

**CHANGE MANAGEMENT IN THE IMPLEMENTATION OF KENYA VISION
2030 AMONG TECHNICAL, INDUSTRIAL, VOCATIONAL AND
ENTREPRENEURIAL TRAINING (TIVET) INSTITUTIONS IN WESTERN
KENYA**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF
BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF
NAIROBI**

NOVEMBER 2013

DECLARATION

This research project is my original work and has never been presented in any other University or college for the award of the degree or diploma or certificate.

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ACKNOWLEDGEMENT

I sincerely thank the almighty God for having brought me this far. His abundant grace carried me throughout the MBA programme and cultivated in me profound hope and faith that my prayers will be answered at last. I appreciate my family members who supported me throughout this project, special thanks to my brother Gilbert for his support in prayers.

My heartfelt gratitude and appreciation goes to my supervisor Dr Machuki Vincent, under whose able supervision and guidance, this project has been a success. His advice, support, and constructive criticism throughout the study enabled me to complete my project in time.

Most especially, I am grateful to the managements of those institutions who agreed to share their experiences and opinions; and patiently answered all questions. Their time and effort are acknowledged with gratitude. I wish the Gods blessings.

I greatly appreciate the encouragement of my course mates and workmates, special thanks to Mr. Josphat Siara who was very helpful throughout my entire course. Lastly but not least, thank all my friends who I have not mentioned yet their contribution and support was quite immense in making this project a success.

DEDICATION

I dedicate this project to the almighty God who gave me good health, strength and ability to study.

I also dedicate this project to my dear late father, Mr. Jesse Watsiera Shingalaba who kept on encouraging me to work hard and supported me as much as he could, may the almighty God rest his soul in eternal peace, and to my dear mother Philister Ayugu for her endless prayers and love.

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ACRONYMS AND ABBREVIATION

GOK : Government of Kenya

TIVET: Technical, Industrial, Vocational and Entrepreneurial Training

ST&I : Science, Technology and Innovation

GDP : Gross Domestic Product

ERS : Economic Recovery Strategy

MDGs: Millennium Development Goals

ABSTRACT

For nearly four decades, Kenya has experienced poor economic performance reflected in low industrialization, reduced growth rate of GDP income per capita and high inflation. Thus the standards of living have continued to fall among the majority of the people with a large disparity seen between the poor and the rich. The launch of Kenya Vision 2030 came to remedy all these, though its implementation has encountered a number of challenges especially in the Higher education sector which forms the bedrock for science, innovation and technology the country needs to successfully industrialize. This research was designed to establish the change management practices adopted by TIVET institutions in western Kenya region in the implementation of Kenya Vision 2030. To achieve this objective, the study adopted a descriptive survey research design and focused on a population of thirteen TIVET institutions all of which were served with questionnaires. Responses were received from ten institutions giving a response rate of 76.9%. The study used primary data and secondary data .The data collection method was a structured questionnaire. Quantitative data was analyzed using descriptive statistics in form of percentages and frequencies. The findings of the study showed that most of the TIVET institutions were making impressive strides in initiating and managing the required changes. It was established most of the change initiatives that were presented to the respondents received above average ratings (above 50%). However, it was established that the proportion of those organizations who rated the changes as having initiated to a less extent ,and to a moderate extent provided evidence that there are considerable number of institutions that have not embraced the changes necessary in the implementation of Kenya vision 2030.Generally, the study established that not all TIVET institutions in western Kenya region were found to have made impressive developments in initiating and managing change during Kenya vision 2030 implementation, and for those that did ,they faced enormous challenges inform of external stakeholders influence(politicians and the general public) and low rate of e-learning integration across all the departments, which in most institutions was due to inadequate funds to facilitate the process. The study draws conclusion and recommendations from the research for wider application with a view to transforming Kenya into a newly industrializing, middle income country providing high quality of life to all its citizens. There is need for the government commitment in creating a conducive environment for the TIVET institutions especially in western Kenya region through funding, capacity building and periodic monitoring to ensure they meet the policy objectives.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Mitchell (2002) defines change management as a strategic activity aimed at getting the best outcomes from the change process. Viljoen (1997) explains that change management 'occurs within the overall context of strategic management 'that is, change management is a subset of ongoing strategic management. Just like plants and animals, organizations and the individuals within them inevitably encounter changing conditions that they are powerless to control (Dent and Barry, 2004). The vital forces impacting organizations within the context of their business operations include the outside forces which emanate from the external environment as well as forces within the organization itself classified as the internal environment (Stacey, 2003). The key benefits of change management include ;helping one to recognize the power of human dynamics in a change process ,acting as a map for guiding action and helping stay on course rather than getting caught up in the complexity and tumult of change and thirdly it can help you develop a relationship necessary to maximize effectiveness of a change effort (Kotter,2005).

The challenge then is to range wide enough to capture the theoretical foundations of change management, without straying so far into its related disciplines that clarify an understanding suffer. The contingency theory and the open system theory form the central planks on which change management theory stands. The open systems theory sees organizations as composed of a number of interconnected sub-systems. It follows that

any change to one part of the system will have an impact on other parts of the system, and in turn on its overall performance (Scott, 1987). The contingency theory views an organization structure and operation being dependent on the situational variables it faces, the main ones being environment, technology, and size (Burnes, 1989). In order to achieve this delicate balance, the study will be limited to the contingency and the open system theories that form the central plank on which change management theory stands.

Therefore there is no one best way to manage an organization. These theoretical perspectives on change management focus on different aspect of organizational life and therefore, each has different implications for what type of change takes place.

In Kenya, the current development policy aims at achieving a newly industrialized status by the year 2030 (Government of Kenya, 2008). This places enormous emphasis and expectation on TIVET. Like other developing countries, Kenya has relied on sources from industrialized countries for the acquisition of technical knowledge and skills (Akubue, 2002). The need to put Kenya on the road to be a middle income country by 2030 necessitated the development and launch of the Kenya vision 2030. The Kenya vision 2030 places a great emphasis on science, technology and innovation in general and TIVET in particular as the vehicle for socio-economic and technological transformation. These institutions therefore need to realign themselves to the demands of the Kenya vision 2030 to be able to fully implement the strategies as outlined in the education sector under the social pillar.

1.1.1 The Concept of Change Management

Change is the single most important element of successful business management today. Wanda et al. (1997) defines change management as the systematic, continuous and iterative practice of altering specific workplace systems, behaviors and structures to improve organizational efficiency or effectiveness. Visions and strategies shape and direct change. Mitchel (2002) defines change management as a strategic activity aimed at getting the best outcomes from the change process. Change must be managed because it is disruptive and alters equilibrium of operation. It results in a paradigm shift and causes variations in the status quo.

Managing change requires an organized, systematic application of knowledge, tools and resources of change to enhance an organization's capacity to its basic business strategies (Bateman, 1990). Change management is really about managing (either well or poorly) the impact of some particular environmental and/or organizational change on the core activators of workplace performance. Moran and Bright man (2001) states that change is a cynical process.

It is therefore openly evident that many institutions have, in recent times, faced turbulent and rapid changing external conditions that are translated organizational design, resource allocation, and systems and procedures in a continuous attempt to improve performance (Buchanan, 2001). With these changes in the environment, the public sector institutions have come under intense pressure to improve their operations and processes so as to deliver products and services more efficiently and effectively.

