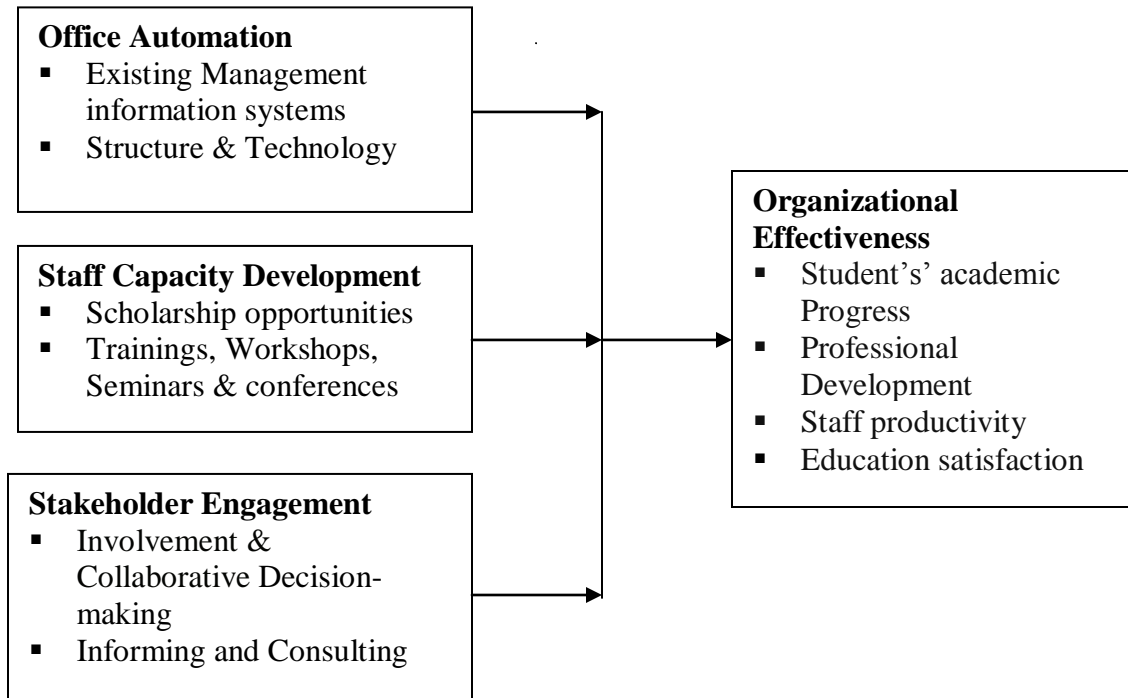


Figure 1: Conceptual Framework of the Study

Source: (Researcher, 2016)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design adopted for the study, population targeted and the sample. Methods of data collection, analysis and presentation are also discussed here.

3.2 Research Design

The study employed a descriptive study. This design was considered suitable because the study required an accurate examination; whereby in-depth, insightful and unique information on change management strategies and organizational effectiveness at University of Eldoret could be obtained and analyzed. Descriptive survey design enables the researcher to describe the state of affairs as they are and report the findings (Kombo & Tromp, 2009). According to Kothari (2008), such design is efficient method of collecting descriptive data regarding the characteristics of populations to justify current conditions and practices.

3.3 Target Population

The target population for the study was all staff that were involved in organizational change both directly and indirectly impacted upon by the new administrative systems. The total population of staff at the University of Eldoret is 1100. The study targeted 78 senior staff members involved in decision-making, mostly the top of management staff in the institution. These include Council members, Management Board Members, Senate Members and all Heads of Departments.

3.4 Sample Size

Patton (2002) argue that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what is useful, what will have credibility and what can be done with available time and resource. The sample size formula for this study was Krejcie and Morgan (1970) as quoted by Kasomo (2001). The formula is given as:

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where

n=Sample size

X^2 =Chi Square for the specified confidence level at 1 degree of freedom= (3.841) from tables

N=Population size

P=Population proportion (.50 in the table)

ME=Desired margin of error (expressed as a proportion=0.05)

The sample size was;

$$n = 74.8995/1.15275$$

$$= 65$$

The sample size is presented in Table 3.1.

Table 3.1: Sample size

Management Level	No. of employees	Sample size
University Council	9	7
Management Board	18	15
Senate Members	20	17
Heads of Departments	31	26
Total	78	65

Source: Field Data, 2016

The members of each subgroup included were selected using simple random sampling.

3.5 Data Collection Instruments

Data for the study were collected through the use of questionnaires. Both open-ended and closed questionnaires were administered to the target staff. The questions were structured so as to be both qualitative and quantitative in nature to capture all the aspects of the effectiveness of change management strategies in an organization.

3.6 Validity and Reliability of the Research Instruments

This section presents the reliability and validity of research instruments.

3.6.1 Validity of the Research Instruments

Golafshani (2003) describe validity as the accuracy and meaningfulness of inferences based on the research results. The test must produce information that is not only relevant but free from systematic errors. According to Alvesson & Skoldberg (2000), validity

means that we are measuring what we want to measure. In order to maintain consistency and relevance to the problem or degree to what researcher intended to do, the researcher carried out four processes to ensure validity of research instruments.

3.6.1.1 Content Validity

The content validity of a measuring instrument (the composite of measurement scales) is the extent to which it provides adequate coverage of the investigative questions guiding the study. If the instrument contains a representative sample of the universe of subject matter of interest, then the content validity is good. In order to evaluate the content validity of the instruments, the researcher came up with dimensions and elements that constituted adequate coverage as per the studies' objectives. This validity is a function of how well the dimensions and elements of a concept have been delineated (Brewer, 2000; Ross, 2005).

3.6.1.2 Face Validity

This was done by ascertaining whether at face value, the questions appear to be measuring the construct as per the research objectives. Face validity indicates that the items that are intended to measure a concept on the face of it look like they measure the concept. Put that when the measures in the instruments provide adequate coverage of the concept, a measure has face validity. The researcher observed this to ensure that the instruments provided adequate coverage of the study concepts. This largely was a common sense assessment (Brewer, 2000; Ross, 2005).

3.6.2 Reliability of the Research Instruments

Reliability is a measure of the degree to which a research instrument yields results after repeated trials (Mugenda & Mugenda, 1999). Reliability is used to measure precision and

accuracy. To determine reliability and internal consistency of research instruments, the researcher re-administered the same test two weeks after the first. The responses were used to determine the reliability of the instrument. Cronbach Alpha coefficient was calculated. A reliability score of 0.7 or higher was deemed acceptable as noted by Orodho (2009). In this study a reliability coefficient of 0.78 was obtained and therefore the research instruments were adopted for use in data collection.

3.7 Data Collection Procedures

Data was collected in the month of September, 2016. A total of 29 questionnaires were developed and administered to the targeted staff members through drop and pick method. The researcher made reconnaissance visit to the study area to familiarize with the research area and obtain relevant data for study.

