

**HUMAN DIMENSION OF CHANGE MANAGEMENT IN  
UNIVERSITIES IN KENYA**

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## DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

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**D61/P/7191/2005**

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

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## **DEDICATION**

To my family for support and understanding especially to my sons Bryan Eric and Don Nigel who bore my long periods of absence as I worked on this project and my niece Delphi for being there for my sons.

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My foremost gratitude goes to God Almighty who renewed my strength at every single stage of doing this proposal.

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Despite all the ups and downs, working on this proposal has been a great learning experience.

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## **ABSTRACT**

Change management is about managing people in a changing environment so that business changes are successful and the desired business results are realized. Changes in organizations are more and more common. They appear at faster pace and employees are expected to be even more adaptable. Organization support develops trust among employees and facilitates group forming, which increases organizational effectiveness. As organizational support includes resource sharing, reward offering and taking responsibility of employees' actions, it develops sense of power among employees that they would have the required resources and assistance from the organization. The objective of the study was to determine the human dimension of change management in universities in Kenya. The research design was descriptive research design. The respondents were both public and private universities in Kenya. Data was collected using a questionnaire which consisted of both open and closed ended questions. The data collected was analyzed using descriptive statistics and classified, tabulated and summarized using descriptive measures, percentages and frequency distribution tables and graphs. The study found out that the forces that necessitated change were students' needs, need for growth, the need for increased effectiveness and performance, need to take advantage of opportunities, technology, to maintain or improve industry position, local competition from other universities, global competition, need for increased independence, leaders' interest, and the need to reduce dependence on support. Resistance to change was due to lack of enough information, organizational structure, organizational culture, misunderstanding and lack of trust, threat to job status/security, competing commitments, failure to understand the context of change, failure to create a compelling case for change, failure to recognize obstacles, preserve and maintain focus on change, lack of guiding coalition and lack of assessment and measurement system. The study found out that the methods which are used to guide employees through change process and thus reduce resistance was education and communication, participation and involvement, facilitation and support, negotiation and agreement, explicit and implicit coercion, role modeling, counseling, top management support, and timing.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the Study**

Many organizations are occasionally faced with challenges that force them to adjust or change (Burnes, 2004). Development organizations, in particular, regularly have to go through change processes when having to respond to new development scenarios or simply as part of their expansion or restructuring processes. 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 the qualities and practice of effective organizational leadership and change management.

Universities are a major sector which has significant contribution to socio-economic development. Many studies on change have been done on manufacturing Shem (2005), public sector Nyamache (2003), International Development organizations Muturi (2006) Kenya Police Staff Savings and Credit Society, Mutisya (2010), PCEA Eastleigh Community, Gachugu (2007), and Soft drinks industries Mugo (2009). The research is not aware of any studies on the human dimension of change and specifically in private and public universities in Kenya. Most of the carried out have however laid more emphasis on the business dimension of change management. The human dimension of change management has not been adequately explored even when this dimension is very critical to the success of the business dimension. Further, most studies on change management in Kenya are skewed towards a particular organization (case studies) and therefore do not provide a broad view of issues across different organization. The research question addressed in this study concerns how human dimension is considered in change management and the factors that influence human dimension in change management in Universities in Kenya. This study will therefore provide insights on the human dimension of change in these organizations.

The external changes that have been facing the organizations provide an avenue for thinking. Managers have adopted change practices with varying levels of success (Samuel 2013). There are different approaches to managing change; some are sudden, planned and incremental. Kazmi (2002) says that change is not linear and therefore cannot be worked on a mathematical formula basis with a set of variables that will yield a fixed answer for their combination. Aosa (1996) points out the necessity of carrying out change within the context of unique environmental challenges within Africa. Therefore change is context and environmental dependent, and there is no one best way.

### **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 will be left 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. Harigopal (2001) further argues that continuity without change leads to stagnation, boredom, frustration in individuals and in organization, decreased potential to adapt to environmental changes ultimately leading to organizational crisis. At the same time, change without continuity or stability leads to ambiguity, conflict, inability to cope with the situation and consequently the risk of degenerative pathology in both individuals and organizations.

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.

Change management, according to Hiatt and Creasey (2003) can not only mitigate the business risks but in many cases avoid them entirely. In order to counteract resistance, both rewards and sanctions may be used. 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.

### **1.1.2 Human Dimension of Change Management**

Organizations are getting larger and more complex and in the process have failed to accommodate the changing values and expectations of their employees. If organizations have to survive, they must somehow come to grips with the changes that affect them. They must deal with the changing demands of their members, the business environment, and the society Mitchell & Larson (1987). The ability to manage change determines the success of an organization. It is the people that create, manage and use technology, and therefore people are the most important resource (Lussier 2002).

While many change management projects focus on the steps necessary for organization change, the ADKAR model emphasizes that successful organizational change occurs only when each person is able to go through transition successfully. Developed by Hiatt (2003), this model focuses on five actions and outcomes necessary for successful individual change and therefore successful organizational change, as follows: First is the awareness of the need for change. When awareness is completed successfully, the individuals will fully understand why change is necessary. Second is desire to participate in and support the change. Here individuals reach a point where they make personal

decisions to support the change and participate in the change. Building desire is partly achieved by addressing incentives for the individual and creating a desire to be a part of the change. Thirdly is the knowledge on how to change. This involves providing knowledge about the change. This can be achieved through normal training and education methods. Other methods include mentoring and coaching. Ability to implement required skills and behavior is the fourth action of change management. Ability is the difference between theory and practice. Once knowledge on how to change is in place (theory), actual performance (practice) needs to be supported. Though this may take time, it can be achieved through practice, coaching and feedback. The final action is reinforcement to sustain the change. Ensuring that change stays in place and that those individuals do not revert to old ways can be achieved through positive feedback, rewards, recognition, measuring performance and taking corrective actions. Reinforcement, though difficult ensures that changes are maintained and new outcomes can be measured.

### **1.1.3 Universities in Kenya**

After the achievement of independence, Kenya placed a considerable importance on the role of education in promoting economic and social development Sifuna (1998). This has resulted in the rapid expansion of the education system to provide qualified persons for the growing economic and administrative institutions, and to undertake some reforms to reflect the aspirations of an independent state Court and Ghai (1974). The increased demand for higher education in Kenya has led to expansion of public universities, the proliferation of more private universities and the establishment of self-sponsored programs in the public universities. To date there are seven public universities, fourteen constituent colleges and thirty four private universities in Kenya. Public universities in are established by an Act of Parliament (Cap 210b) to make better provisions for the advancement of university education and for connected purposes. (The laws of Kenya Vol. vi .cap 210b).

According to the Wikipedia, there are seven (7) Public universities and seventeen (17) chartered private universities. Public Universities are University of Nairobi, Moi

University, Kenyatta University, Egerton University, Jomo Kenyatta University of Agriculture and Technology, Maseno University, and Masinde Muliro University of Science and Technology. Private universities are; University of Eastern Africa, Catholic University of Eastern Africa, Scott Theological College, Daystar University, United States International University ,Africa Nazarene University, Kenya Methodist University, St. Paul's University, Pan Africa Christian University, Strathmore University, Kabarak University, Mount Kenya University, Africa International University, Kenya Highlands Evangelical University, Great Lakes University of Kisumu, KCA University, and Adventist University of Africa.([www.wikipedia.org/wiki/list](http://www.wikipedia.org/wiki/list) of universities and colleges in Kenya)

## **1.2 Research Problem**

An understanding of the human issues alongside the change process ensures that organizations are conscious and cautious in handling change not forgetting that their employees are one of their major assets. According to Stoner et al. (2008), when change occurs, employees face a potentially uncomfortable period of adjustment as they settle into a new organizational structure or a redefined job. The aim of the change programs therefore, is to prepare the entire organization or a major part of it to adapt to the significant changes in the organizational goals and direction. Wider staff involvement and collective participation are highlighted as important elements in the success of a change program (Senge 1990).