1.1.2 Overview of the Public Sector Reforms in Kenya

The changes in the public service arise out of the need for efficiency, economy, environment, effectiveness, performance evaluation, ethics, and market concerns. Rising and demanding population coupled with reduced resources have placed extreme pressures on public services (Rose and Lawton, 1999). Since 2003, the Government has been implementing the Economic Recovery Strategy for Wealth and Employment Creation, 2003 – 2007. This strategy which has expired has been followed up by the Kenya Vision 2030. The Kenya vision 2030 is the country's development blueprint covering the period 2008 to 2030. It aims to transform Kenya into a newly industrializing, "Middle income country providing a high quality of life to all citizens by the year 2030."(GOK, 2007). It is anchored on the economic, social and political pillars whose foundation is science, technology and innovation. What is central to this form of strategic plan is the need to increase efficiency and productivity in the public sector.

In pursuance of the goals of this vision, higher institutions of learning are expected to provide the bedrock for the transformation of requisite human resource skills for technological and industrial transformation that will lead to increased wealth and social well-being as well as the enhancement of the country's international competitiveness. The Kenya Vision 2030 is to be implemented in successive five-year Medium-Term Plans, with the first such plan covering the period 2008 – 2012. At an appropriate stage, another five-year plan will be produced covering the period 2012 to 2017, and so on till 2030. As the country makes progress to middle-income status through these development plans, it is expected to have met its Millennium Development Goals whose deadline is

2015. Some of the goals have already been met. The Vision 2030 spells out action that will be taken to achieve the rest.

The public sector in Kenya is faced with the challenge of poor and declining performance, which in turn inhibits realization of sustainable economic growth. The problem of poor performance in the public sector is largely attributable to excessive regulations and controls, frequent political interferences, multiplicity of principals, poor management, outright mismanagement and bloated staff establishment. In addition to regressing economic growth, declining performance in the public sector institutions has resulted to poor service delivery and a severe brain drain. Mann (1995) notes that inefficiencies within commercially oriented enterprises(e.g electricity,water,telephones) have clear national, financial and fiscal implications as their activities impact directly on overall public and private sector expenditures and resources.

Thompson and Strickland (2002) observe that strategic change is a basic rethinking of the beliefs, values, decisions, actions, and approaches by which an organization carries on its business to realize its strategic intent. The strategic change process and hence change management therefore refers to actions, processes, and decisions that are executed to realize strategic intentions. Thus, strategic change management is an inevitable process as the public sector institutions attempt to implement Kenya vision 2030 in order for them to increase efficiency and productivity to match the demanding conditions in the external environment.

1.1.3 Tertiary Education in Kenya.

According to Alam (2007), human capital theory has powerful influence on the analysis of labor market. Alam notes that investment in education and training produces benefit both to the individual and to society as a whole. The return on investment for society will be a skilled workforce that will enable global competitiveness and economic growth, while the return of the individual will be a better career path, increased earning and a better quality of life. Higher education institutions and on-the job training have, over the years, played a vital role in national development by providing the workplace skills needed by a country (Erasmus, 2002).

Tertiary institutions are bedrock of an innovative economy which is to be realized technological innovation. Any country that intends to make a breakthrough in industrialization and technological development must begin by ensuring that it has a critical mass of well qualified technologists and engineers. The World Bank, for example, defines tertiary education as including universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutes, community colleges, nursing schools, research laboratories, centers of excellence, and distance learning centers. Tertiary education generally culminates in the receipt of certificates, diplomas, or academic degrees. Kenya's education system has evolved in the recent past starting in 1984 when the 7-4-2-3 structure was replaced with the 8-4-4 structure. This introduced a broad based curriculum that was meant to offer learners pre-vocational skills and technical education. The system was intended to make education more relevant to the learners by making them more self-reliant and prepare them for the

world of work. However between 2002 and 2005 vocational subjects were removed from regular primary and secondary schools following the review of the curricula.

Kerre (2000) observed that one of the challenges facing education and training in Africa is the changing demand of the workplace. Employment therefore tends towards flexible and broad specialization. Tertiary institutions play a greater role to equip young people with the necessary knowledge and skills that are relevant to the goals of Kenya vision 2030. Education and training in Kenya is governed by the education act (1968) which gives guidelines on the establishment and development of schools, their management and administration, development of the curricula, and teacher education.

Major policy reforms have been undertaken to enhance access, equity, relevance and quality of education at the tertiary level. The tangible achievements have also been realized and lessons learnt while implementing new policies in these institutions. Recognizing the potential of quality skills training to contribute to rapid industrialization, tertiary institutions must be prepared to adopt the government implementation strategy particularly on TIVET reforms that will ensure the provision of relevant quality training in Kenya. To achieve this these institutions have to develop, promote and spearhead the implementation of strategic objectives that will enhance their ability to undertake challenges in the evolving operating environment and keep in tandem with the global standards(GOK, 2008). Tertiary institutions will therefore play a leading role in the Government sectoral objectives contained in the science and technology sector medium plan term plan, in support of delivering vision 2030.

1.1.4 Technical, Industrial, Vocational and Entrepreneurial Training

(TIVET) Institutions in Western Kenya Region.

The use of Technical, Industrial, Vocational and Entrepreneurial Training in Kenya encompasses technical training Institutions, demonstration centers, Youth Polytechnics and National Youth service skills development centers. TIVET programmes are offered in Youth Polytechnics, Technical Training Institutes, Institutes of Technology and the National Polytechnics. There are also other programmes spread across government ministries as well as private Institutions. Graduates from TIVET Institutions are awarded certificates and diplomas in various disciplines.

The government made initiatives for skills development through investment within the framework of the Kenya education sector Support Programme 2005-2010, it states the aims and purpose of TIVET in Kenya to involve the stakeholders in the development of a national skills training strategy and establishment of mechanisms and appropriate incentives to promote private sector investment in the development of TIVET for increased access, provision of loans and bursaries to enhance access to TIVET taking special account to marginalized groups, such as female students and the physically challenged, Mobilization of resources to rehabilitate facilities in public TIVET institutions to ensure quality training.

Global trends indicate that training needs should be geared towards competency based multi-skilling and modeling of work attitudes, which enable the workforce to be efficient, adaptable and portable across borders. These trends have been necessitated by changes in the workplace, which are now focusing on diverse human resource utilization in Kenyan enterprises to be competitive in the global markets. In Western Kenyan situation, the

growth and performance of the TIVET subsector has been rather haphazard, uncoordinated and stifling due to lack of clear vision, unified policy, appropriate legal framework and clear progression pathway. These shortcomings have resulted in ineffective coordination in training policies, disparities in training standards, frustrated graduates and disproportionate production of skilled personnel in the entire economy.