3.8 Data Analysis

The data collected from questionnaires was summarized according to the study themes being change management strategies and organizational effectiveness. Data was then analyzed to determine its accuracy, credibility, usefulness and consistency. According to Cooper and Schindler (2011), content analysis measures the semantic content or the “what” aspect of the message. Its breadth makes it flexible and wide-ranging tool that is used as a methodology or as a problem-specific technique. Quantitative data was analyzed through coding in SPSS version data editor where inferences were drawn and descriptive statistics like mean, mode, median and frequencies of responses were used to give the results of the analysis which were then presented in form of charts and tables and

prose for qualitative data. Pearson Correlation analysis was used to test the hypotheses of the study.

Multiple Regression method (Ordinary Least Squares) was used to investigate the relationships between parameters of the empirical literature (Olubiyo, *et al.* 2009). Organizational Effectiveness was taken as the dependent variable (Y) while factors that affect it; Office Automation, Staff Capacity Development and Stakeholder Engagement were taken as independent variables (X). The implicit model of the regression is as indicated below;

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

Where;

Y = Organizational Effectiveness

X_1 = Office Automation

X_2 = Staff Capacity Development

X_3 = Stakeholder Engagement

e = Error Term

β_1, \dots, β_3 are the coefficients that will indicate the robustness of the effects independent variables have on the dependent variable.

The error term is expected to be independent and normally distributed with mean zero and a constant variance in the model's output. The causal effect of Office Automation, Staff Capacity Development and Stakeholder Engagement on Organizational

Effectiveness shall be tested. The P values was used to test the significance of the independent variables towards the dependent variable.

3.9 Ethical Considerations for the Study

The authority to conduct the research was granted by Kenyatta University's School of Business (Department of Business Administration). A brief description of the purpose and procedure of the research, including the expected duration was clearly stated in the questionnaire. The respondents were assured of privacy and confidentiality of the information obtained from them. No information revealing the identity of any individual was included in the final report or in any other communication prepared in the course of the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the results of data analysis on the effects of change management strategies on organizational effectiveness of the University of Eldoret. The chapter is divided into four sections. Section one dealing with the demographic information of the respondents involved in the study, section two covers the effect of office automation on organizational effectiveness, section three covers the effect of staff capacity development on organizational effectiveness and the last section covers the effect of stakeholder engagement on organizational effectiveness. Data was collected using questionnaires and were analyzed using descriptive and inferential statistics. The chapter opens with the return rate of questionnaires used for data analysis, demographic description of the participants involved in the study and analysis of the three objectives.

4.2 Response Rate

A total of 59 out of 65 respondents fully filled and returned the research questionnaires. The return rate for questionnaires used for data analysis in this study was 90.7% and this was therefore considered sufficient to provide adequate and reliable information on effects of change management strategies on organizational effectiveness. It has been argued that potential bias could result from low response rate (Brick & Williams, 2013) and therefore in this study, high response rate was associated with high reliability in information gathered.

4.3 Demographic Information of the Respondents

Some of the demographic information gathered from participants included; gender and age of the respondents.

4.3.1 Gender of the Respondents

The respondents were asked to indicate their gender in the questionnaire provided. The results are presented in Figure 4.1.

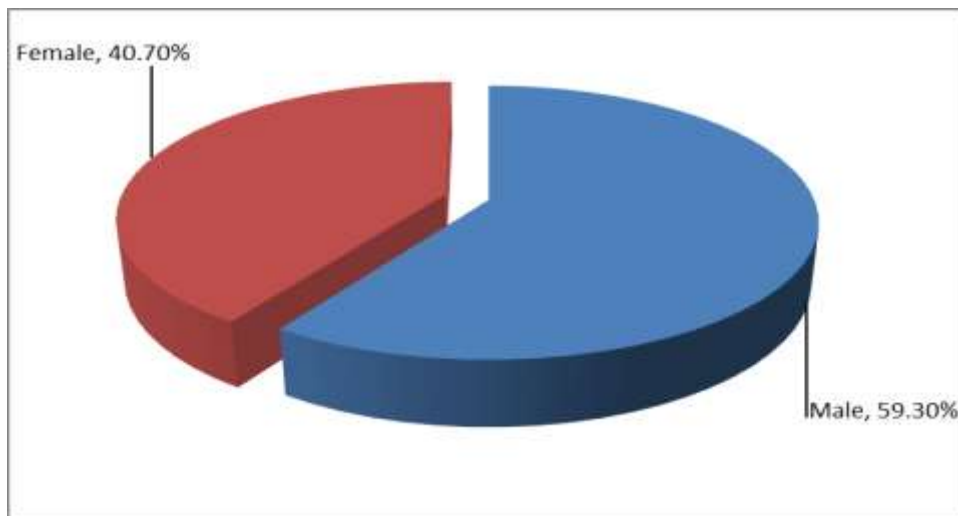


Figure 4.1: Gender of the Respondents

As shown in Figure 4.1, 35(59.3%) respondents were male while 24(40.7%) respondents were female. The study findings indicated that majority (59.3%) of the university staffs were male showing that those who are involved in organizational change were male as compared to their female counterparts.

4.3.2 Age of the Respondents

In addition, the respondents were asked to indicate their age bracket. Their responses were tabulated and the results are provided in Figure 4.2.

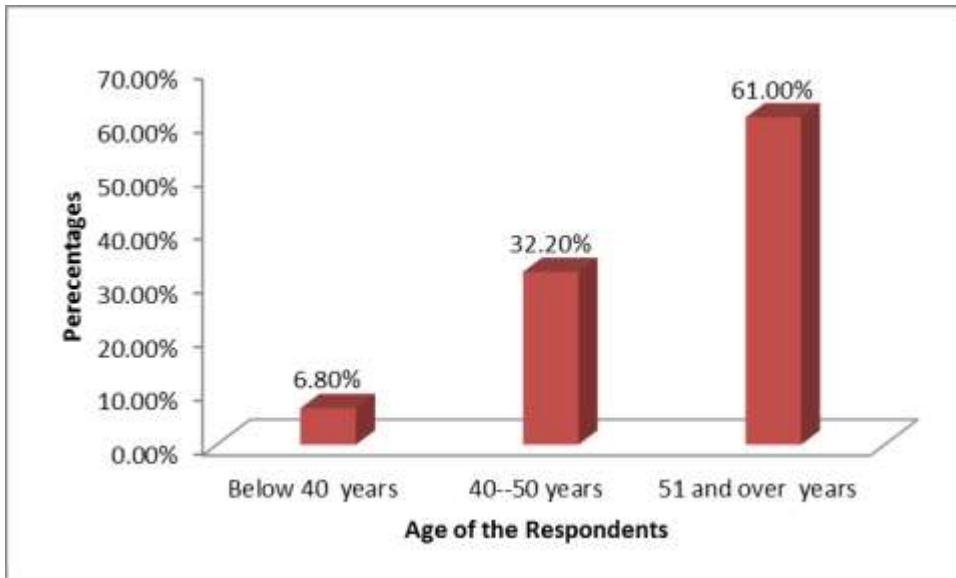


Figure 4.2: Age Bracket of the Respondents

Figure 4.2 shows that 36(61.0%) respondents were aged 51 years and over, 19(32.2%) respondents were aged 40-50 years while 4(6.8%) respondents were aged below 40 years. The study findings showed that majority of the university staff involved in university organizational change were aged over 51 years. This shows that majority of the heads of departments, University Council members, Senate members and Management Board members were aged over 51 years. In most cases, the staffs in this cadre are usually professors. This implies that the management of the universities relies on people who have experience in terms of management and have been in the universities for long rising through various positions of management.