Universities are pluralistic institutions Jarzabkowski (2003) with multiple, ambiguous and conflicting goals; professional institutions that are primarily run by the profession (i.e. the academics) often in its own interests rather than those of the clients; and collegial institutions in which the vice-chancellor manages by diktat and decree and more a managing partner in a professional firm who has to manage by negotiation and persuasion. They are mainly open to and are influenced by interaction with the external environment insofar as cultural and professional aspects are concerned. Such characteristics make change extremely difficult to bring about. At the same time, the

professional bureaucratic nature Mintzberg (1983) of universities makes resistance to change one of their peculiarities. Behavioral inertia- tendency to preserve the existing organizational structure, even when it is clearly inefficient and unsuited to official goals is widespread in universities. By the nature of the universities, key decisions are made by the University Management Boards or other senior organs and then handed down to the lower levels. Communication is top–bottom style with very little feedback from the bottom.

Many studies on change have been done on manufacturing Shem (2005), public sector Nyamache (2003), International Development organizations Muturi (2006) Kenya Police Staff Savings and Credit Society, Mutisya (2010), PCEA Eastleigh Community, Gachugu (2007), and Soft drinks industries Mugo (2009). The research is not aware of any studies on the human dimension of change and specifically in private and public universities in Kenya. Most of the carried out have however laid more emphasis on the business dimension of change management. The human dimension of change management has not been adequately explored even when this dimension is very critical to the success of the business dimension. Further, most studies on change management in Kenya are skewed towards a particular organization (case studies) and therefore do not provide a broad view of issues across different organization. The research question addressed in this study concerns how human dimension is considered in change management and the factors that influence human dimension in change management in Universities in Kenya.

This study will therefore provide insights on the human dimension of change in these organizations.

### **1.3 Research Objectives**

The objectives of this study were:

- i. To establish the factors considered in addressing the human dimension of change management in universities in Kenya.
- ii. To establish factors that influence human dimension in change management in Universities in Kenya.

## **1.4 Value of Study**

The results of this research will significantly impact in various ways. For the University Management this study will create a better understanding of the implications and importance of the human dimension in change management. In this way the management will be better informed with regard to revising the existing change management strategies to suit all the stakeholders in the entire change process.

For academic researchers, the findings in this study will aid them in further research in the subject area. The study will act as a source of information for future comparisons of change management as well as the resultant performance trends.

For general practice the study will contribute onto the general knowledge of human issues in change management and how best employees can be involved in the change process



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter discusses the literature relating to change management and the human dimension of change management. The chapter begins by a brief overview of the concept of change and then reviewing the literature relating to the understanding the concept of change management and the human issues in change management.

### **2.2 Organizational Change**

Change has an important place in the study of organizations viability. The right kind of change Hicks (1975) enables an organization to maintain its viability in its changing environment. Schermerhorn (2010) explains that individuals and organizations alike must change and adapt and innovate as the environment changes around them. He further argues that the role of innovation is the primary source of competitive advantage. Schermerhorn (2010) defines change as synonymous to creativity-the generation of a novel idea or unique approach to solving problems or crafting opportunities. This he refers to as one of the greatest assets of human capital. According to Daft (1988), organizational change is the adoption of a new idea or behavior by an organization. Daft (1998) further argues that organizations must develop improved production technologies, create new products desired in the market place, implement new administrative systems and upgrade employees' skills for them to be successful.

### **2.3 Change Management**

While organizational change is a constant experience, knowledge and awareness about many of the critical issues involved in the management of such change is often lacking in those responsible for its progress (Samuel 2013). Clearly, if organizations are ever to experience a greater level of success in their development efforts, managers and executives need to have a better framework for thinking about change and an understanding of the key issues which accompany change management. Change management has been linked to the organization's competitiveness and response to changes in the environment. Ansoff and McDonnell (1990), state that changes arise out

of the need for organizations to exploit existing or emerging opportunities and deal with threats in the market. It is crucial that organizations seek to create a competitive advantage and wherever possible innovate to improve their competitive positions. This implies the readiness to change within the organization and the ability to implement the proposed change.

Successful management of change is crucial to any organization in order to survive and succeed in the present highly competitive and continuously evolving business environment (Todnem, 2005). Change management has been defined as “the process of continually renewing an organization’s direction, structure and capabilities to serve the ever changing needs of external and internal customers” (Moran and Brightman, 2001).

According to Burnes (2004) change is an ever present feature of organizational life, both at operational and strategic level. Therefore, there should be no doubt regarding the importance to any organization of its ability to identify where it needs to be in the future, and how to manage the changes required getting there.

Change management refers to the activities that support organizational innovation and reform. It requires anticipation and addressing potential obstacles to innovation, and building support by showing individuals that new approaches can ultimately make them better off (Stoner et al. 2008). Change programs Stoner et al. (2008) are necessary because of the shift in times and relationships that are seen throughout the organizational world. Change management requires managing risks, including stakeholders in decision making and responding to their concerns and correcting distortive institutional incentives that encourage individuals to oppose innovation. Change management, according to Hiatt (2003) can not only mitigate the business risks but in many cases avoid them entirely.

Hiatt and Creasey (2003) explain that change management is about managing people in a changing environment so that business changes are successful and the desired business results are realized. It is 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.

A host of external factors influence an organization's choice of direction and action and ultimately, its organizational structure and internal processes. These factors, which constitute the external environment, can be divided into three interrelated Strategy categories; that is factors in the remote environment, factors in the industry environment and factors in the operating environment (Pearce and Robinson, 1991). Organizations manage change directly. Balogun and Hailey (1999) identify important contextual features that should be taken into account when designing change programs. These include the scope, institutional memory, diversity of experience within an organization, the capability of managing change and the readiness for change throughout the different levels in the organization.

There are different approaches to managing change; some are sudden, planned and incremental. Kazmi (2002) says that change is not linear and therefore cannot be worked on a mathematical formula basis with a set of variables that will yield a fixed answer for their combination. Aosa (1996) points out the necessity of carrying out change within the context of unique environmental challenges within Africa. Therefore change is context and environmental dependent, and there is no one best way.

### **2.3.1 People as Medium and Targets of Change**

According to Ingram (2008), for people to support change they must perceive more incentives than disincentives such as new opportunities, new relationships, new skills development and job advancement, financial benefits, understanding the purpose and reason for change and something new and more challenging. Understanding resistance to change is an essential element in an effective change process. Communication is cited as the most important tool to counteract this natural resistance and fear of change.

According to Hiatt (2003) change management is about managing people in a changing environment so that business changes are successful and the desired business results are realized. Hiatt proposes a model (ADKAR model) that focuses on five actions and outcomes necessary for successful individual change and therefore successful organizational change. These actions are: awareness of the need for change; desire to participate in and support the change; knowledge on how to change; ability to implement required skills and behavior; and reinforcement to sustain the change.

### **2.3.2 Models of Change Management**

Change management models are typically ways of representing and describing through a series of steps, or stages a theoretical understanding of the change process (Rothwell & Sullivan 2005; Kezar 2001). Various change management models have been developed to explain the different phases that organizations go through in the change process. For the purpose of this study, only two models have been discussed as they have a direct bearing to the subject of study.

According to Lewin (1951) every human grouping has some forces within it which help to keep it in balance and provide it with stability and others which provide it with a reason to change. This he refers to as the force-field theory. This theory proposes that all behavior is the result of equilibrium between two sets of opposing forces; driving forces and restraining forces. Lewin provides a three step approach to change the behavior of those opposing change. The first step he refers to as unfreezing. This involves preparing the organization to accept that change which involves breakdown of the existing status quo before a new way can be built. This may be achieved by persuading and convincing those restraining change. The second stage is that of change. This involves adopting new attitudes, implementing the changes and use of change agent. In order to accept the change and contribute to making the change successful, people must understand how the changes will benefit them. The final stage, Lewin refers to it as the refreeze stage. When the changes are taking shape and people have embraced the new way, the organization is

ready to refreeze. This stage helps organizations to internalize and institutionalize the changes.