To remedy this situation, Western Kenya's national polytechnics, technical training institutes and institutes of technology are expected to play a strategic role in providing a high quality technically skilled personnel with the right attitudes for both formal and informal sectors of the economy. This goal can be achieved through a sustainable, flexible and equitable delivery system. TIVET institutions should therefore play a leading role in the realization of the governments Vision 2030 which is expected to enhance productivity, creation of wealth, employment and reduction of poverty through industrialization. Skills development through these institutions will be the most appropriate mechanism for wealth creation. In Kenya, Technical Industrial and vocational education and training programs are considered central in industrialization of economies (Federation of Kenya Employers, 1996; McGrath, 2002; Ziderman, 1997).

1.2 The Research Problem

Change is considered an internal stage that should be properly managed through a collaboration of all stakeholders and when completed the organization returns to its stable state (Benard, 2004). Kotter (1996) says that organizational change is any alteration of activities in an organization. This alteration of activities may be the result of changes in the structure of the organization, transfer of tasks, new product introduction, or

changes in attitude of group members or process, or any number of events inside and outside the organization. Factors such as globalization, intense competition and ever changing environment make change a permanent condition in all organizations. The key benefits of change management include helping one to recognize the power of human dynamics in a change process ,acting as a map for guiding action and helping stay on course rather than getting caught up in the complexity and tumult of change and thirdly it can help you develop a relationship necessary to maximize effectiveness of a change effort (Kotter,2005).

Even as the country moves towards Kenya vision 2030, there is remarkable revelation that most tertiary institutions are yet to fully embrace the medium term plan (2008-2012) flagship projects in learning, research and development processes. The Kenya vision 2030 outlines the Kenyan government commitment to improve people's living standards by improving the accessibility, affordability and quality of education hence creating urgency for change. This led to a paradigm shift from older methods to more technologically oriented approach to learning, research and development in these institutions. TIVET institutions are not an exemption to the forces of global competition, rapidly changing technologies and deregulation. The pertinent issue to how these institutions can cope with both the environment in which they operate and the constraints, challenges and threats that they face can well be understood through this research which focuses on the change management in the implementation of Kenya vision 2030 among TIVET institutions in Western Kenya region.

Previous studies have focused on change management and strategic change processes in different organizations and on different scope. Some include; Change management in the implementation of performance contracting in the public sector(Njeri,2007), Strategic Change Management at Kenya Revenue Authority(Lagat,2011), Factors that Influence Change Management Strategies at plan International Kenya (Ndung'u,2010), Management of Strategic Change in the Implementation of performance Contracting in the Ministry of Agriculture(Magu,2011),Technologically-driven Education for Industrial Growth(Kerre,2011) ,Strategic Change Management Practices at Brookside Dairy Company in Kenya (Nginga, 2010), among others. Most of these studies focused on change management practices in government parastatals and non governmental organizations. However little research is currently carried out in the TIVET institutions strategic change management in the implementation of new strategies, this project therefore seeks to find out how the implementation of Kenya vision 2030 has influenced strategic planning among TIVET institutions in Kenya(Change Management on Strategy implementation). Therefore, how are TIVET institutions managing change in the implementation of Kenya vision 2030?

1.3 Research Objective

The main objective of the research is to establish the change management practices adopted by TIVET institutions in western Kenya region in the implementation of Kenya Vision 2030.

1.4 Value of the Study

This study will be of importance in supplementing the literature on change management in the implementation of strategic plans in higher institutions of learning in Kenya. This will enrich the theory development.

It will provide management with information that will help in its change management practice, policy formulation and evaluation and an understanding of the relevance of having the right strategy with the right vision, mission and objectives for successful implementation of the strategic plans.

The Policy makers will benefit from this study to lobby for the right policies that will consider TIVET institutions as the source of the country's political and socio-economic development. The preceding policies will therefore lay a strong foundation for quality, affordable and accessible education. The academic community and researchers will obtain an additional body of knowledge on the change management process in the public institutions sector particularly with TIVET Institutions .The study will expand the body of knowledge available on these institutions. Future scholars might also find the study findings useful as a basis for further research to extend, refine or validate the findings of this study.

Through the study the government will realize the crucial role it plays in ensuring that TIVET institutions are adequately supported to achieve their objectives and therefore transforming the nation into a middle income country providing a high quality life to all its citizens by the year 2030.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter outlines the literature and authorities on strategic change management. Issues on strategic change management have been critically reviewed focusing on the concept of strategy and strategic change management practices and factors that affect strategic change management practices.

2.1 Theoretical Foundation of the Study

Successful implementation of change requires a good focus to avoid common mistakes that leads to failure. Major theorists and practitioners have proposed a number of theories and models for strategic change management. One of such theories is the contingency theory which views an organization structure and operation being dependent on the situational variables it faces, the main ones being environment, technology, and size (Burnes, 1989). It follows from this that no two organizations will face exactly the same contingencies; therefore as there situations are different, so too should there structures

and operations be different.

Two of the proponents of contingency theory, Lawrence and Lorsch (1967), highlighted the presence and danger of conflicting objectives, organizations pursuing a number of conflicting goals at the same time. The objectives of an organization will impact on its situation and its structure. Contingency theorists based their approach on systems theory, adopting the premise that organizations are open systems whose internal operations and effectiveness are dependent upon the particular situational variables they face at any one time, and that these varies from organization to organization.

The open systems theory views an organization both as a whole, and as part of a larger environment, therefore any part of an organizations activities affects all other parts. Organisations, rather than being closed, are viewed as open systems operating within a wider environment and having multiple channels of interaction (Mullins, 1993). It follows that any change to one part of the system will have an impact on other parts of the system, and in turn on its overall performance (Scott, 1987). The emphasis is on achieving the overall synergy, rather than optimizing the performance of any one individual part (Mullins, 1989). Therefore organizations are not in complete control of their own fate; they can be, and often are, affected by the environment in which they operate, and this can and does vary from organization to organization. The open systems theory view is consistent with evidence that not all organizations, or even the most successful ones, have the same structure and that even within organizations, different structural forms can be observed (Mintzberg, 1979). Like the classical approach, contingency theory seeks to apply rationality to organization design. Structure and

associated practices and policies may be strongly influenced by external forces (Mullins, 1993).

Therefore in order to achieve this delicate balance, this study will be limited to both the contingency and the open system theories that form the central plank on which change management theory stands. These theoretical perspectives on change management focus on different aspect of organizational life and therefore, each has different implications for what type of change takes place.

2.2 Change Management in Organizations

The two critical dimensions of change are; the people dimension and the business dimension. The people dimension of change involves the alignment of the organizations culture, values, people and behaviors to encourage the desired results. The business change elements includes; the change strategy, the need for change, business processes, systems and structures, implementation and post implementation. A recent global survey by McKinsey and Company (2008) concluded that two-thirds of the organizational change processes fail to realize the intended results. These findings are in line with other studies about organizational change failure rates (e.g. Burnes, 2009; Senturia et al., 2008; Rogers et al., 2006) and consistent with the rarer studies on culture-change failure (Smith, 2003). The stated general failure rate of approximately 70 percent appears to have been stable over the last decade (Wall, 2005).

Moran and Bright man (2001) links change management with people .They state that managing change is about managing people ,they continue their argument by stating

that managing change draws on our knowledge of human motivation, groups and leadership. Accelerating change requires effective, flexible and transformational leadership at all levels of management (Armstrong, 2007; Burnes, 2004; Gilgeous, 1997; Mullins, 2003). It also requires that all managers perceive themselves as having power, and capacity to lead change (Jazzar and Algozzine, 2006). The capacity to strategically, and adapt to change is a necessary condition for enhancing organizational performance, survival, and growth (Burnes, 2004; Tizard, 2001).