4.4 Effects of Office Automation on Organizational Effectiveness

The first objective of this study was to appraise how changes in office automation affect organizational effectiveness of University of Eldoret. To achieve this objective, the respondents were requested to rate their level of agreement on a five point likert scale

items in the questionnaire on effects of office automation organizational effectiveness.

Their responses were tabulated and the results are presented in Table 4.1.

Table 4.1: Responses on Effects of Office Automation on Organizational Effectiveness

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Administration units have been equipped with document management systems and solutions	0	0.0	10	16.9	0	0.0	25	42.4	24	40.7
The university has developed an ICT platform with several modules for financial management, human resources, procurement, student information management solutions library management and timetabling solutions	0	0.0	10	16.9	5	8.5	25	42.4	19	32.2
I can access all information of the university through an automated internet platform	9	15.3	8	13.6	0	0.0	27	45.8	15	25.4
Office automation system has speeded in processing and dissemination of up-to-date information	8	13.6	12	20.3	0	0.0	22	37.3	17	28.8
Automation has enables most effective resource sharing in and out of the university	9	15.3	7	11.9	2	3.4	25	42.4	16	27.1
Office automation systems has led to an increase in the span of monitoring and control by managers thus improved productivity	5	8.5	10	16.9	4	6.8	29	49.2	11	18.6
Automation systems, especially communications functions, has improved the degree of perceived interdependence among departments hence effective dissemination of management information	5	8.5	6	10.2	4	6.8	39	66.1	5	8.5

Table 4.1 shows that 25(42.4%) respondents agreed with the statement that administration units have been equipped with document management systems and solutions and 24(40.7%) respondents strongly agreed with the statement while 10(16.9%) respondents were in disagreement with the statement. The study findings showed that majority (83.1%) of the senior management staff members in the University of Eldoret reported that administration units have been equipped with document management systems and solutions. This implies that the university has installed softwares for the management of student results at departmental level enabling efficient management of documents at departmental level. Similarly, 25(42.9%) respondents agreed with the statement that the university has developed an ICT platform with several modules for financial management, human resources, procurement, student information management solutions library management and timetabling solutions, 19(32.2%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 5(8.5%) respondents were undecided on the statement. From the responses, it emerged that majority (74.6%) of the respondents believed that the university had an ICT platform for financial, human resource, procurement and student records management.

Further, 27(45.8%) respondents agreed with the statement that they could access all information of the university through an automated internet platform, 15(25.6%) respondents strongly agreed with the statement while 9(15.3%) respondents strongly disagreed with the statement. The findings showed that majority (71.2%) of the respondents believed that they could access all university information through an automated network system. This shows that some university information are accessed by senior members of the university through an enabled internet platform. This

Moreover, 22(37.3%) respondents agreed with the statement that office automation system has speeded in processing and dissemination of up-to-date information, 17(28.8%) respondents strongly agreed with the statement and 12(20.3%) respondents disagreed with the statement while 8(13.6%) respondents strongly disagreed with the statement. From the responses, it emerged that majority (66.1%) respondents reported that office automation system had enhanced speedy processing and dissemination of up-to-date information. This implies that the university had implemented office automation where all the deans and heads of departments receive firsthand information thus enhancing efficiency in service delivery in the university.

Furthermore, 23(39.0%) respondents agreed with the statement that automation had enables most effective resource sharing in and out of the university, 16(27.1%) respondents strongly agreed with the statement, 9(15.3%) respondents strongly disagreed with the statement and another 7(11.9%) respondents disagreed with the statement while 2(3.4%) respondents were undecided on the statement. From the responses, it emerged that majority (69.5%) of the senior university staff members in charge of change management noted that automation had enabled most effective resource sharing in and out of the university. This implies that that office automation that has been implemented in the university had enabled sharing of vital information among the management staff within and outside the university.

Moreover, 29(49.2%) respondents agreed with the statement that office automation systems had led to an increase in the span of monitoring and control by managers thus improved productivity, 11(18.6%) respondents strongly agreed with the statement,

10(16.9%) respondents disagreed with the statement and 5(8.5%) respondents strongly disagreed with the statement while 4(6.8%) respondents were undecided on the statement. The study findings showed that majority (67.8%) of the university staff management members believed that office automation in the university had led to an increase in monitoring and control by university management members thus improving service delivery and productivity in general. Similarly, 39(66.1%) respondents agreed with the statement that automation systems, especially communications functions, had improved the degree of perceived interdependence among departments hence effective dissemination of management information, 6(10.2%) respondents disagreed with the statement, 5(8.5%) respondents strongly disagreed with the statement and another 5(8.5%) respondents strongly agreed with the statement while 4(6.8%) respondents were undecided on the statement. The study findings suggested that majority (74.6%) of the university management members perceived that automation systems had improved the degree of perceived interdependence among departments hence effective dissemination of management information.

4.5 Staff Capacity Development and its Effects on Organizational Effectiveness

The second objective of this study was to identify how staff capacity development affects organizational effectiveness of the University of Eldoret. To achieve this objective, the respondents were requested to rate their level of agreement on a five point likert scale items on effect of staff development on organizational effectiveness. The results are presented in Table 4.2.

Table 4.2: Effect of Staff Capacity Development on Organizational Effectiveness

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
The university provides opportunities for further studies to its staff members	9	15.3	8	13.6	1	1.7	34	57.6	7	11.9
The university offers scholarships for both staff and students, which has hence improved their morale and productivity	4	6.8	15	25.4	3	5.1	31	52.5	6	10.2
The university offers in-service training and benchmarking opportunities for all staff.	13	22.0	4	6.8	4	6.8	14	23.7	24	40.7
The University enhances leadership position in hands-on training	11	18.6	7	11.9	3	5.1	20	33.9	18	30.5
The university promote leadership development and participation of students in decision making processes	10	16.9	2	3.4	1	1.7	30	50.8	16	27.1
The University provides for counseling, spiritual nourishment and career guidance services to staff and students	11	18.6	5	8.5	2	3.4	34	57.6	7	11.9
There is a pro-active library management that is visible, open and transparent that meets the demands of both staff and students	0	0.0	10	16.9	5	8.5	36	61.0	8	13.6
Team building and group dynamics form an integral part of university management leadership	1	1.7	11	18.6	4	6.8	18	30.5	25	42.4
Staff of the university works in a coordinated teamwork	0	0.0	9	15.3	3	5.1	32	54.2	15	25.4

Source: Field Data, 2016

Table 4.2 shows that 34(57.6%) respondents agreed with the statement that the university provides opportunities for further studies to its staff members, 9(15.3%) respondents strongly disagreed with the statement, 8(13.6%) respondents disagreed with the statement and 7(11.9%) respondents strongly agreed with the statement while 1(1.7%) respondent was undecided on the statement. The study findings suggested that majority (69.5%) of the university management members reported that their university provided opportunities for further studies to its staff members. this implies that university staff members are accorded the opportunity to improve on the careers through learning. This concurs with stone (2002) who noted that training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce.