The ADKAR 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. First is the awareness of the need for change. Understanding why change is necessary is the first key aspect of successful change. It involves making all level of staff aware why the upcoming change is needed. When awareness is completed successfully, the individuals will fully understand why change is necessary. Second is desire to participate in and support the change. At this point management should encourage the desire of their employees to support and actively participate in the forthcoming change regardless of their immediate appeal or flash of the new procedures or processes. Building desire is partly achieved by addressing incentives for the individual and creating a desire to be a part of the change. Thirdly is the knowledge on how to change. This involves providing knowledge about the change. High levels of awareness and desire will often be useless without the necessary knowledge of how to change to accomplish the goals desired. This can be achieved through normal training and education methods. Ability to implement required skills and behavior is the fourth action of change management. Once knowledge on how to change is in place (theory), actual performance (practice) needs to be supported. Though this may take time, it can be achieved through practice, coaching and feedback. The final action is reinforcement to sustain the change. Ensuring that change stays in place and that those individuals do not revert to old ways can be achieved through positive feedback, rewards, recognition, measuring performance and taking corrective actions.

## **2.4 Resistance to Change**

Resistance to change is an emotional/behavioral response to real or imagined threats to an established work routine Singh (2003). It is generally difficult for people to try new ways

of doing things. It is therefore important for managers to learn to manage resistance because failed change efforts are costly (Singh 2003).

Resistance to change may indicate a legitimate concern that the change is not good for the organization and may warrant a re-examination of plans or Cook (2001) and Daft (1988) is sometimes beneficial since it promotes functional conflict debates that can promote more thorough analyses of alternatives and their consequences. On the other hand, excessive or irrational resistance can hinder progress and even survival, particularly if competitors are faster acting. People will resist change because of uncertainty, concern over personal loss, belief that the change is not in their own best interest, or a belief that the change is not in the best interest of the organization. According to Cook (2001) and Daft (1988) people resist change due to selective perception, lack of information, fear of the unknown, habit and resentment towards the initiator.

#### **2.4.1 Why Change Management Initiatives Fail**

Not all change management initiatives are successful. Various reasons have been put forward regarding this issue. Among the reasons cited for this failure is staff was not engaged in the process. Increasing people's ability to understand the consequences of their actions and to adapt and change the way they work is recognized as an essential requirement for enabling organizations to respond to the new and often unpredictable challenges that face them in a complex environment (Britton 2005).

Another reason is the failure to make a compelling case for change and to create a vision to help direct the change effort. Failing to create a sense of urgency and win over hearts and minds will reduce impact of change programs Kotter (1998). Clear vision in directing the change is essential for change effort to succeed. However, regardless of the level of acceptance, change initiatives will lose credibility if managers do not 'live the change vision' or if they are 'talking, but not walking Kotter (1998). To Kotter (1998) employees' resilience needs to be fostered by providing safe environments for risk taking, rewarding large and small successes, and celebrating victories.

According to Kotter (1998) a powerful force is required to sustain the change process. Lack of a guiding coalition may mean lack of energy to drive the process to its completion. Senge (1996) suggests that the precondition for building a team for leading the change is that people perceive themselves as needing one another, however, a lot of senior executives do not perceive this with respect to other members of the top team, hence many managers attempt to go it alone instead of being collaborative leaders.

### **2.4.2 Overcoming Resistance**

Effective change management strategies attempt to improve the planning process so that results will be defined that are acceptable to stakeholders, are achievable and sustainable. Schermerhorn (2010) provides four basic checkpoints that can help in dealing with resistance and in leading successful organizational changes. These are: making sure the people involved see a clear advantage in making the change; keeping the change as close as possible to the existing values and ways of doing things; making the change as easy as possible to understand and use; and allowing people to try the change little by little, making adjustments as they go.

Various strategies have been discussed as effective means of helping people through the change process as well as helping organizations to overcome resistance. First is education and communication. Stoner et al. (2008) and Singh (2003) defines education as the process of explaining the need for and logic of change to individuals, groups and the entire organization. McShane and Von Glinow (2005) refer to this as training, and explain that training is important in most change initiative because employees need to learn new knowledge and skills related to this change. To be effective in the change process, complex ideas need to be communicated such that the complexity has meaning and vitality which can be assimilation across the organization. Communication further simplifies and clarifies the priorities of the organizational strategy and helps members to make sense of what is happening in the organization. Communication is the highest priority and first strategy required for any organizational change, McShane and Von

Glinow (2005). Communication reduces the restraining forces by keeping employees informed about what to expect from the change effort.

Employee participation and involvement is the second strategy in managing change. This involves asking members of the organization to help design the change. It is used when the initiator do not have all the information they need to design change and others have considerable prove to resist. Employee involvement offer better solutions to problems while they minimize resistance by creating a psychological ownership of the decision other than viewing themselves as agents of someone else's decision.

The third strategy is stress management. McShane and Von Glinow (2005) argue that organizational change is a stressful experience for many people because it threatens self-esteem and creates uncertainty about the future. While communication, training and employee involvement can reduce some of these stressors, organizations also need to introduce stress management practices to help employees cope with the changes.

Negotiation and agreement is the fourth strategy. Negotiation is a form of exchange, in which the promise of benefits or resources is exchanged for the target person's compliance with the influencer's request. This strategy activates those who would otherwise lose from change McShane and Von Glinow (2005). This strategy is used where someone or some people will clearly lose out in a change and where that group has considerable power to resist Singh (2003). However, this strategy may merely gain compliance rather than commitment to change effort, so it might not be effective in the long term.

Another strategy for managing change is coercion. Stoner et al. (2008) defines coercion as the assertive influence to change. Coercion may be explicit or implicit. This involves persistently reminding people of their obligations, frequently monitoring behavior to ensure compliance, confronting people who do not change, and using threats of sanctions



to force compliance. This strategy is applicable where speed is essential and where the change initiators possess considerable power (Singh 2003).

Top management support plays a vital role in managing change. The visible support of top management helps overcome resistance. Top management support symbolizes to all employees that change is important for the organization. This is especially important when a change involves multiple departments or when resources are being reallocated among departments Daft (1988). While it is important to address issues of resistance as they arise, Mitchell & Larson (1987) argue that organizational change should be directed toward optimizing the fit between organizational elements and in that case change techniques should not be approached in a piecemeal fashion, focusing on one element at a time.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter sets out to discuss the research methodology that was used for conducting the study. The chapter spells out the research design that was adopted, study population, methods of data collection and data analysis. The pragmatic paradigm was the approach in this study since it places the research problem as central and applies all approaches to understanding the problem (Creswell, 2003). With the research question central, data collection and analysis methods are chosen as those most likely to provide insights into the question with no philosophical loyalty to any alternative paradigm.

### **3.2 Research Design**

This study was a survey of all universities in Kenya, both public and private. According to Mugenda and Mugenda (1999), the survey research is probably the best method available to social scientists and other educators who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. Apart from describing, surveys can be used for explaining the existing status of two or more variables at a given point in time. Surveys are also excellent vehicles for measurement of characteristics of a large population.

### **3.3 Population of study**

The study focused on both public and private universities in Kenya. For private Universities only chartered universities were considered for this study while all public universities were studied. One member in top management in each of the universities was selected to whom a questionnaire was administered. A total of nineteen questionnaires were administered. Data was measured using nominal, ordinal, and interval scales.

### **3.4 Data Collection**

Both primary and secondary data was collected in this study. Primary data was collected by use of self-administered questionnaires. The questionnaires had both structured and

unstructured questions. Use of rating scale was adopted which helped in qualitative description of a limited number of aspects of change management and human issues in change management to be addressed in the questionnaires. Kothari (2004) describes a rating scale as a set of categories designed to elicit information about a quantitative or a qualitative attribute. He further states that in the social sciences, common examples are the Likert scale and 1-10 rating scales in which a person selects the number which is considered to reflect the perceived quality of a product. The main advantages of using rating scale are: they require less time; are interesting to use; and results obtained from their use compare favorably with alternative methods. Secondary data was collected from published papers, articles, books, prior studies and worldwide web.