Cesar and Stubbings (2012) outline some of the effective change practices that organizations with the right leadership are already adopting to respond strategically to the trends, and introduce a framework for others seeking to join them. Their change model represents strategic change as a dynamic concept that dissolves the internal/external boundary of traditional change approaches. The assumption is that if one is to take the long-term success of organizations seriously one needs to take a more inclusive and integrated perspective on change. Organizations that seek growth and survival keep up with the changing environment. As a consequence of globalization, emerging technologies, and need to cope with today's turbulent environment, all organizations world over are faced with on going processes of transformation in response to demands for change. Organizational change is any alteration to structure, technology, people, or culture as a result of some threat or opportunity arising outside the organization (Gilgeous, 1997).

Organizations must be constantly be aligned with their environment by either reacting to external events or by proactively shaping the businesses in which they operate.

Organizations must continuously engage in strategic renewal (De Wit & Meyer, 2004). Organizations therefore need to develop a strategy to respond to the environmental changes, Ansoff and McDonnell (1990) states that organizations strategic response to the environment will be more timely and effective if capability is developed in conjunction with the new strategy which it will support. Strategic responsiveness can be institutionalized within an organization through a series of related measures which jointly protect strategic work from the operational, make the strategic work more effective and create a change supporting climate within the organization

Leadership is regarded as a critical factor in the initiation and implementation of the transformation in organizations. An organization seeking to successfully implement culture change must understand that this requires encouraging individuals to enact new behaviors so that desired change outcomes are achieved (Nikolaou et al., 2007; Saka, 2002). Employees who are asked to change seldom automatically change in the sense of improving how they perform their daily jobs. It is especially difficult for non-managerial employees to adapt to new work environments.

To ensure that they can deal with changing work environments, organizations need to communicate their change news effectively among their units. It is especially important for managers and supervisors to understand their roles in leading employees through this evolution (Potosky, 2010). However, many organizations routinely fail to keep managers and employees informed about how changes should proceed (e.g. Allen et al., 2007; Lewis, 2002). Organizational change is often associated with some degree of individual change, and training is seen as an important contributor to successful change efforts

(Weber and Weber, 2001; Wellins and Murphy, 1995).

Different models have been developed that help understand the concept of change management. The (8) – Stage model proposed by Kotter (1995) is a atypical model. He created the following Eight(8) Change Phases model consisting also of 8 steps: Establishing a sense of urgency; creating a coalition; Developing a clear vision; Sharing the vision; Empowering people to clear obstacles; securing short term wins; Consolidating and keep moving; and anchoring the change. According to Kotter, it is crucial to follow the eight phases of change in the above exact sequence.

Kurt Lewin (1951), from his work on change management came up with three models: Action research Model; The three step model; and phases of planned change model. The action research model is based on the emphasis that change requires action and also the recognition that successful action is based on analyzing the situation, identifying possible alternative solutions, and choosing the one most appropriate to the situation at hand.

The three step model proposes going through the steps of unfreezing, moving/changing, and refreezing. Unfreezing involves removing those forces maintaining the organizations behavior at its present level. It involves overcoming inertia and dismantling the existing “mind set”. Moving involves acting on the results of unfreezing .This is typically a period of confusion and transition. Refreezing seeks to stabilize the organization at the new set of equilibrium.

The phase of the planned change model has four stages of exploration, planning, action,

and implementation. This was developed by Bullock and Batten (1985).exploration involves becoming aware of the need for change, searching for outside assistance and establishing a contract with the consultant, which defines each parties responsibilities. Planning involves the change process of collecting information, establishing goals and getting key decision makers to approve and support proposed changes. Action phases involve change implementation and evaluation of results in order to make adjustments as necessary. Integration phase involves reinforcing new behaviors, gradually decreasing reliance on consultant, diffusing successful aspects of the change in the organization and training staff to monitor the changes constantly and seek to improve upon them.

These models on change management focus on different aspect of organizational life and therefore, each has different implications for what type of change takes place. The study will utilize Kotter's model which is useful for managers to understand that the change process takes time and is not something that happens overnight. It is essential for programme managers to understand that the steps needed to support any transformation initiative take place during all phase of the change program.

2.3 The Kenya Vision 2030

Kenya Vision 2030 is the country's new development blueprint covering the period 2008 to 2030. It aims to transform Kenya into a newly industrializing, "middle-income country providing a high quality life to all its citizens by the year 2030". The Vision has been developed through an all-inclusive and participatory stakeholder consultative process, involving Kenyans from all parts of the country (GOK, 2007). It has also benefited from suggestions by some of the leading local and international experts on how the newly

industrializing countries around the world have made the leap from poverty to widely-shared prosperity and equity. The Vision is based on three “pillars”: the economic, the social and the political.

The adoption of the Vision by Kenya came after the successful implementation of the Economic Recovery Strategy for Wealth and Employment Creation (ERS) which has seen the country’s economy back on the path to rapid growth since 2002, when GDP grew from a low of 0.6% and rising gradually to 6.1% in 2006. The economic pillar aims to improve the prosperity of all Kenyans through an economic development programme, covering all the regions of Kenya, and aiming to achieve an average Gross Domestic Product (GDP) growth rate of 10% per annum beginning in 2012. The social pillar seeks to build a just and cohesive society with social equity in a clean and secure environment. The political pillar aims to realize a democratic political system founded on issue-based politics that respects the rule of law, and protects the rights and freedoms of every individual in Kenyan society.

The Kenya Vision 2030 is to be implemented in successive five-year Medium-Term Plans, with the first such plan which expired, covering the period 2008 – 2012. While the “flagship” projects are expected to take the lead in generating rapid and widely-shared growth, they are by no means the only projects the country will be implementing. A flagship project only sets the pace for multiple vessels behind it. By the same token there are many on-going projects and yet others planned for the future by the Government and the private sector. All of these deserve attention and support. Another five-year plan was to be produced covering the period 2012 to 2017, and so on till 2030 .As the country

makes progress to middle-income status through these development plans, it is expected to have met its Millennium Development Goals (MDGs) whose deadline is 2015.

The economic pillar aims at providing prosperity of all Kenyans through an economic development programme aimed at achieving an average Gross domestic product (GDP) growth rate of 10% per annum in the next 25 years. To achieve this objective, the pillar targeted in priority sectors namely: Tourism, Agriculture and Livestock, wholesale and retail trade, manufacturing Business process outsourcing and financial services. The social pillar seeks to build a just and cohesive society with social equity in a clean and secure environment'' To achieve this objective the pillar targeted five sectors namely: education and training, health, water and sanitation, environment and housing and urbanization.

The political pillar aims at realizing a democratic political system founded on. Issue based politics and respects the out of law and protects the rights and freedoms of every individual in the Kenyan society under this pillar targeted rule of law and electoral and political process.