Further, 31(52.5%) respondents agreed with the statement that the university offers scholarships for both staff and students, which has hence improved their morale and productivity, 15(25.4%) respondents disagreed with the statement, 6(10.2%) respondents strongly agreed with the statement and 4(6.8%) respondents strongly disagreed with the statement while 3(5.1%) respondents were undecided on the statement. it emerged from the study findings that majority (62.7%) of the university staff management members believed that their university offered scholarships for both staff and students, which has improved their morale and productivity. This is in agreement with Tihanyi et al. (2000) and Boudreau et al., (2001), who pointed out that trained employees perform well as compared to untrained employees.

In addition, 24(40.7%) respondents strongly agreed with the statement that the university offers in-service training and benchmarking opportunities for all staff, 14(23.7%)

respondents agreed with the statement, 13(22.0%) respondents strongly disagreed with the statement and 4(6.8%) respondents disagreed with the statement while 4(6.4%) respondents were undecided on the statement. From the responses, it emerged that majority (64.4%) of the responses cited that the university offered in-service training and benchmarking opportunities for all staff. Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The most important factor of employee performance is training. Training is important to enhance the capabilities of employees (Raja, Furqan, & Muhammad, 2011).

Further, 20(33.9%) respondents agreed with the statement that the University enhances leadership position in hands-on training, 18(30.5%) respondents strongly agreed with the statement, 11(18.6%) respondents strongly disagreed with the statement and 7(11.9%) respondents disagreed with the statement while 3(5.1%) respondents were undecided on the statement. From the responses, it emerged that majority (64.4%) of the respondents noted that the University enhanced leadership position in hands-on training. This concurs with the findings of Edralin, (2004) and Vemić, (2007) who both noted that the survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage

Similarly, 30(50.6%) respondents agreed with the statement that the university promote leadership development and participation of students in decision making processes, 16(27.1%) respondents strongly agreed with the statement, 10(16.9%) respondents

strongly disagreed with the statement while 2(3.4%) respondents disagreed with the statement. It emerged from the responses that majority (67.9%) of the university of Eldoret management members reported that the university promotes leadership development and participation of students in decision making processes. In support of this argument, Barasa (2007), Moller et al (2005) and Moos (2008) aptly point out that education should be based on democratic principles and schools should serve the functional role of inculcating the virtues of leadership, democracy and participatory processes in their students. Furthermore, 34(57.6%) respondents agreed with the statement that the University provides for counseling, spiritual nourishment and career guidance services to staff and students, 11(18.6%) respondents strongly disagreed with the statement, 7(11.9%) respondents strongly agreed with the statement and 5(8.5%) respondents disagreed with the statement while 2(3.4%) respondents were undecided on the statement. It seems therefore that majority (69.5%) of the respondents reported that their university provided counseling, spiritual nourishment and career guidance services to staff and students. This implies that the university has qualified counselors to guide students on spiritual matters and on their careers.

Moreover, 36(61.0%) respondents agreed with the statement that there was a pro-active library management that is visible, open and transparent that meets the demands of both staff and students, 10(16.9%) respondents disagreed with the statement and 8(13.6%) respondents strongly agreed with the statement while 5(8.5%) respondents were undecided on the statement. The study showed that majority (73.6%) of the respondent reported that the university has a functional library with adequate resource materials. This supports the work of Musau (2004) who found out that lack of library facilities was one

of the most serious problems standing in the way of achieving high education standards in learning institutions. This shows that students in the university are able to complete their assignments and research work in time due to available resources in the library.

Similarly, 25(42.4%) respondents strongly agreed with the statement that team building and group dynamics form an integral part of university management leadership, 18(30.5%) respondents agreed with the statement, 12(20.3%) respondents were in disagreement with the statement while 4(6.8%) respondents were undecided on the statement. It seems therefore that majority (72.9%) of the university members who are in charge of university management believed that team building and group dynamics form an integral part of university management leadership. It is believed that teamwork strongly support the notion that effective information-sharing between team members increases both performance and productivity through interaction (Mesmer-Magnus et al., 2009). In addition, 32(54.2%) respondents agreed with the statement that staff of the university works in a coordinated teamwork, 15(25.4%) respondents strongly agreed with the statement and 9(15.3%) respondents were in disagreement while 3(5.1%) respondents were undecided on the statement. from the responses, it can be deduced that majority (79.6%) respondents believed that the university staff members worked as a team. According to Klein et al., (2009) working in a team is most strongly related to affective and process outcomes. This implies that for effective service delivery at the university, the staff members need to work together as a team.

4.6 Effect of Stakeholder Engagement on Organizational Effectiveness

The third objective of this study was to examine the effect of stakeholder engagement on effectiveness of the University of Eldoret. To achieve this objective, the respondents were

requested to rate their level of agreement on a five point likert scale items on effect of stakeholder engagement on organizational effectiveness. The results are presented in Table 4.3.

Table 4.3: Responses on Effect of Stakeholder Engagement on Organizational Effectiveness

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
The university stakeholders are involved in decision-making process	10	16.9	11	18.6	0	0.0	28	55.9	5	8.5
The university stakeholders are involved in the recruitment of staff	20	33.9	23	39.0	6	10.2	3	5.1	7	11.9
The university engages executive sponsors in implementation of programs and projects	0	0.0	10	16.9	5	8.5	33	55.9	11	18.6
There is established national, regional and international collaboration and partnership for information sharing.	4	6.8	11	18.6	4	6.8	27	45.8	13	22.0
Achievements of the university are widely shared to all stakeholders involved towards such milestones	10	16.9	0	0.0	5	8.5	39	66.1	5	8.5
There are mechanisms for informing all stakeholders on new programs, projects and policies of the university	3	5.1	7	11.9	0	0.0	25	42.4	24	40.7
The university embraces a wider consultation between all its stakeholders before implementing new projects	5	8.5	2	3.4	1	1.7	44	74.6	7	11.9

Source: Field Data, 2016

Table 4.3 shows that 28(55.95) respondents agreed with the statement that the university stakeholders are involved in decision-making process, 11(18.6%) respondents disagreed with the statement, 10(16.9%) respondents strongly disagreed with the statement while 5(8.5%) respondents strongly agreed with the statement. The study findings showed that majority (64.4%) of the university management members in the university of Eldoret the university stakeholders are involved in the decision making process within the university. To enhance decision making, participation of key institutional members is important. One advantage of participatory decision making process as outlined by Somech (2010) is that each member of the institution has the opportunity to share their perspectives and voice their ideas to improve overall institutional effectiveness.