### **3.5 Data Analysis**

The data collected was edited for accuracy, standardization, consistency and completeness and arranged to enable coding and tabulation before analysis. The data collected was presented through the use of summarized percentages, proportions and tabulations in all the sections of the questionnaires. Statistical techniques were used to analyze the data. Frequencies, percentages, proportions and measures of association were used to analyze data. Charts and tables was also be used to supplement statistical data presentation. Comparison with the literature was used to test for reliability and validity

## **CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION**

### **4.1 Introduction**

The research objective was to establish the factors to be considered in addressing the human dimension of change management and the factors that influence human dimension in change management in universities in Kenya. This chapter presents the analysis and findings with regard to the objective and discussion of the same. The findings are presented in percentages and frequency distributions, mean and standard deviations. A total of nineteen questionnaires were issued out. The completed questionnaires were edited for completeness and consistency. Of the nineteen questionnaires issued out, only seventeen were returned. This represented a response rate of 89%.

### **4.2 Demographic profile**

The demographic information considered in this study was the duration in which the universities have been in existence and the ownership of the universities.

#### **4.2.1 Duration of university operation**

The respondents were to indicate the duration of time that their organization has been in operation.

**Table 4.1: Duration of university operation**

Years	Frequency	Percent	Cumulative percent
Less than 5 years	7	41.2	41.2
6-10 years	2	11.8	52.9
16 - 20 years	1	5.9	58.8
Over 20 years	7	41.2	100.0
Total	17	100.0	

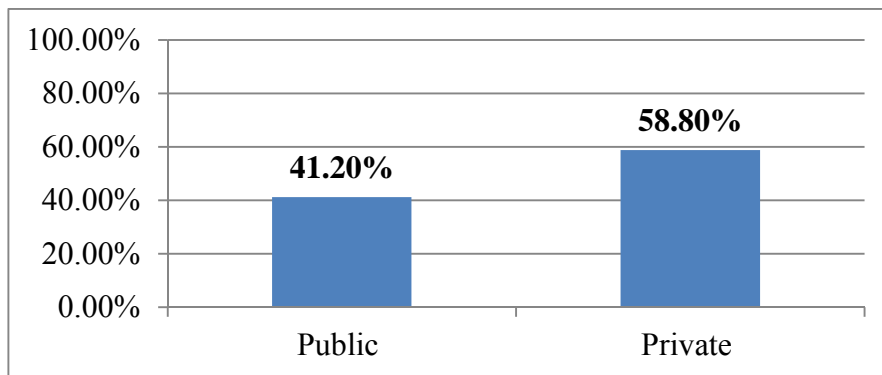
Source: Survey data

The results indicates that 41.2% of the respondents indicated that their universities have been in operation for more than 20 years, 41.2% said their universities have been in operation for less than 5 years while 11.8% of the respondents said their universities have been in operation for a period of 6 to 10 years and 5.9% of the respondents indicated that their universities have been in operation for 16 to 20 years. The findings indicate that the duration the universities have been in operation varied and these could be attributed to the issuance of charter to operate to various private universities. Most private universities have been in operation for a period of less than 10 years.

### 4.3 University Ownership

The respondents were asked to indicate the ownership of their university.

**Figure 4.1: University Ownership**



Source: Survey data

The results on the ownership of the university were that, 58.8% of the respondents indicated that their university was private while 41.2% said that their university was public. This indicates that majority of the universities in Kenya are private.

## **4.4 Nature of Change**

The respondents were asked the types of changes that took place in their universities, the forces that necessitated the change and how the changes were carried out. The responses were as follows.

### **4.4.1 Changes that have taken place**

Change management is seen as a permanent business function to improve productivity and profits by keeping organizations adaptable to the competitive marketplace. It is also seen as the systematic approach and application of knowledge, tools and resources to leverage the benefits of change. The changes in internal process which have taken place in the universities includes performance contracting, examination procedures reviewed, improved supervision for postgraduate students, staff reorganization, appointment of committees and taskforces to address various institutional policy matters and certification to ISO 9001:2008 Quality Management System. The technological changes were indicated to be wireless internet (WIFI) availability for students, automation of library and finance departments, electronic dissemination of students' results and financial statements, off-campus access to office emails, buying of computers for use by staff and online registration of students. The structural changes was indicated to be more buildings were put up, reorganization to comply with university structures after the charter, rolling out of new programmes, signing of students when attending chapel and merging of departments while the human resource changes was hiring of more staff and the creation of new management positions for the chartered universities such as creation of new divisions.

### **4.4.2 Forces that necessitate change**

The respondents were to indicate the forces that necessitate change in a five point Likert scale. The range was 'very important (1)' to 'insignificant' (5). The scores of very important have been taken to represent a variable which had mean score of 0 to 2.5 on the continuous Likert scale; ( $0 \leq S.E < 2.4$ ). The scores of 'moderate' have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale:

2.5 ≤ M.E. < 3.4) and the score of insignificant have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous likert scale; 3.5 ≤ L.E. < 5.0). A standard deviation of > 1.1 implies a significant difference on the impact of the variable among respondents. The results are presented in table 4.2 below.

**Table 4.2: Forces that necessitate change**

	Mean	Std. Deviation
Local competition	1.9412	1.2485
Global competition	2.0588	1.3906
Technology	1.7647	1.1472
Need for increased effectiveness and performance	1.6471	1.0571
Leaders interest	2.0765	1.2366
Need to take advantage of opportunities	1.7059	.9195
Growth	1.5061	.7122
Need for increased independence	2.1976	1.1311
Need to reduce dependence on support	2.2941	1.3117
Customer needs	1.4118	.8702
New chief executive officer	3.0000	1.5411
To maintain or improve industry position	1.8964	.9663

Source: Survey data

The findings on the forces that necessitate change were customer needs (mean 1.4118), need for growth (mean 5061), the need for increased effectiveness and performance (mean 1.6471), need to take advantage of opportunities (mean 1.7059), technology (mean 1.7647), to maintain or improve industry position (mean 1.8964), local competition from other universities (mean 1.9412), global competition (mean 2.0588), need for increased independence (mean 2.1976), leaders interest (mean 2.0765) and the need to reduce dependence on support (mean 2.2941). They were however moderate on the new chief

executive officer (mean 3.0000). The low variation of the standard deviation indicates that there was general consensus among the respondents on the forces that necessitate change.

#### **4.4.3 How the changes were carried out**

The respondents were asked to indicate how the changes were carried out in their respective universities.

**Table 4.3: How the changes were carried out**

	Frequency	Percent	Cumulative percent
At once	1	5.9	5.9
Continuously	4	23.5	29.4
Gradually	11	64.7	94.1
Intermittently	1	5.9	100.0
Total	17	100.0	

Source: Survey data

The findings on how the changes were carried out in the universities was that 64.7% of the respondents said it was carried out gradually, 23.5% of the respondents said the changes were carried out continuously while 5.9% of the respondents said it was carried out at once and another 5.9% said it was carried out intermittently. The results indicate that change in the universities was being undertaken gradually and this will allow for institutionalization of the changes and eventual smooth transition.

#### **4.5 Effectiveness of change**

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.



#### 4.5.1 How change affected the organization variables

The respondents were to indicate how change affects organizational variables in a five point Likert scale. The range was ‘highly positive (1)’ to ‘highly negative’ (5). The scores of highly positive have been taken to represent a variable which had mean score of 0 to 2.5 on the continuous Likert scale; ( $0 \leq S.E. < 2.4$ ). The scores of ‘no effect’ have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale: ( $2.5 \leq M.E. < 3.4$ ) and the score of highly negative have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous likert scale; ( $3.5 \leq L.E. < 5.0$ ). A standard deviation of  $> 1.1$  implies a significant difference on the impact of the variable among respondents. The results are presented in table 4.2 below.