Also the Kenya Vision 2030 anchored on the economic, social and political pillars whose foundation is science, technology and innovation. In pursuance of the goals of this Vision, Education will provide the bedrock for the transformation of requisite human resource skills for technological and industrial transformation that will lead to increased wealth and social wellbeing as well as enhancement of the country's international competitiveness. The absence of a National Training Strategy will lead to gaps in addressing issues of skills development to meet the requirements of Vision 2030. The

Kenya Vision 2030 has accorded science, technology and innovation high priority (GOK, 2008).

Vision 2030 is based on the realization that in an increasingly knowledge-based and globalized world, Science, Technology and Innovation (ST&I) are essential, both for social and economic progress and for global competitiveness of our nation. In this regard, ST&I will be central in productivity and the socio-economic transformation of the country. In view of this Higher Education has a special role in human resource development, research and knowledge generation. ST&I will therefore be strengthened in order to enhance their application in the national production systems for sustainable development. The Medium Term Plan of 2008-2012 of the Vision 2030 provides for attainment of high economic growth and the provision of quality services for Kenyans. In addition it focuses on improving and modernizing the country's infrastructure and achieving the long overdue structural transformation from a factor based economy to a knowledge based economy (GOK, 2008).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology of the study. It shows how the research was executed and how respondents were approached as well as when, where and how the research was completed. The chapter therefore entails the way the study was designed, the data collection techniques and the data analysis procedures.

3.2 Research Design

A research design facilitates the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted: It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2011).

This research was based on a cross sectional descriptive survey approach. It helped in carrying out in depth investigation and therefore creating a greater understanding of the phenomenon. The design acted as a plan and structure of investigation so conceived as to

obtain answers to the research question, guiding the selection of sources and types of information. The descriptive cross sectional design was preferred because the research problem covered a number of institutions in the western region and the cross-sectional nature of the data collected. The design aimed to establish the change management practices adopted by TIVET institutions in the implementation of Kenya vision 2030.

3.3 Population of the Study

The target population consisted of the all TIVET institutions in the Western Kenya region offering Diploma and craft courses. The list of TIVET Institution in this category is attached in appendix II. These institutions fall under the Ministry of Education, Science and Technology and draw there mandates from respective acts of parliament that created them.

There are a total of thirteen TIVET institutions in the western Kenya region offering diploma and craft courses. Purposive sampling technique was adopted, where principals from the thirteen TIVET Institutes were presented with questionnaires. Purposive sampling is judgmental sampling where the researcher uses his/her judgment regarding the participants from whom he or she wants to collect information, (Oso and Onen 2006).

3.4 Data collection

Primary data was used; the data was both qualitative and quantitative. It was collected through structured questionnaire attached in Appendix I , the questionnaire targeted the top management of the TIVET institutions. The abstractness, verifiability, elusiveness

and closeness of data to the phenomenon guided the research instrument used.

The structured questionnaire was preferred because of the research design chosen. The descriptive cross-sectional survey data can well be collected by use of the questionnaire. The method was also chosen due to the kind of information required to be obtained to address my research objective.

3.5 Data Analysis

Data analysis involved computation of certain measures along with searching for patterns of relationship that exist among data-groups. The data collected was processed in accordance with the outline laid down for the purpose at the time of developing the research plan.

Data collected was edited to ensure it is accurate and consistent with other facts gathered. Content analysis was used to analyze the data. This was because of the nature of the data collected. Data analysis helped to reduce the collected data to manageable size, develop summaries and applying statistical techniques. Responses to quantitative data were analyzed using descriptive statistics. The analyzed data was interpreted in line with the research question and objectives.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

The main objective of the study was to establish the change management practices adopted by TIVET institution in western Kenya region in the implementation of Kenya vision 2030. To achieve this objective, data was collected from respondents drawn from the top management of these institutions. The study specifically targeted the Principals of these institutions. The principals were considered to be involved in the design and implementation of the key institutional strategies. Out of the thirteen TIVET institutions that were targeted, all of which were served with a questionnaire, ten responded by returning filled questionnaires. This formed 76.9% response rate, which was considered adequate for analysis.

To achieve the objective, the institutions top management were served with statements describing change management practices in the implementation of Kenya vision 2030. They were then required to rate on a scale of 1 to 5 the extent to which the

statement applies in their respective institutions. This served to indicate which change management experiences were predominant in the implementation of Kenya vision 2030 in these institutions. The findings of the study are presented and discussed in this chapter.

4.2 Institutional Profile

Institutional profile information that was sought by the study included that concerning the institutions years of existence, the ministry under which they operate and the number of students. This information will be very important in making conclusion on the findings of the study. The findings of the study are presented in Table 4.1.

Table 4.1: Year of establishment of the institutions.

Year of establishment	Frequency	Percent
4-7	2	20
8-11	1	10
Above 12	7	70
Total	10	100

Source : Research Data(2013)

The study established that all institutions operate under the ministry of education, science and technology but fall under different category. The study also established that 20% of the institutions studied were established between 4-7 years. 10% 8-11years and most of the institutions were established above 12 years, rated at 70%. Table 4.2 presents the category of the institutions studied

Table 4.2 Category of Institutions

Category	Frequency	Percent
National Polytechnics	2	20
Technical Training Institutes	5	50
Institutes of Technology	3	30
Total	10	100

Source : Research Data(2013)

It was established that 50% of the institutes studied fall under the category of technical training institutes, 20% national polytechnics and 30% institutes of technology.

The study used the number of students to measure the size of the institutions and the findings are as shown in Table 4.3.

Table4.3.: Size of respondent organizations (Number of students)

No of students	Frequency	Percent
Below 500	0	0

500-1000	3	30
1001-2000	3	30
Over 2000	4	40
Total	10	100

Source : Research Data(2013)

The findings as shown in table 4.3, indicate that 40% of the institutions were very large with over 2000 students, 30% were fairly large with 500-1000 and 1001-2000. The number of students will help to know the size of each of the institutions studied.

4.3. Change Management in the implementation of Kenya Vision 2030.

The main objective of the study was to establish the change management practices adopted by TIVET institutions in western Kenya region in the implementation of Kenya Vision 2030. To achieve this the respondents were presented with statements describing such change management practices and were required to rate, on a five point Likert scale, the extent to which the statements describe change management in their institutions during Kenya vision 2030 implementation. The response to this set of statements were analyzed to obtain percentages, which show the proportions of respondents who indicated the various extents to which the statements describe change management in their institutions during Kenya vision 2030 implementation.

The study was guided by Kotter's (1996) change management model and most of the statements that were presented to the respondents in describing the change management at the institutions were derived from the model. For the purpose of this study, a

descriptive statement would be considered to have been applicable if combined proportions of respondents who indicated large extent and very large extent add up to more than 50%. This will be interpreted to mean that 50% or more of the institutions exhibited that particular management experience during Kenya vision 2030 implementation. For conveniences and for ease of reporting, the findings are presented in sets of four tables.