In addition, 23(39.0%) respondents disagreed with the statement that the university stakeholders are involved in the recruitment of staff, 20(33.9%) respondents strongly disagreed with the statement, 7(11.9%) respondents strongly agreed with the statement and 6(10.2%) respondents were undecided on the statement while 3(5.1%) respondents agreed with the statement. the study findings showed that majority (72.9%) of the university management members cited that the university stakeholders were not involved in the recruitment of staff. The recruitment process of the staff members within the university is the prerogative of the university management and therefore stakeholders are not involved in the process.

Further, 33(55.9%) respondents agreed with the statement that the university engages executive sponsors in implementation of programs and projects, 11(18.6%) respondents strongly agreed with the statement and 10(16.9%) respondents were in disagreement with

the statement while 5(8.5%) respondents were undecided on the statement. the responses showed that majority (74.4%) of the university management members in the university of Eldoret believed that the university engaged sponsors in implementation of programs and projects. engagement of sponsors is to allow for effective monitoring and evaluation of the on-going projects in the university thus allowing for effectiveness in service delivery. Similarly, 27(45.8%) respondents agreed with the statement that there is established national, regional and international collaboration and partnership for information sharing, 13(22.05) respondents strongly agreed with the statement, 11(18.6%) respondents disagreed with the statement and 4(6.8%) respondents were undecided on the statement while another 4(6.8%) respondents strongly disagreed with the statement. Moos (2008) noted that collaboration in institutions enables achievement of set goals. However, the quality of this inter-instituted collaboration and team performance highly rely on the function of knowledge sharing in the collaboration team as pointed by Louis, (2006) and Mohammadi, Yeganeh, & Rad, (2010).

In addition, 39(66.1%) respondents agreed with the statement that achievements of the university are widely shared to all stakeholders involved towards such milestones, 10(16.9%) respondents strongly disagreed with the statement and 5(8.5%) respondents strongly agreed with the statement while another 5(8.5%) respondents were undecided on the statement. From the responses, it can be shown that majority (74.6%) of the university management members in the University of Eldoret noted that achievements of the university were widely shared to all stakeholders involved towards such milestones. Knowledge sharing is recognized as a crucial factor in benefiting organization learning, knowledge creation, and team performance (Bartol & Srivastava, 2002).

Furthermore, 25(42.4%) respondents agreed with the statement that there are mechanisms for informing all stakeholders on new programs, projects and policies of the university, 24(40.7%) respondents strongly agreed with the statement while 10(17.0%) respondents were in disagreement with the statement. From the responses, it emerged that majority (83.1%) of the university management members in the University of Eldoret believed that the university had developed a mechanism for informing all stakeholders on new programs, projects and policies of the university. This further supports an earlier work of Mesmer-Magnus & DeChurch, (2009) who pointed out that communication mechanism and information-sharing quality was key in achieving institutional goals.

Moreover, 44(74.6%) respondents agreed with the statement that the university embraces a wider consultation between all its stakeholders before implementing new projects, 7(11.9%) respondents strongly agreed with the statement and 7(11.9%) respondents were in disagreement with the statement while 1(1.7%) respondent was undecided on the statement. It emerged from the responses that majority (86.4%) of the university management members in the University of Eldoret believed that there was consultation between the university and all its stakeholders before implementing new projects. Wong (2005) identified consultation as an important characteristic of the effective leadership in organizations. This implies that there was effective project implementation in the University of Eldoret due to the use of consultation process.

4.7 Organizational Effectiveness

The purpose of this study was to investigate the effects of change management strategies on organizational effectiveness of the University of Eldoret. The dependent variable in

this study was organizational effectiveness. In achieving organizational effectiveness, the respondents were asked to rate their level of agreement in a five point likert scale items on organizational effectiveness. The results of data analysis are presented in Table 4.4.

Table 4.4: Responses on Organizational Effectiveness

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
The information in the university flows without any distortion	4	6.8	9	15.3	1	1.7	33	55.9	12	20.3
I access quality services across all departments in a timely and efficient manner	6	10.2	10	16.9	2	3.4	27	45.8	14	23.7
Recruitment process is transparent and timely done as per the staff establishment	0	0.0	15	25.4	0	0.0	30	50.8	14	23.7
There is a participatory decision-making for both senior and middle-level managers of the university	9	15.3	10	16.9	0	0.0	26	44.1	14	23.7
Strategic goals of the university is always clearly communicated to all staff and students	0	0.0	10	16.9	4	6.8	31	52.5	14	23.7
There is an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiatives	0	0.0	21	35.6	0	0.0	33	55.9	5	8.5

Source: Field Data, 2016

Table 4.4 shows that 33(55.9%) respondents agreed with the statement that the information in the university flows without any distortion, 12(20.3%) respondents strongly agreed with the statement and 13(22.1%) respondents were in disagreement with the statement while 1(1.7%) respondents was undecided on the statement. The study findings showed that a majority (71.2%) of the university management members in the University of Eldoret believed that there was effective flow of information in the university. This shows that the University has developed an effective communication channels within the university which ensures effective flow of information. Vogel, (2000) encourage effective communication in organizations for the right 'spirit' to be embraced within the organization.

In addition, 27(45.8%) respondents agreed with the statement that they accessed quality services across all departments in a timely and efficient manner, 14(23.7%) respondents strongly agreed with the statement, 10(16.9%) respondents disagreed with the statement and 6(10.2%) respondents strongly disagreed with the statement while 2(3.4%) respondents were undecided on the statement. From the responses it can be argued that majority (69.5%) of the respondents believed that there was access of quality services across all departments in a timely and efficient manner in the university. Marzano et al (2005) reported that high-quality leadership leads to efficient delivery of services and therefore it seems that the university has high quality leadership which has enhanced efficient service delivery.

On the statement that the recruitment process was transparent and timely done as per the staff establishment in the university, 30(50.8%) respondents agreed with the statement

and 15(25.4%) respondents were in disagreement with the statement while 14(23.7%) respondents strongly agreed with the statement. From the responses, it can be shown that majority of the respondents (74.5%) believed that there was transparent recruitment process in the university and was done as per the staff establishment in the university. this shows that there is integrity in the recruitment process in the university.

Further, 26(44.1%) respondents agreed with the statement that there is a participatory decision-making for both senior and middle-level managers of the university, 14(23.7%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 9(15.3%) respondents strongly disagreed with the statement. The responses shows that majority (67.8%) of the university management members reported that there was a participatory decision-making for both senior and middle-level managers of the university. Participatory decision making ensures that all values and views of an individual are tapped as noted by Bartol and Srivastava, (2002).

Similarly, 31(52.5%) respondents agreed with the statement that strategic goals of the university is always clearly communicated to all staff and students, 14(23.7%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 4(6.8%) respondents were undecided on the statement. It emerged from the study findings that a majority (76.2%) of the respondents believed that the strategic goals of the university was always clearly communicated to all staff and students. Communication ensures that all information is passed to individuals enhancing success in the project.

Moreover, 33(55.9%) respondents agreed with the statement that there was an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiatives, 21(35.6%) respondents were in disagreement with the statement while 5(8.5%) respondents strongly agreed with the statement. The responses showed that majority (64.4%) of the university of Eldoret management members believed that there is an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiative.