**Table 4.4: How change affected the organization variables**

Organizational variables	Mean	Std. Deviation
Responsive to internal and external stimuli	1.8235	.8089
Firms position in the industry	1.7647	.9034
Customer base	1.8824	.9275
Services	1.9458	.6359
Products	2.0147	.7475
Systems	2.1412	1.0289
Structure	2.0114	1.0000
Behaviour of employees	2.3118	.9393
Recruitment	2.0588	.9663
Teamwork	1.8202	.8993
Leadership	1.6471	.8617
Culture	2.1192	.9663

Source: Survey data

The findings indicate that change affected all the organization variables positively with leadership (mean 1.6471) being the variable which was affected most then firms position in the industry (mean 1.7647), teamwork (mean 1.8202), response to internal and external stimuli (mean 1.8235), customer base (mean 1.8824), services (mean 1.9458), structure (mean 2.0114), products (mean 2.0147), recruitment (mean 2.0588), culture (2.1192), systems (mean 2.1412) and behaviour of employees (2.3118). This indicates that the changes which were undertaken in the various universities was undertaken in order to improve service delivery.

#### **4.5.2 Employees readiness to accept new changes**

The respondents were asked to indicate the readiness of their employees to accept new changes.

**Table 4.5: Employees preparedness to accept new changes**

	Frequency	Percent	Cumulative percent
Most ready	5	29.4	29.4
Moderately ready	5	29.4	58.8
Just ready	4	23.5	82.4
Ready when promoted	3	17.6	100.0
Total	17	100.0	

Source: Survey data

The results on the employees' preparedness to accept the new changes was that 29.4% of the respondents said they were most ready, another 29.4% said they were moderately ready while 23.5% of the respondents indicated that they are just ready to accept the changes while 17.6% of the respondents said it was ready when promoted. The results indicate that the employees were ready to accept new changes when they called upon.

## 4.6 Types of change

Types of change which encompass human resources, information technology adoption and upgrades, tools and techniques, as well as the basic rules and controls within the organization are the mandate of leaders engaged in the management of change. It is up to the leaders to make these change initiatives tangible rather than conceptual and to stimulate enthusiasm and ownership of the proposed changes within the corporate environment.

### 4.6.1 Change initiators

The respondents were asked to indicate the change initiators and how often they do in their universities. The range was 'always (1)' to rarely (4). The scores of always have been taken to present a variable which had mean score less than 1.5. The scores of mostly and once have been taken to represent a variable with a mean score of 1.6 to 2.5 and the score of rarely have been taken to represent a variable which had a mean score of above 2.5. A standard deviation of  $>0.7$  implies a significant difference on the impact of the variable among respondents.

**Table 4.6: Change initiators**

Change initiators	Mean	Std. Deviation
Management board	1.2941	.4696
Deans/directors	2.2941	.7717
Senior management	1.9412	.9663
Middle level management	3.0000	.7905
Lower level management	3.2941	.6859
Employees	3.4706	.7174

Source: Survey data

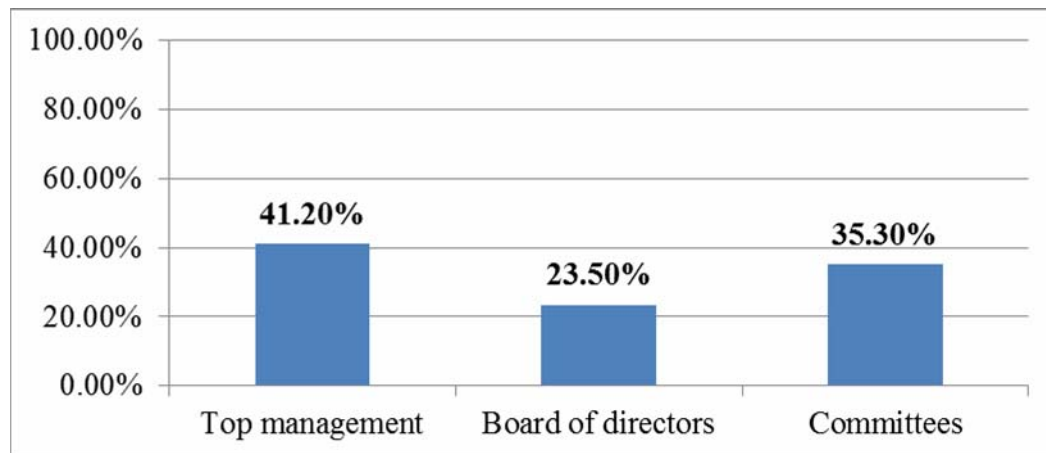
The initiators of change according to the respondents were the management board (mean 1.2941), senior management (mean 1.9412) and the dean/directors (mean 2.2941). On

the other hand middle level management (mean 3.0000), lower level management (mean 3.2941) and employees (mean 3.4706) were rarely initiators of change in their respective universities.

#### 4.6.2 Vision Developers

The respondents were asked to indicate the vision developers in their universities.

**Figure 4.2: Vision Developers**



Source: Survey data

The respondents indicated that their universities have vision and 41.2% of the respondents indicated that the top management was the developers while 35.3% of the respondents said it was committees and 23.5% of the respondents indicated that it was board of directors. The results indicate that the developers of vision varied with the universities. The mode of communicating the vision to the employees was through newsletters, memos, meetings, circulars, bulletins, memos and grapevines.

#### 4.6.3 Factors that create urgency for change

The respondents were requested to indicate the factors that create urgency for change in a five point Likert scale. The range was 'very great extent (1)' to 'very low extent' (5). The scores of very great extent have been taken to represent a variable which had mean score

of 0 to 2.5 on the continuous Likert scale ;( $0 \leq S.E < 2.4$ ). The scores of ‘moderate’ have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale:  $2.5 \leq M.E. < 3.4$ ) and the score of both low extent and very low extent have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous likert scale;  $3.5 \leq L.E. < 5.0$ ). A standard deviation of  $> 1.1$  implies a significant difference on the impact of the variable among respondents. The results are presented in table 4.7 below.

**Table 4.7: Factors that create urgency for change**

Factors	Mean	Std. Deviation
Changing customer needs	1.4118	.6183
Changing competition	1.5294	1.0073
Changing technology	1.6082	.7998
Industry benchmark	1.7647	.9034
Efficiency and performance	1.7163	.9195
Cost	1.8235	1.0744
Quality of products	1.7059	.6859

Source: Survey data

The results indicate that changing customer needs (mean 1.4118), changing competition (mean 1.5294), changing technology (mean 1.6082), quality of products (mean 1.7059), efficiency and performance (mean 1.7163), industry benchmark (mean 1.7647) and cost (mean 1.7235) created the urgency for change in the universities. The low variation of the standard deviation indicates that the respondents were in agreement on the factors that create urgency.

#### **4.7 Management of change**

Change management is seen as a permanent business function to improve productivity and profits by keeping organizations adaptable to the competitive marketplace. It is also

seen as the systematic approach and application of knowledge, tools and resources to leverage the benefits of change.

#### **4.7.1 Extent to which factors contribute resistance to change**

The respondents were requested to indicate the extent to which the factors contribute to resistance to change in a five point likert scale. The range was 'very great extent (1)' to 'very low extent' (5). The scores of very great extent have been taken to represent a variable which had mean score of 0 to 2.5 on the continuous likert scale; ( $0 \leq S.E. < 2.4$ ). The scores of 'moderate' have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale:  $2.5 \leq M.E. < 3.4$ ) and the score of both low extent and very low extent have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous likert scale; ( $3.5 \leq L.E. < 5.0$ ). A standard deviation of  $> 1.1$  implies a significant difference on the impact of the variable among respondents.