Table 4.4 Change management Practices

Statement	Response	Frequency	Percent	Mean	Standard deviation
The institution operated within the aspirations of Kenya vision 2030	Moderate Extent	5	50	3.6	0.6992
	Large Extent	4	40		
	Very Large Extent	1	10		
	Total	10	100		
The Institution promoted e-learning across all departments	Less Extent	8	80	2.3	0.674949
	Moderate Extent	1	10		
	Large Extent	1	10		
	Total	10	100		
The Launch of Kenya Vision 2030 created a sense of urgency around needed change	Less Extent	1	10	4.0	0.471405
	Moderate Extent	1	10		
	Large Extent	8	80		
	Total	10	100		
The Institutions established an increased sense of urgency around needed change	Less Extent	3	30	3.4	0.699206
	Moderate Extent	2	20		
	Large Extent	5	50		
	Total	10	100		
The Management identified and discussed key issues towards change management	Less Extent	2	20	3.5	0.867934
	Moderate Extent	3	30		
	Large Extent	4	40		
	Very large Extent	1	10		
	Total	10	100		

The institution assembled a group with enough power to lead the change effort	Not at all	1	10	4.2	0.632456
	Less Extent	1	10		
	Moderate Extent	2	20		
	Large Extent	3	30		
	Very Large Extent	3	30		
	Total	10	100		
The institutions enhanced the groups to work together as a team and bestowed it with enough responsibility and authority to lead the change process	Less Extent	1	10	3.4	1.074968
	Moderate extent	3	30		
	Large Extent	4	40		
	Very large extent	2	20		
	Total	10	100		

Source: Research data(2013)

The findings of the study show that all the institutions that participated in the study operated within the aspirations of Kenya vision 2030 rated at 50%; However most of them still lagged behind in promotion of e-learning across all departments and the study established that only 10% of the institutions are embracing e-learning across all the departments; The launch of Kenya vision 2030 greatly created a sense of urgency for change in these institutions rated at 90%; their management identified and discussed key issues towards change management rated at 50%; The results indicate that the management assembled a group with enough power to lead the change effort and enhanced the group to work together as a team and bestowed them with enough responsibility and authority to lead the change process rated at 60%. The mean 2.3 and a standard deviation of 0.674949 for promotion of e-learning across all departments is a clear indicator that the institutions have or are embracing e-learning but at a slower rate.

The standard deviation clearly shows the varied responses. There are also other

institutions which have not shown any initiative to embrace the current technology.

There is clear evidence from the findings that there was urgency for change in these institution following the launch of Kenya vision 2030 with a mean of 4.0 and a standard deviation of 0.471405, an indication that to a large extent the old systems and policies were no longer able to support successful implementation of the strategic plan.

Table 4.5 presents a second set of the statements that describe the management of strategic change in the implementation of Kenya vision 2030 among TIVET institutions in western Kenya region. The results show that out of the five statements, four were rated as above average with various magnitudes.

Table 4.5: Change management Practices (Contd)

Statement	Response	Frequency	Percent	Mean	Standard deviation
A vision is developed to help direct the change effort for effective and successful implementation of the change in the institutions	Less Extent	1	10	4.0	0.471405
	Moderate Extent	1	10		
	Large Extent	7	70		
	Very large extent	1	10		
	Total	10	100		
Using every means possible, the new vision and strategies are communicated to all institutional members.	Less Extent	1	10	4.3	0.823273
	Moderate Extent	1	10		
	Large Extent	3	30		
	Very large Extent	5	50		
	Total	10	100		
All Institutional employees are empowered to act on the vision by getting rid of obstacles	Less Extent	1	10	3.3	1.05935
	Moderate Extent	5	50		
	Large Extent	3	30		
	Very large Extent	1	10		
	Total	10	100		
There is re-	Less Extent	1	10		

evaluation of processes ,regulation and policies to empower the employees meet the objective of Kenya vision 2030 in the institutions	Moderate Extent	2	20	4.0	0.699206
	Large Extent	4	40		
	Very Large Extent	3	30		
	Total	10	100		
The Management identified and discussed key issues towards change management	Less Extent	2	20	3.4	0.987321
	Moderate Extent	3	30		
	Large Extent	4	40		
	Very large Extent	1	10		
	Total	10	100		
The institution assembled a group with enough power to lead the change effort	Not at all	1	10	4.2	0.632456
	Less Extent	1	10		
	Moderate Extent	2	20		
	Large Extent	3	30		
	Very Large Extent	3	30		
	Total	10	100		
The institutions enhanced the groups to work together as a team and bestowed it with enough responsibility and authority to lead the change process	Less Extent	1	10	3.4	1.074968
	Moderate extent	3	30		
	Large Extent	4	40		
	Very large extent	2	20		
	Total	10	100		

Source: Research Data(2013)

From the research findings, it was found out that the institutions developed a change vision to help direct the change effort for effective and successful implementation of Kenya Vision 2030, rated at 80%; however not all institutional employees were empowered to act on the vision by getting rid of obstacles to change. The new vision and strategies were communicated to all institutional employees, rated at 80%. It was observed that most of the institutions re-evaluated processes, regulations and policies to

empower the employees meet the objectives of Kenya vision 2030, and every obstacles to planned change were eliminated, rated at 70%.

The above results indicate the institutions, upon the launch of Kenya vision 2030 redefined their vision to reflect the desired state and the new vision and strategies were communicated to all institutional employees. The mean and standard deviation for each response clearly confirms that these institutions had varied responses and to a large extent communicated the change vision to all the employees using every means possible, rated at 4.3 and a standard deviation of 0.823273. It is, however worth noting that the institutions did not fully empower its employees to act on the new vision and strategies.

The third set of descriptive statements presented in Table 4.6 below show the findings of the study which reveal that the institutions, in managing change in the implementation of Kenya vision 2030 failed to monitor and adjust strategies in response to the needed change; However hired, promoted and developed people to implement the change vision, rated at 100%;empowered employees to act on the vision by getting rid of the obstacles, rated at 80%;and they planned for and created short term wins ,recognizing and rewarding performance of the employees, rated at 50%.

The results, however, indicate that the institutions have done commendably well with respect to hiring, promoting and developing manpower to implement the vision as the mean and standard deviation show at 4.1(to a large extent) and 0.737865(varied responses) respectively, but performed poorly in monitoring the systems and departments in response to the needed change. The results are presented in Table 4.6.

Table 4.6 Change management Practices (Contd)

Statement	Response	Frequency	Percent	Mean	Standard deviation
The institutions monitored and adjusted strategies in response to problems in the change process	Less Extent	2	20	3.7	1.05935
	Moderate Extent	7	70		
	Very large extent	1	10		
	Total	10	100		
The institution hired, promoted and developed people who can implement the change vision	Large Extent	8	80	4.1	0.737865
	Very large Extent	2	20		
	Total	10	100		
The institutions empowered employees to act on the vision by getting rid of the obstacles to change	Moderate Extent	2	20	4.2	1.05935
	Large Extent	6	60		
	Very Large Extent	2	20		
	Total	10	100		
The institution provided further empowerment by providing the training of employees need, making structures to be comparable with the vision	Less Extent	2	20	4.2	0.97183
	Less Extent	1	10		
	Moderate Extent	1	10		
	Large Extent	5	50		
	Very large Extent	3	30		
	Total	10	100		
The institutions planned for and created short term wins by, planning for visible performance improvement, recognizing and rewarding	Less Extent	1	10	3.4	0.699206
	Moderate Extent	4	40		
	Large Extent	5	50		
	Total	10	100		

employees involved in the improvement.					
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Source: Research Data(2013)