4.8 Hypotheses Testing

Pearson Correlation Coefficient (simply r) was used to establish the relationship between mortgage awareness, mortgage accessibility, mortgage interest & mortgage duration and Growth of real estate. When $r = (+) 1$, it indicates perfect positive correlation and when it is $(-) 1$ it indicates a negative correlation. The results are presented in Table 4.5.

Table 4.5: Correlation Analysis

		Automatio n	Staff Dev.	Stake holder engagement	Org. effectivenes s
Automation	Pearson Correlation	1			
	Sig. (2-tailed)				
Staff Dev	Pearson Correlation	.816**	1		
	Sig. (2-tailed)	.000			
Stake holder engagement	Pearson Correlation	.825**	.823**	1	
	Sig. (2-tailed)	.000	.000		
Org. effectiveness	Pearson Correlation	.848**	.767**	.814**	1
	Sig. (2-tailed)	.000	.000	.000	

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

Table 4.5 shows a significant positive correlation between office automation and organizational effectiveness in the university of Eldoret ($r=.848$; $p=.000$). Comparing this value (.008) with alpha, in this case .01; since the "sig." level is less than alpha, the results are significant. Therefore the hypothesis that “there is no significant effect of office automation on organizational effectiveness”, was rejected. For this reason, there is significant relationship between office automation and organizational effectiveness. This shows that office automation positively influence the effectiveness of an organization. In addition, there was a significant and positive correlation between staff development and organizational effectiveness ($r =.816$, $p = .000$) and therefore, the null hypothesis was rejected. This shows that staff development influence positively organizational effectiveness.

Further the study found out that there was a significant and positive correlation between stakeholder engagement and organizational effectiveness ($r =.825$, $p = .000$). This shows that stakeholder engagement influences positively organizational effectiveness in universities.

4.9 Regression Analysis

Regression analysis was employed to test the relationships in the model. The regression method was used to determine the effect of change management strategies on organizational effectiveness of the University of Eldoret. The term "independent" variables and "dependent" variables are derived from the mathematical expression;

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where,

y= Dependent variable (organizational effectiveness)

α = regression constant,

$\beta_1 - \beta_4$ = Regression coefficients (change in y for every unit change in X)

X_1 = Office Automation

X_2 = Staff Development

X_3 = Stakeholder engagement

e = Error term

The regression coefficient ' α ' is the Y intercept: while β_1 , β_2 , and β_3 are the net change in y for each change of either of the variables (factors), x_1 , x_2 , and x_3

The main purpose of the study was to establish the effect of change management strategies on organizational effectiveness of the University of Eldoret. Regression analysis combined selected independent variables with organizational effectiveness being the dependent variable. This was to determine any significance for the assumed relationships based on the magnitude and direction of the relationship. Variables such office automation, staff development and stakeholder engagement were the predictors representing the independent variables.

From the model, ($R^2 = .762$) shows that all the predictors namely; Office Automation, Staff Development and Stakeholder engagement account for 76.2% variation for organizational effectiveness in the university of Eldoret. Therefore, the predictors used in the model have captured the variation in organizational effectiveness.

The adjusted R^2 gave the idea of how well the model generalizes and ideally, its value would be the same or very close to R^2 . In this study the value of adjusted R^2 is .749, showing that if the data for independent variables was derived from the population rather than the sample it accounted for approximately 75% variance in the organizational

effectiveness. The change statistics were used to test whether the change in R^2 is significant using the F ratio as indicated in Table 4.6.

Table 4.6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.873 ^a	.762	.749	.35065	.762	58.633	3	55	.000	2.321

a. Predictors: (Constant), Stakeholderenga, StaffDev, Automation

b. Dependent Variable: effectiveness

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in Table 4.7.

Table 4.7: ANOVA for Adoption of change management strategies as a factor in Organizational Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.627	3	7.209	58.633	.000 ^b
	Residual	6.762	55	.123		
	Total	28.390	58			

a. Dependent Variable: effectiveness

b. Predictors: (Constant), Stakeholderenga, StaffDev, Automation

The F- ratio represents the ratio of improvement in prediction that results from fitting the model, relative to the inaccuracy that exists in the model. The F- ratio was 58.633 which are likely to happen by chance and was significant ($P < .05$). The model significantly improved the ability to predict the level of organizational effectiveness in the University of Eldoret. From the table it emerged that all the null hypotheses were rejected and the

alternate accepted indicating that office automation, staff development and stakeholder engagement have an influence on organizational effectiveness.

4.9.1 Coefficients of Organizational Effectiveness

Table 4.8 shows the estimates of β values and gives an individual contribution of each predictor to the model. The β value tells us about the relationship between the levels of organizational effectiveness with each predictor. Positive β values indicate a positive relationship between the predictors and the outcome whereas a negative coefficient represents a negative relationship. The β values for all the predictors (Automation, staff development and stakeholder engagement) were positive indicating a positive relationship.

Table 4.8: Coefficients of Organizational Effectiveness in the University of Eldoret

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.966	.218		4.430	.000		
1 Automation	.401	.100	.516	4.012	.000	.262	3.822
StaffDev	.075	.116	.082	.644	.523	.264	3.787
Stakeholderenga	.284	.116	.321	2.449	.018	.253	3.956

a. Dependent Variable: effectiveness

The coefficients for each of the variables indicates the amount of change one could expect in organizational effectiveness given a one-unit change in the value of that variable, given that all other variables in the model are held constant. The constant is .966, and this is the predicted value when all the independent variables equals zero. The standardized regression coefficient for office automation is .401, meaning that for a one

unit increase in office automation we would expect a .401 unit increase in organizational effectiveness. The standardized regression coefficients were used to compare the relative strength of the various predictors within the model. Because the beta coefficients were all measured in standard deviations, instead of the units of the variables, they were compared to one another. The beta coefficients are the coefficients that would be obtained if the outcome and predictor variables were all transformed to standard scores, also called z-scores, before running the regression. From the study office automation had the largest Beta coefficient, (.516), and staff development had the smallest Beta (.082). Thus, a one standard deviation increase in office automation leads to a .516 standard deviation increase in predicted organizational effectiveness in the university, with the other variables held constant.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations on effect of change management strategies on organizational effectiveness of the University of Eldoret.

5.2 Summary of the Study Findings

The purpose of this study was to investigate the effect of change management strategies on organizational effectiveness of the University of Eldoret. The target population was 78 respondents where a sample size of 65 respondents was obtained used in the study. Data was collected by use of questionnaires and analysed using frequency distribution tables and Pearson correlation Analysis. The analysis revealed the following;

5.2.1 Effects of Office Automation on Organizational Effectiveness

The first objective of this study was to appraise how changes in office automation affect organizational effectiveness of University of Eldoret. The study findings showed that majority (83.1%) of the senior management staff members in the University of Eldoret reported that administration units have been equipped with document management systems and solutions. This implies that the university has installed softwares for the management of student results at departmental level enabling efficient management of documents at departmental level.