**Table 4.8: Extent to which factors contribute to resistance to change**

Factors	Mean	Std. Deviation
Parochial self interest	2.7059	1.2126
Lack of enough information	2.0706	1.0675
Organizational culture	2.1294	1.0073
Organizational structure	2.1118	1.0036
Fear of unknown	2.7647	1.3219
Threat to establish relationships	2.9412	1.2976
Misunderstanding and lack of trust	2.3059	1.2631
Different assessment	3.3706	1.1245
Lower tolerance for change	3.1765	1.2366
Threat to job status/security	2.3482	1.1213
Competing commitments	2.3864	1.1213
Inertia	3.0146	1.1850
Timing	2.8235	.9510

Source: Survey data

The respondents indicated that the factors which contribute to resistance to change to a great extent was the lack of enough information (mean 2.0706), organizational structure (mean 2.1118), organizational culture (mean 2.1294), misunderstanding and lack of trust (mean 2.3059), threat to job status/security (mean 2.3482) and competing commitments (mean 2.3864). On the other hand the respondents were moderate as to parochial self-interest (mean 2.7059), fear of unknown (mean 2.7647), threat to establish relationships (mean 2.9412), timing (mean 2.8235), inertia (mean 3.0146), lower tolerance for change (mean 3.1765) and different assessment (mean 3.3706) causing resistance to change. The low variation in the standard deviation indicates that the respondents were unanimous on the factors that contribute to resistance to change in the universities. The signs of

resistance to change in the universities were indicated as gossip, grumbling, complaints, go-slow, sticking to the old system, skipping meetings and absenteeism.

#### **4.7.2 Employees guidance through change process**

The respondents were asked to indicate the extent to which they agree on the actions that are necessary in guiding employees through the change process.

**Table 4.9: Employees guidance through change process**

	Mean	Std. Deviation
Need for change awareness	1.0588	.2425
Desire for employees to participate in and support change	1.2941	.4696
Knowledge creation on how to change	1.6651	.8313
Facilitating the ability to implement required skill and behaviour	1.4118	.5073
Reinforcement	1.7647	.7524

Source: Survey data

The respondents were in agreement that the actions necessary in guiding employees' through the change process was the need for change awareness (mean 1.0588), desire for employees to participate in and support change (mean 1.2941), facilitating the ability to implement required skill and behaviour (mean 1.4118), knowledge creation on how to change (mean 1.6651) and reinforcement (mean 1.7647). The results indicate that the universities employees need guidance for them there to be minimal resistance during the change management. The actions which were used by the universities to address these actions were communication, training, practice, feedback, rewards, persuasion and performance management.

On the change initiatives in the universities, the respondents indicated that the causes of failure were failure to understand the context of change, failure to create a compelling



case for change, failure to recognize obstacles, preserve and maintain focus on change, lack of guiding coalition and lack of assessment and measurement system. Failure to create vision was not a cause of failure as all the universities have a vision. The respondents indicated that the methods which are used to guide employees through change process and thus reduce resistance was education and communication, participation and involvement, facilitation and support, negotiation and agreement, explicit and implicit coercion, role modeling, counseling, top management support, and timing.

### **4.7.3 Universities guidance of employees through change process**

The respondents were requested to indicate the extent to which their universities were able to guide employees through the change process. The range was ‘strongly agree (1)’ to strongly disagree (4). The scores of strongly agree and agree have been taken to present a variable which had mean score less than 2.0. The scores of disagree and strongly disagree have been taken to represent a variable with a mean score of above 2.0. A standard deviation of  $>0.7$  implies a significant difference on the impact of the variable among respondents.

**Table 4.10: Universities guidance of employees through change process**

	Mean	Std. Deviation
Size of the university	1.7194	.9510
Ownership of the university	1.9647	.7524
University structure	1.4706	.6242
University capacity to change	1.8235	1.0146
Implications of change to the employees	1.2941	.4696

Source: Survey data

The respondents indicated that all the factors were able to guide their employees through the change process, however their implications of change to the employees (mean

1.2941) was found to be the factor that was used to a large extent to guide the employees. Other factors used were organizational structure (mean 1.4706), size of the university (mean 1.7194), university capacity to change (mean 1.8235) and the ownership of the university (mean 1.9647). The high standard deviation variation indicates that the extent to which the universities use the various techniques to guide their employees through the change process varied.

## **4.8 Discussion**

The purpose of this section is to compare the literature review and the researcher's findings on the human dimension of change.

### **4.8.1 Nature of Change**

According to Hicks (1975), the right kind of change enables an organization to maintain its viability in its changing environment. Similarly, Daft (1988) argues that organizations must develop improved production technologies, create new products desired in the market place, implement new administrative systems and upgrade employees' skills for them to be successful. The researcher found out that the changes which have taken place in the universities includes performance contracting, examination procedures reviewed, improved supervision for postgraduate students, staff reorganization, appointment of committees and taskforces to address various institutional policy matters, and certification to ISO 9001:2008 Quality Management System. The technological changes were indicated to be wireless internet (WIFI) availability for students, automation of library and finance departments, electronic dissemination of students' results and financial statements, off-campus access to office emails, buying of computers for use by staff and online registration of students. The structural changes was indicated to be more buildings were put up, reorganization to comply with university structures after the charter, rolling out of new programmes, signing of students when attending chapel and merging of departments while the human resource changes was hiring of more staff and the creation of new management positions for the chartered universities such as creation of new divisions.

Change programs, according to Stoner et al (2008) are necessary because of the shift in the times and relationships that are seen throughout the organizational world. Organizational change occurs mainly because organizations as open systems must frequently cope with shifts in key environmental domains, otherwise they may face serious problems and they may even die. These changes may be generated in the external environment or generated in the internal environment. According to Campbell (1997), organizational change may be either forced upon an organization arising from a need to react in the organizations environment (reactive change) or may be change planned in advance, usually with a particular objective in mind (proactive change). The researcher also found that change in the universities was both reactive and proactive in nature. These forces included customer needs, need for growth, the need for increased effectiveness and performance, need to take advantage of opportunities, technology, to maintain or improve industry position, local competition from other universities, global competition, need for increased independence, leaders' interest and the need to reduce dependence on support.

#### **4.8.2 Effectiveness of Change**

According to Schermerhorn (2010) individuals and organizations alike must all change, adapt and innovate as the environment changes around them. The environment in which organizations operate has remained dynamic and uncertain. The researcher found that all the organizational variables were positively affected by the change initiatives. These variables include change leadership , firms position in the industry, teamwork, response to internal and external stimuli , customer base, services, structure, products, recruitment, culture , systems (mean and behaviour of employees).

According to Ingram (2008), for people to support change they must perceive more incentives than disincentives such as new opportunities, new relationships, new skills development and job advancements, financial benefits, understanding the purpose and reason for change, and something new and more challenging. Singh (2003) says that it is generally difficult for people to try new ways of doing things and therefor it is important for managers to learn to manage resistance because failed change efforts are costly.

Similarly, the researcher found out that, only a small percentage of staff (29.4% of the respondents) were most ready to accept the change. Another 29.4% were moderately ready, 23.5% of the respondents were just ready to accept the changes while 17.6% of the respondents were ready when promoted.

### **4.8.3 The Change Process**

Universities are pluralistic institutions Jarzabkowski (2003) with multiple, ambiguous and conflicting goals; professional institutions that are primarily run by the profession (i.e. the academics) often in its own interests rather than those of the clients; and collegial institutions in which the vice-chancellor manages by diktat and decree and more a managing partner in a professional firm who has to manage by negotiation and persuasion. At the same time, the professional bureaucratic nature Mintzberg (1983) of universities makes resistance to change one of their peculiarities. By the nature of the universities, key decisions are made by the University Management Boards or other senior organs and then handed down to the lower levels. Communication is top–bottom style with very little feedback from the bottom. Similarly, the researcher found out that change initiatives are made by the top management boards of University. The top management board is also responsible for developing the organizations vision. While different methods are used to communicate the vision, it is the top management boards that are responsible for directing activities towards realization of the same. The level of involvement of the employees in order to create a buy –in is very low. This explains why the level of resistance is high and the implementation of the change initiative difficult.

### **4.8.4 Management of Change**

It is generally difficult for people to try new ways of doing things. It is therefore important for managers to learn to manage resistance because failed change efforts are costly (Singh 2003). Resistance to change may indicate a legitimate concern that the change is not good for the organization and may warrant a re-examination of plans or Cook (2001) and Daft (1988) is sometimes beneficial since it promotes functional conflict debates that can promote more thorough analyses of alternatives and their

consequences. On the other hand, excessive or irrational resistance can hinder progress and even survival, particularly if competitors are faster acting. People will resist change because of uncertainty, concern over personal loss, belief that the change is not in their own best interest, or a belief that the change is not in the best interest of the organization. According to Cook (2001) and Daft (1988) people resist change due to selective perception, lack of information, fear of the unknown, habit and resentment towards the initiator. The researcher also found out that the above reasons also contribute to resistance in Universities. The researcher also found out that resistance to change was signified in gossip, grumbling, complaints, go-slow, sticking to the old system, skipping meetings and absenteeism.