Table 4.7: Change management Practices (Contd)

Statement	Response	Frequency	Percent	Mean	Standard deviation
The institutions have institutionalized new approaches by articulating the connections between the new behavior and corporate success and developing the means to ensure leadership development and success.	Less Extent	1	10	3.7	0.948683
	Moderate Extent	2	20		
	Large extent	4	40		
	Very Large Extent	3	30		
	Total	10	100		
The institutions have put up a performance evaluation with Kenya vision 2030 objectives attainment measurement criteria and evaluation system.	Less Extent	1	10	4.1	0.994429
	Moderate Extent	2	20		
	Large Extent	4	40		
	Very Large Extent	3	30		
	Total	10	100		
There is enhanced institutional capacity centred people and processes in ensuring that inefficient processes do not get in the way of the drive to success.	Less Extent	1	10	4.0	0.942809
	Large Extent	5	50		
	Very Large Extent	4	40		
	Total	10	100		
There is institutionalized	Less Extent	1			

accountability for performance with focus on results in the institutions	Moderate Extent	4	10	4.2	0.97183
	Large Extent	4	10		
	Very Large Extent	1	50		
	Total	10	100		
There is absence of occasional political interference and undue influence that will inhibit the institutions ability to meet Kenya vision 2030 education objectives and expectations in the institutions	Less Extent	5	50	3.4	0.699206
	Moderate Extent	2	20		
	Large Extent	1	10		
	Very Large Extent	2	100		
	Total	10	100		

Source: Research Data (2013)

From the above Table ,the results reveal that to a large extent, principals of the institutions have institutionalized new approaches by articulating the connections between the new behavior and institutions success and developing the means to ensure leadership development and success ;put up a performance evaluation system with Kenya Vision 2030 objectives attainment measurement criteria and evaluation system, rated at 70%;the institutions have enhanced institutional capacity centered on people and processes in ensuring that inefficient and ineffective processes do not get in the way of the drive to success, rated at 90%;there has been institutionalized accountability for performance with focus on results.

The results however indicate that most institutions experience occasional political interference and undue influence that inhibits them from meeting Kenya vision 2030 educational objectives and expectations, which was rated at 30%.The standard deviations and the mean shows how varied the respondents answers were, for instance a mean of 4.1

implies that to a large extent the institutions studied have put up a performance evaluation system with Kenya vision 2030 objectives attainment measurement criteria and evaluation system and a standard deviation of 0.994429 is shows how the responses were spread among the institutions studied

4.4 Discussions

Technical,Industrial,Vocational and Entrepreneurial programs are considered central to industrialization of economies, they are considered as an alternative that would ensure development by alleviating unemployment and transmitting skills and values useful in employment. The study established that TIVET institutions in Western Kenya are aligning themselves to the aspirations of Kenya vision 2030, though a few of these institutions are still lagging behind as the study has unearthed quite a considerable deviations and varied responses.

The results in this study show that the institutions practiced change management in more or less the same way the theory suggests. The process mirrored more on the 8 step model provided by Kotter (1996). The urgency for change after the launch of Kenya vision 2030 suggests that the institutions structures and operations were to be altered to align themselves to the aspirations of the vision. This confirms the contingency theory of change management which views organizations structure and operations being dependent on the situational variables it faces, the main ones being environment, technology, and size. The findings also agree with the open system theory (Burnes, 1989), since most of

the change management practices were to be implemented across all departments. As the open system theory concludes that any change to one part of the system will have an impact on the other parts of the system and in turn on its overall performance. This shows that the institutions used more of the steps provided by the theory in the change management.

The findings on the change management on the implementation of strategy coincide with those of previous scholars, for instance as far as the importance of assembling a group with enough power to lead the change effort the results confirm those of Ndung'u (2010) who concluded that teams are important in facilitating organizational learning , establishing common goals ,and providing support to accomplish these goals and added that teamwork speeded the management of change in the organization. Nginga(2010) on her study on the strategic change management practices at Brookside dairy company in Kenya concluded that Stakeholders can influence the change process either by influencing managerial decision-making or by not providing the necessary resources for the change and Communication of the new vision is important to any change management process. Her findings also agrees with Ndung'u (2010) who noted that the company creates a vision and strategy to help guide the change effort and ensured this is shared with the employees by continuously using available channels to communicate the vision and strategy. They also concluded that elimination of obstacles to the planned change, modification of the systems and structures that undermine the change vision as well as focus on results rather than the activities was evident in the respective organizations studied which also agrees with the findings of this study.

These results also coincide with Njeri (2007) who concluded that in most of the public

sector organization studied developed a vision to direct the change effort and using every means possible, the new vision was communicated to all institutional members. He also established that most organizations monitored and adjusted strategies in response to problems in the change process. Lagat (2011) found that the right vision is important for successful change management in Kenya Revenue Authority. Kerre (2000) concluded that tertiary institutions are the bedrock of innovative economy. Magu (2011) focused on the concept of strategic change management and established that the management plays a crucial role for the success of the process.

It should however be noted that the proportion of those institutions who rated the statements as not describing the change at all, describing it to a less extent, and to a moderate extent provide evidence that there are considerable number of institutions that have not embraced the changes necessary in the implementation of Kenya vision 2030. Therefore no absolute conclusion could be drawn with respect to the institution's move to initiate changes that would guarantee successful implementation of the Kenya vision 2030.

Thus the results in this study are consistent with both theory and empirical findings on the concept of change management though the contexts in other studies differed. There is general observation that most institutions have made numerous bold steps to undertake various transformations since the launch of Kenya vision 2030 in 2008, so that they ensure successful implementation of the Kenya vision 2030. However the findings show clearly that there are some institutions in which some transformations have not been undertaken while in others they have been undertaken to minimal degrees.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

In this chapter the findings of the study are summarized and conclusions made in relation to the objective of the study. Also included in this chapter are the limitations of the study and suggestions for further research.

5.2 Summary of Findings

Kenya vision 2030 was launched in 2008 with an aim to transform Kenya into a newly industrializing, “Middle income country providing a high quality life to all its citizens by the year 2030”. Kenya therefore, aims at creating a globally competitive adaptive, and innovative human resource base to raise its productivity to international standards. For successful implementation of Kenya vision 2030 in various TIVET institutions, necessary changes have to be initiated and managed effectively. These changes will only be possible through strengthening existing TIVET institutions to align themselves to the aspirations of Kenya vision 2030. This study sought to establish the change management

practices adopted by TIVET institution in western Kenya region in the implementation of Kenya vision 2030.

The study established that most of the institutions were making impressive steps in initiating and managing the required changes. It was established that most of the change initiatives that were presented to the respondents received above average ratings. The change experiences ranged from sensing the urgency for change, articulating and communicating the vision for change; forming a guiding coalition and teams to lead the change process and empowering the team to lead the change effort.