Similarly, majority (74.6%) of the respondents believed that the university had an ICT platform for financial, human resource, procurement and student records management. Further, majority (71.2%) of the respondents believed that they could access all university information through an automated network system. This shows that some university information is accessed by senior members of the university through an enabled internet platform. This

Moreover, majority (66.1%) respondents reported that office automation system had enhanced speedy processing and dissemination of up-to-date information. This implies that the university had implemented office automation where all the deans and heads of departments receive firsthand information thus enhancing efficiency in service delivery in the university. Furthermore, majority (69.5%) of the senior university staff members in charge of change management noted that automation had enabled most effective resource sharing in and out of the university. This implies that that office automation that has been implemented in the university had enabled sharing of vital information among the management staff within and outside the university.

Further, majority (67.8%) of the university staff management members believed that office automation in the university had led to an increase in monitoring and control by university management members thus improving service delivery and productivity in general. Similarly, majority (74.6%) of the university management members perceived that automation systems had improved the degree of perceived interdependence among departments hence effective dissemination of management information.

5.2.3 Staff Capacity Development and its Effects on Organizational Effectiveness

The second objective of this study was to identify how staff capacity development affects organizational effectiveness of the University of Eldoret. The study findings suggested that majority (69.5%) of the university management members reported that their university provided opportunities for further studies to its staff members. This implies that university staff members are accorded the opportunity to improve on the careers through learning. This concurs with Stone (2002) who noted that training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce.

Further, majority (62.7%) of the university staff management members believed that their university offered scholarships for both staff and students, which has improved their morale and productivity. This is in agreement with Tihanyi et al. (2000) and Boudreau et al., (2001), who pointed out that trained employees perform well as compared to untrained employees. In addition majority (64.4%) of the responses cited that the university offered in-service training and benchmarking opportunities for all staff. Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The most important factor of employee performance is training. Training is important to enhance the capabilities of employees (Raja, Furqan, & Muhammad, 2011).

Further, majority (64.4%) of the respondents noted that the University enhanced leadership position in hands-on training. The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage

(Edralin, 2004; Vemić, 2007). Similarly, majority (67.9%) of the university of Eldoret management members reported that the university promotes leadership development and participation of students in decision making processes. In support of this argument, Barasa (2007), Moller et al (2005) and Moos (2008) aptly point out that education should be based on democratic principles and schools should serve the functional role of inculcating the virtues of leadership, democracy and participatory processes in their students.

Furthermore, majority (69.5%) of the respondents reported that their university provided counseling, spiritual nourishment and career guidance services to staff and students. This implies that the university has qualified counselors to guide students on spiritual matters and on their careers. Moreover, majority (73.6%) of the respondent reported that the university has a functional library with adequate resource materials. This supports the work of Musau (2004) who found out that lack of library facilities was one of the most serious problems standing in the way of achieving high education standards in learning institutions. This shows that students in the university are able to complete their assignments and research work in time due to available resources in the library.

Similarly, majority (72.9%) of the university members who are in charge of university management believed that team building and group dynamics form an integral part of university management leadership. It is believed that teamwork strongly support the notion that effective information-sharing between team members increases both performance and productivity through interaction (Mesmer-Magnus et al., 2009). In addition, majority (79.6%) respondents believed that the university staff members worked

as a team. According to Klein et al., (2009) working in a team is most strongly related to affective and process outcomes. This implies that for effective service delivery at the university, the staff members need to work together as a team.

5.2.3 Effect of Stakeholder Engagement on Organizational Effectiveness

The third objective of this study was to examine the effect of stakeholder engagement on effectiveness of the University of Eldoret. The study findings showed that majority (64.4%) of the university management members in the university of Eldoret the university stakeholders are involved in the decision making process within the university. To enhance decision making, participation of key institutional members is important. One advantage of participatory decision making process as outlined by Somech (2010) is that each member of the institution has the opportunity to share their perspectives and voice their ideas to improve overall institutional effectiveness.

In addition, majority (72.9%) of the university management members cited that the university stakeholders were not involved in the recruitment of staff. The recruitment process of the staff members within the university is the prerogative of the university management and therefore stakeholders are not involved in the process. Further, majority (74.4%) of the university management members in the University of Eldoret believed that the university engaged sponsors in implementation of programs and projects. engagement of sponsors is to allow for effective monitoring and evaluation of the on-going projects in the university thus allowing for effectiveness in service delivery.

Similarly, majority (74.6%) of the university management members in the University of Eldoret noted that achievements of the university were widely shared to all stakeholders involved towards such milestones. Knowledge sharing is recognized as a crucial factor in

benefiting organization learning, knowledge creation, and team performance (Bartol & Srivastava, 2002). Furthermore, majority (83.1%) of the university management members in the University of Eldoret believed that the university had developed a mechanism for informing all stakeholders on new programs, projects and policies of the university. This further supports an earlier work of

Mesmer-Magnus & DeChurch, (2009) who pointed out that communication mechanism and information-sharing quality was key in achieving institutional goals. Moreover, majority (86.4%) of the university management members in the University of Eldoret believed that there was consultation between the university and all its stakeholders before implementing new projects. Wong (2005) identified consultation as an important characteristic of the effective leadership in organizations. This implies that there was effective project implementation in the University of Eldoret due to the use of consultation process.

5.2.4 Organizational Effectiveness

The purpose of this study was to investigate the effects of change management strategies on organizational effectiveness of the University of Eldoret. The study findings showed that a majority (71.2%) of the university management members in the University of Eldoret believed that there was effective flow of information in the university. This shows that the University has developed an effective communication channels within the university which ensures effective flow of information. Vogel, (2000) encourage effective communication in organizations for the right 'spirit' to be embraced within the organization.

In addition, majority (69.5%) of the respondents believed that there was access of quality services across all departments in a timely and efficient manner in the university. Marzano et al (2005) reported that high-quality leadership leads to efficient delivery of services and therefore it seems that the university has high quality leadership which has enhanced efficient service delivery. Further, majority of the respondents (74.5%) believed that there was transparent recruitment process in the university and was done as per the staff establishment in the university. this shows that there is integrity in the recruitment process in the university.

Moreover, majority (67.8%) of the university management members reported that there was a participatory decision-making for both senior and middle-level managers of the university. Participatory decision making ensures that all values and views of an individual are tapped as noted by Bartol and Srivastava, (2002). Similarly, majority (76.2%) of the respondents believed that the strategic goals of the university were always clearly communicated to all staff and students. Communication ensures that all information is passed to individuals enhancing success in the project. Furthermore, majority (64.4%) of the university of Eldoret management members believed that there is an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiative.

5.3 Conclusions of the Study

The following conclusions are made based on the study findings;

Based on the first objective, the study concluded that there was significant relationship between office automation and organizational effectiveness of the University of Eldoret. Showing that Office automation positively influences organizational effectiveness.

Based on the second objective, the study concluded that there was a significant relationship between staff development and organizational effectiveness in the University of Eldoret implying further training of staff and students in the university through scholarships and awards influences the effectiveness of the university.