Hiatt (2010) provides a model that describes five actions necessary in guiding employees through the change process. These actions and outcomes are creating awareness of the need for change, creating desire for employees to participate in and support the change, creating knowledge on how to change, facilitating the ability to implement required skill and behaviour, and reinforcement. Results of this research confirmed that these actions are necessary in the change process. Similar to the provisions of the ADKAR model, the universities employed specific measures such as communication, training, feedback, persuasion and performance appraisals.

Not all change initiatives are successful. Kotter (1998), Britton (2005) and Senge (1996) provide reasons why most change initiatives. The researcher also established that these factors: failure to understand the context of change, failure to make a compelling case for change, failure to recognize obstacles, persevere and maintain focus on change, lack of a guiding coalition and lack of an assessment and measurement system, played a key role in the success of the change projects.

Schermerhorn (2010), Stoner et. al (2008), Singh (2008), Mcshane and Von Glinow (2005) have defined various strategies for guiding employees through the change process. Once applied, they make the change process easy and reduce the level of resistance.

These include education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and cooption, explicit and implicit coercion, role modeling, counseling, top management support and timing. Results of this research indicate that these methods are used to guide employees through change process and thus reduce resistance.

Wider staff involvement and collective participation are highlighted as important elements in the success of a change program (Senge 1990). People at all levels are the essence of an organization and their full involvement enables their abilities to be used for the benefit of the organization. Peoples' involvement is the most effective way for an organization to achieve its objectives. Organizations should help their people to understand the importance of their contribution and role, identify constraints to their performance, accept ownership of problems, share knowledge and experiences and openly discuss problems and issues. However, by the nature of universities, the researcher established that the level of involvement of employees in key decision making process and the initial phases of implementation was low. This has contributed to increased resistance and eventual failure of the change initiative.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary of the findings**

The study established that the duration in which the universities have been in existence varied from a period of less than five years to over twenty years and these can be attributed to the incorporation of private universities. The respondents indicated that the forces that necessitated change were students' needs, need for growth, the need for increased effectiveness and performance, need to take advantage of opportunities, technology, to maintain or improve industry position, local competition from other universities, global competition, need for increased independence, leaders' interest, and the need to reduce dependence on support. Changes in the universities were carried out gradually and these would give room for consultation in case of resistance to change. The preparations which were undertaken before implementation of change were the assessment of the environment, defining the change goals, assessment of organizational capabilities and the formation of change committees.

The changes which were effected in the universities resulted in positive effect on the leadership, teamwork, response to internal and external stimuli, customer base, services, structure, products, recruitment, culture, systems and behaviour of employees. The change initiators were found to be the management board, senior management, and the dean/directors middle level management, lower level management, and employees were rarely initiators of change in their respective universities. The mode of communicating the vision to the employees was through newsletters, memos, meetings, circulars, bulletins, memos and grapevines. The study found out that resistance to change was due to lack of enough information, organizational structure, organizational culture, misunderstanding and lack of trust, threat to job status/security, and competing commitments. The respondents were moderate on the effect of parochial self-interest, fear of unknown, threat to establish relationships, timing, inertia, lower tolerance for change and different assessment on resistance to change while the signs of resistance to

change were indicated as gossip, grumbling, complaints, go-slow, sticking to the old system, skipping meetings and absenteeism.

The actions which are necessary to guide employees during the change process was found to be the need for change awareness, desire for employees to participate in and support change, facilitating the ability to implement required skill and behaviour, knowledge creation on how to change and reinforcement. The actions which were used to guide the employees' were communication, training, practice, feedback, rewards, persuasion and performance management.

The causes of change initiatives failure was found to be failure to understand the context of change, failure to create a compelling case for change, failure to recognize obstacles, preserve and maintain focus on change, lack of guiding coalition and lack of assessment and measurement system. The found out that the methods which are used to guide employees through change process and thus reduce resistance was education and communication, participation and involvement, facilitation and support, negotiation and agreement, explicit and implicit coercion, role modeling, counseling, top management support, and timing. The extent to which the universities are able to guide their employees through the change process depends with the implications of change to the employees, organizational structure, size of the university, university capacity to change and the ownership of the university.

## **5.2 Conclusion**

From the research findings and the answers to the research questions, some conclusions can be made about the study. Managing change is very vital for any organization in order to compete effectively in changing environment in which they operate. The design of the change should inspire the staff to perform and not deter them, and therefore the management should ensure that the changes which they set to achieve are acceptable to all and meant to enable the organization achieve its desired objectives. The employees and the entire organization stakeholders should be involved in the change management so



that everyone can be part of the resulting results and at the same time reducing resistance to change management. The frequency of communicating the changes to be implemented is so crucial to the achievement of the desired change and therefore the feedback should be done regularly to ensure that incase a change is lagging behind, some other means can be done to ensure that they succeed. The change management in the organization was greatly inspired by the existence of the change management, stress management strategies which was used by organization to manage the employees during the change management duration.

The researcher found out that the forces that necessitated change were students' needs, need for growth, the need for increased effectiveness and performance, need to take advantage of opportunities, technology, to maintain or improve industry position, local competition from other universities, global competition, need for increased independence, leaders' interest, and the need to reduce dependence on support. The study showed that resistance to change was due to lack of enough information, organizational structure, organizational culture, misunderstanding and lack of trust, threat to job status/security, competing commitments, failure to understand the context of change, failure to create a compelling case for change, failure to recognize obstacles, preserve and maintain focus on change, lack of guiding coalition and lack of assessment and measurement system. The study found out that the methods which are used to guide employees through change process and thus reduce resistance was education and communication, participation and involvement, facilitation and support, negotiation and agreement, explicit and implicit coercion, role modeling, counseling, top management support, and timing.

### **5.3 Implications of results**

Results of this study have the following implications. First, universities are undergoing a lot of changes in order to meet both internal and external demands. This means that for any university to remain relevant and competitive, it has to align its process with the dynamics of the industry. This may involve culture transformation and an in-depth analysis of the implications of the change to its employees.

Secondly, when organizations do not involve all their employees through the change process, the level of ownership and participation is low and therefore resistance may be high. The entire process appears to be imposed on the employees since they were not involved. The bureaucratic nature of universities means that the decisions are made by top managers. Employees are only implementers of the decisions.

Thirdly, while change will most often illicit resistance, the level and type of this resistance will determine the success rate of the change initiative. Positive resistance helps an organization to realign its self and address some pertinent issues that if ignored will lead to underperformance. On the other hand, organizations need to come up with strategic ways to circumvent negative resistance.

Fourthly, not all change initiatives succeed. Often they fail due to many reasons. This means that the whole process may have been poorly managed or the initiative was not feasible or viable. Failed change initiatives are loss to an organization since a lot of resources have been engaged in the change process.

Lastly, employees are the media for implementing the change initiatives. This means that effective change initiative have to be made in consideration of the employees. Effective communication mechanism should be put in place to ensure all employees have appropriate information and knowledge in relation to the change. Relevant training should be provided so that all employees have the required expertise in the requirements of the change.

#### **5.4 Recommendations for policy and practice**

Foremost, the study found out that the universities do not involve all employees in initiating change management. It is therefore recommended that all the employees and the stakeholders should be part and parcel of the process and therefore the universities

should ensure that when they are designing and compiling a strategy to be implemented, they consult all the stakeholders.

Secondly, the study found out that employees' resistance to change was due to lack of enough information, organizational structure, organizational culture, misunderstanding and lack of trust, threat to job status/security, and competing commitments. It is therefore recommended that the universities should ensure that the employees are furnished with sufficient information on the change, how they contribute and relate to the change, the organizational structure and culture be changed to support the change management and the employees should be assured of their job security in order to reduce their resistance to change.

Lastly, the study found out that the causes of change initiatives failure was found to be failure to understand the context of change, failure to create a compelling case for change, failure to recognize obstacles, preserve and maintain focus on change, lack of guiding coalition and lack of assessment and measurement system. All these factors relate to the human dimension of change. It is therefore recommended that the management of the universities ensures that all the university stakeholders understands the context of change, put forward a compelling case for change to the stakeholders, preserve and maintain focus on change, ensures that there is a guiding coalition and that there exist an assessment and measurement system.

## **5.5 Recommendations for further research**

This study targeted both private and public universities operating in Kenya. Many more Universities have come up. There could be different perception regarding change management among other constituent colleges of the public universities. This research should be replicated in the all universities and constituent colleges operating in Kenya.

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## APPENDICES

### Appendix 1

## QUESTIONNAIRE ON HUMAN DIMENSION OF CHANGE MANAGEMENT IN UNIVERSITIES IN KENYA

### Section A: Background Information

1. Name of organization \_\_\_\_\_
2. Name of respondent (optional) \_\_\_\_\_
3. Position in the organization \_\_\_\_\_
4. For how long has your organization been in operation? (Tick appropriately)
  - a) 0-5 years
  - b) 6-10 years
  - c) 10-15 years
  - d) 16-20 years
  - e) 20 year and above
2. What is the state of ownership of your organization?
  - a) Public
  - b) Private

### Section B: Nature of Change

1. What changes have taken place in your organization pertaining the following
  - (a) Internal process
  - (b) Technology
  - (c) Structure
  - (d) Human resources
2. The following are possible forces that could necessitate change. Please rank their application to your organization on a scale of 1-5 where, 1-very important, 2-important, 3- significant, 4- moderate, 5- insignificant.

	1	2	3	4	5
Local competition					

Global competition					
Technology					
To increase effectiveness/performance					
Leader's interest					
To take advantage of opportunities					
Growth					
Increase independence					
Reduce dependence on support					
Customer needs					
New CEO					
To maintain/improve industry position					

Others (specify) \_\_\_\_\_

3. How were the changes carried out?

At once	
Continuously	
Gradually	
Intermittently	

Combination of any of above specify \_\_\_\_\_

4. Were the changes planned for or on-going without major preparations?

\_\_\_\_\_

5. Were the following preparations made before the implementation of the change took place? (Tick appropriately)

Assessing the environment	
Defining the change goals	
Assessing organizational capabilities	
Forming change committees	

Others (specify) \_\_\_\_\_



**Section C: Effectiveness of Change**

1. How did the change affect the following organizational variables? On a scale of 1-5, where 1- highly positive, 2- moderately positive, 3- no effect, 4- moderately negative, 5- highly negative.

	1	2	3	4	5
Responsive to internal and external stimuli					
Firms position in the industry					
Customer base					
Services					
Products					
Systems					
Structure					
Behavior of employees					
Recruitment					
Teamwork					
Leadership					
Organization Culture					

2. How ready after change, are employees prepared to accept the new changes?

Most ready	
Moderately ready	
Just ready	
Ready when prompted	
Not ready at all	

**Section D: The change process**

1. Who among the following initiate change and how often do they do so on a scale of 1-4 where, 1-always, 2- mostly, 3- once in a while, 4- rarely?

	1	2	3	4

Management board				
Deans/directors				
Senior management				
Middle level managers				
Lower level managers				
Employees				

Others (specify) \_\_\_\_\_

2. Does your organization have a vision? If yes please, please state it.

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3. Who develops the vision? (Tick appropriately)

Top management	
Board of directors	
Committees	

Others (specify) \_\_\_\_\_

4. How is the vision communicated to the organization employees?

Meetings	
Newsletters	
Circulars	
Bulletins	
Memos	
Grapevines	
Informally in social groups	

Others (specify) \_\_\_\_\_

5. The following are factors that create urgency for change. Rank their strength on a scale of 1-5, where the strength decreases from 1-5.

	1	2	3	4	5
Changing customer needs					
Changing competition					
Changing technology					
Industry benchmark					
Efficiency and performance					
Cost					
Quality of products					

Others (specify) \_\_\_\_\_

### Section E: Management of change

1. To what extent do the following factors contribute to resistance to change in your organization on a scale of 1-5 where influence decreases from 1-5.

	1	2	3	4	5
Parochial self interest					
Lack of enough information					
Organizational culture					
Organizational structure					
Fear of unknown					
Threat to establish relationships					
Misunderstanding and lack of trust					
Different assessment					
Low tolerance for change					
Threat to job status/security					
Competing commitments					
Inertia					
Timing					

Others (specify) \_\_\_\_\_

2. What are the signs of resistance to change in your organization? (Tick appropriately)

Gossip	
Grumbling	
Complaints	
Absenteeism	
Skipping meetings	
Go- slow	
Sticking to the old system	

Others (specify) \_\_\_\_\_

3. The following actions are necessary in guiding employees through the change process in organizations. To what extent do you agree with them in relation to your organization? Use 1-strongly agree, 2- Agree, 3- Disagree and 4- Strongly disagree

	1	2	3	4
Creating awareness of the need to change				
Creating desire for employees to participate in and support the change				
Creating knowledge on how to change				
Facilitating the ability to implement required skill and behavior				
Reinforcement				

4. For the actions indicated in 3 above, what specific measures are used in your organization to address these actions. (More than one can apply)

	Communication	Incentives	Training	Practice	Feedback	Rewards	Persuasion	Performance measurement
Awareness								
Desire								

Knowledge								
Ability								
Reinforcement								

5. How are changes being reinforced? (Tick appropriately)

Continuous communication	
Provision of feedback on change progress	
Celebrating short- term wins	
Coaching the people involved	
Institutionalizing new approaches through policy changes	
Changing of reward system to support change initiative	

Others (specify) \_\_\_\_\_

6. Have all the change initiatives in your organization been successful? If no, what are some of the causes of the failure? (Tick the applicable)

Failure to understand the context of change	
Failure to create a vision	
Failure to make a compelling case for change	
Failure to recognize obstacles, persevere and maintain focus on change	
Lack of a guiding coalition	
Lack of an assessment and measurement system	

Others (Specify) \_\_\_\_\_

7. The following methods are used in guiding employees through the change process and therefore reducing resistance. Which one (s) is/are applicable in your organization?

(More than one can apply)

Education and communication	
Participation and involvement	
Facilitation and support	
Negotiation and agreement	

Manipulation and cooption	
Explicit and implicit coercion	
Role modeling	
Counseling	
Top management support	
Timing	

Others (specify) \_\_\_\_\_

Thank you.

## Appendix 2

### **LIST OF UNIVERSITIES IN KENYA**

#### **Public Universities**

1. University of Nairobi (UoN) –1970
2. Moi University (MU) - 1984
3. Kenyatta University (KU) - 1985
4. Egerton University (EU) - 1987
5. Jomo Kenyatta University of Agriculture and Technology (JKUAT) - 1994
6. Maseno University (MSU) - 2001
7. Masinde Muliro University of Science and Technology (MMUST) - 2007

#### **Chartered Private Universities**

1. University of Eastern Africa, Baraton - 1991
2. Catholic University of Eastern Africa (CUEA) - 1992
3. Scott Theological College - 1992
4. Daystar University - 1994
5. United States International University - 1999
6. Africa Nazarene University - 2002
7. Kenya Methodist University - 2006
8. St. Paul's University - 2007
9. Pan Africa Christian University - 2008
10. Strathmore University - 2008
11. Kabarak University - 2008
12. Mount Kenya University - 2011
13. Africa International University - 2011
14. Kenya Highlands Evangelical University - 2011
15. Great Lakes University of Kisumu (GLUK) - 2012
16. KCA University- 2013
17. Adventist University of Africa,- 2013

Source: ([www.wikipedia.org/wiki/list](http://www.wikipedia.org/wiki/list) of universities and colleges in Kenya)