The study further concluded that there was a significant and positive relationship between stakeholder engagement and organizational effectiveness in the University of Eldoret. .

5.4 Recommendations of the Study

The recommendations made based on the study findings are that there is need for the university to automate all the university activities as automation influences positively organizational effectiveness.

There is also need for the institution to provide more training scholarships and awards to its staff and students as this will positively influence the organizational effectiveness in university.

It is also recommended that there is need for frequent and more stakeholder engagement in various issues that are being undertaken in the university.

5.5 Suggestions for Further Research

The study makes the following suggestions for further research;

- i. The study suggests further studies on the factors influencing the organizational effectiveness in other learning institutions.
- ii. The study also recommends a further study on other factors influencing organizational effectiveness in universities in Kenya.

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APPENDICES

APPENDIX 1: RESEARCH QUESTIONNAIRE

Serial No.....

Dear respondent,

Introduction

I am a student of Kenyatta University, pursuing a Master of Business Administration degree. In partial fulfillment of the master's degree course, as a student it's a requirement to write a research project. I am therefore conducting a research project on the topic; **“Change Management Strategies and Organizational Effectiveness in Public Universities: A Case of University of Eldoret, Kenya”**. I therefore request you to take a moment and answer the following questions in relation to the above topic. The information provided by you will be treated with utmost confidentiality and will be used solely for academic purposes.

Your cooperation was highly appreciated.

Section A: Demographic Information (Please tick where applicable)

1. Designation/ Title of respondent:
2. Gender: Female () Male ()
3. Age group: 0-25 () 26-35 () 36-45 () 46-55 () over 55 ()
4. Years of work experience 0-5yrs() 5-10yrs()10-15yrs()15-25yrs () Over 25yrs()

For the following (B-E), please indicate to what extents do you agree or disagree with the statements by ticking appropriately.

B:-Effectiveness**Guiding scale in each statement -Strongly Disagree (1), Disagree (2), Not Sure (3),****Agree (4), Strongly Agree (5).**

STATEMENT	1	2	3	4	5
The information in the university flows without any distortion					
I access quality services across all departments in a timely and efficient manner					
Recruitment process is transparent and timely done as per the staff establishment					
There is a participatory decision-making for both senior and middle-level managers of the university					
Strategic goals of the university is always clearly communicated to all staff and students					
The university has entrenched extra curricula activities for students personal development					
There is an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiatives.					
The university promotes close interaction and cross linkages of departments and schools.					

Section C: - Office Automation**Guiding scale in each statement -Strongly Disagree (1), Disagree (2), Not Sure (3),****Agree (4), Strongly Agree (5).**

STATEMENT	1	2	3	4	5
The information in the university flows without any distortion					
Administration units have been equipped with document management systems and solutions.					
Management Information System has been instituted in the administration of services and operations in all functional units.					
The university has developed an ICT platform with several modules for financial management, human resources, procurement, student information management solutions library management and timetabling solutions.					
I can access all information of the university through an automated internet platform					
Office automation system has speeded in processing and dissemination of up-to-date information					

Automation has enables most effective resource sharing in and out of the university					
Automation has improved the quality of the written documents produced, e.g. report					
Office automation has helped cut physical and temporal costs in terms of communication					
Office automation systems, especially communications functions, has led to an increase in the total volume of communications by staff members and between departments					
Office automation systems has led to an increase in the span of monitoring and control by managers thus improved productivity					
Automation systems, especially communications functions, has improved the degree of perceived interdependence among departments hence effective dissemination of management information					
Automated office systems can facilitate changes in the definition of physical organizational structures and can help can improve the ability of the organization to accommodate structural changes					

Section D: - Staff Capacity Development

Guiding scale in each statement -Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4), strongly Agree (5).

STATEMENT	1	2	3	4	5
1. The university provides opportunities for further studies to its staff members					
2. The university offers scholarships for both staff and students, which has hence improved their morale and productivity					
3. The institution provide for a way of expansion and replacement of staff					
4. The university offers in-service training and benchmarking opportunities for all staff.					
5. University of Eldoret enhances leadership position in hands-on training					
6. The university promote leadership development and participation of students in decision making processes					
7. University of Eldoret provides for counseling, spiritual nourishment and career guidance services to staff and students.					
8. There is a pro-active library management that is visible, open and transparent that meets the demands of both staff and students.					

9. Team building and group dynamics form an integral part of university management leadership					
10. Staff of the university works in a coordinated teamwork					



Section E: - Stakeholder Involvement

Guiding scale in each statement -Strongly Disagree (1), Disagree (2), Not Sure (3),

Agree (4), strongly Agree (5)

STATEMENT	1	2	3	4	5
The university stakeholders are involved in decision-making process					
Stakeholders are involved in all matters affecting them in the university					
The university stakeholders are involved in the recruitment of staff					
Stakeholders participate in research activities at the university					
The university engages executive sponsors in implementation of programs and projects					
There is established national, regional and international collaboration and partnership for information sharing.					
Achievements of the university are widely shared to all stakeholders involved towards such milestones					
There are mechanisms for informing all stakeholders on new programs, projects and policies of the university					
The university embraces a wider consultation between all its stakeholders before implementing new projects					
There is a good collaboration and empowerment of all stakeholders with management of the university					

APPENDIX 2: RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MR. SAMMY KIMUTAI KIPKOECH of KENYATTA UNIVERSITY, 3424-30100 eldoret, has been permitted to conduct research in Uasin-Gishu County</p> <p>on the topic: CHANGE MANAGEMENT STRATEGIES AND ORGANIZATIONAL EFFECTIVENESS IN PUBLIC UNIVERSITIES A CASE OF THE UNIVERSITY OF ELDORET, KENYA</p> <p>for the period ending: 27th April, 2016</p> <p>..... Applicant's Signature</p>	<p>Permit No : NACOSTI/P/17/85704/16175 Date Of Issue : 4th April, 2016 Fee Received :Ksh 1000</p> <div style="text-align: center;">  </div> <p style="text-align: center;">  Director General National Commission for Science, Technology & Innovation </p>
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<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit. 2. Government Officer will not be interviewed without prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice 	<div style="text-align: center;">  REPUBLIC OF KENYA </div> <hr style="width: 20%; margin: 10px auto;"/> <div style="text-align: center;">  National Commission for Science, Technology and Innovation </div> <p style="text-align: center;">RESEARCH CLEARANCE PERMIT</p> <p style="text-align: right;">Serial No. A13655</p> <p style="text-align: center;">CONDITIONS: see back page</p>
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APPENDIX 3: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote:

9th Floor, Utalii House
Utalii Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/85704/16175**

Date: **4th April, 2016**

Sammy Kimutai Kipkoech
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Change management strategies and organizational effectiveness in public universities a case of the University of Eldoret, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for the period ending **27th April, 2016.**

You are advised to report to **the Vice Chancellor, University of Eldoret, the County Commissioner and the County Director of Education, Uasin-Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellor
University of Eldoret.

The County Commissioner
Uasin-Gishu County.