It was however ,noted that revelations from the findings of the study indicated that in as much as most institutions were making impressive strides forward ,the proportion of those organizations who rated the changes as having initiated to a less extent ,and to a moderate extent provided evidence that there are considerable number of institutions that have not embraced the changes necessary in the implementation of Kenya vision 2030. The country therefore cannot industrialize effectively as some of the institutions are still struggling incorporate e-learning and also empower institutional employees to act on the vision by getting rid of obstacles.

The study further established that the institutions with over 2000 students were established over twelve years ago and such institutions had well-structured systems that support the change effort compared to newly established institutions. It is, however, worth noting that there is occasional political interference and influence that greatly influenced the institutions successful management of the needed change.

5.3 Conclusion

The challenges of the 21st century characterized by phenomenal scientific and technological developments indeed appear insurmountable against Kenya's bold steps in ordering a middle income high quality lifestyle in her citizens by 2030. The leverage for such industrial transformation has been credited to a technologically driven education sector responsible for the production of a workforce with the pre-requisite knowledge, skills and innovativeness for a dynamic knowledge economy. Therefore the significance of the findings of the change management in the implementation of Kenya vision 2030 among TIVET institutions in western Kenya region cannot be overlooked.

The findings of this study have unearthed a number of key issues regarding change management in the implementation of Kenya vision 2030 among TIVET institutions in western Kenya. From the findings of this study it could be observed that whereas most institutions initiated and managed a number of changes to a great extent during the implementation of Kenya vision 2030, there are still some which have not initiated some changes or if they have, they have done so less and/or moderate extents. This implies that in as much as the findings revealed impressive and encouraging developments, the impressive development were not being made by all institutions.

The study findings also revealed that the great challenge to change management in these institutions was political interference and influence. Most of the principals' decisions were greatly influenced by the waves of the politics which in turn will lead to poor leadership and therefore hindering successful implementation of Kenya vision 2030 among these institutions.

The study has established that laxity among the top management, for example once the Kenya vision 2030 was initiated and flagship programmes, institutions do not continue seriously with programme implementation, monitoring and evaluation. This was evident as most of the institutions were lagging behind in almost all issues with regard to change management in the implementation of Kenya vision 2030 especially in the areas of e-learning, empowering institutional employees and dealing with any resistance to change in form of obstacles.

It was also clear from the study that for successful implementation of Kenya vision 2030, there was, to large extent urgency for the needed change in all the institutions studied. This served as a driving force to put up all systems necessary for the needed change to be successfully achieved. The study further concluded that a vision was necessary to act as a guide to the needed change. Vision gives direction to the implementation of the new policies and forms the basis for any effective and successful achievement of the objectives.

Most of these institutions in collaboration with the government recognized the importance of hiring, promoting and developing people who can implement the change vision which was effectively communicated to the institutional staff. The study concludes that most TIVET institutions have not fully embraced e-learning, which is one of the flagship programme for successful implementation of Kenya vision 2030 as stipulated in the policy document (2008). This is therefore an indication that, these institutions face diverse obstacles for the success of this programme ranging from financial constraints to and lack of technical skills to integrate e-learning across all the

departments. This has led the institutions to stick to the older ways of learning which are overtaken by technological innovations.

Finally ,there is need for the TIVET institutions management and all the stakeholders to ensure that e-learning is fully adopted and used in all operations both management and content delivery in order for them to encourage Research and development across all the departments.

5.4 Recommendations for Policy and Practice

For managerial practice, the study has clearly shown that for successful implementation of Kenya vision 2030 among TIVET institutions, there is a great need for these institutions management to establish an increased sense of urgency around the needed change, improve and uplift the quality of systems and facilities especially ICT integration and emphasis on e-learning across all departments in all TIVET institutions in the larger Western Kenya region.

The top management of these institutions need to put together a group with enough power to lead the change effort and enhance the group to work together as a team and fully bestow it with enough responsibility and authority to lead the change effort. For successful implementation of Kenya vision 2030 the management must develop a vision to help direct the change effort and using every means possible communicate it to all institutional members. Hiring, promoting and developing people to cope up with the dynamic and changing environment to ensure that the graduates produced are competent and relevant to the global environment should be factored by the government in

collaboration with the institutions management.

The study revealed that there is need for monitoring and evaluations systems among these institutions to assess the extent of the implementation process against the set standards and objectives. The top management should empower the groups and individual employees assigned to lead the change process and hold them accountable in case of any anomalies or deviations from the set objectives.

For policy makers, for instance the government, through the Ministry of Education, Science and Technology must put up structures that will create a conducive environment for successful implementation of Kenya Vision 2030 among these institutions. The government should also improve on the disbursement plan of funds for programmes and projects that will facilitate these institutions to meet the objectives of Kenya vision 2030.

5.5 Limitations of the Study

The understanding of the concept of change management was a great challenge to most Principals. They could not link the relationship between change management and the implementation of major strategic plans for instance Kenya vision 2030.

The study was conducted using predetermined questionnaire. This hindered respondents from expressing their views freely and widely. The study involved the principals of these institutions; this might have affected the results since there was a likely of distortion in the information given. Also, since Kenya vision 2030 is a national strategic planning concept, other dimensions other than education, which this study focused on could be investigated in other government institutions. There was biasness especially on answers

to questions affecting the administration directly. Some respondents were not willing to respond to questionnaire whereas others submitted partially filled questionnaire which means that they were selective on the kind of questions to respond to. The use of questionnaires as a research tool proved to be ineffective since the researcher cannot certainly confirm if the respondents targeted and served with the questionnaires were the ones who responded.

Some of the Institutions served with questionnaires were newly established therefore had no clear and strengthened structures to facilitate smooth implementation of the Kenya vision 2030. Due to these limitations, it was not possible to get responses from all the intended institutions to participate in this study.

5.6 Suggestions for Further Research

From the limitations of the study, further research should seek to study should seek to focus on the implementation of strategic plans rather than overemphasis on change management. Also Challenges of implementation of Kenya vision 2030 among TIVET institutions in western Kenya region should be an area of interest to most researchers. A study of all TIVET institutions (From those offering artisan, craft courses, diploma courses and higher national diploma) can be recommended.

Also, since Kenya vision 2030 is a national strategic planning concept, other dimensions other than education, which this study focused on could be investigated in other government institutions. Due to the limitation of varied and diverse responses from the respondents, due to the duration of the institutions operations; A study of the National

polytechnics which have existed for over 12 years should be conducted separately from newly established Technical Training Institutes.

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APPENDICES

Appendix I: Letter to the Respondent

University of Nairobi
School of Business.
P.O BOX 30197,
NAIROBI.

**RE: CHANGE MANAGEMENT IN THE IMPLEMENTATION OF KENYA
VISION 2030 AMONG TIVET INSTITUTIONS IN WESTERN KENYA**

I am a post graduate student undertaking a master of business administration, school of business university of Nairobi. I am currently carrying out a research on the above subject

I kindly request you to provide the required information by responding to the questions in the questionnaire .The information you provide is purely for academic purpose and will be used and treated with a lot of confidentiality.

A copy of the findings of the research will be availed to you upon request. I will be glad if you will grant me your corporation in this academic exercise.

Thanks in advance for your precious time.

Yours faithfully,

Paul Watsiera shingalaba

Appendix II: University of Nairobi Letter of Introduction

Appendix III: Questionnaire

This questionnaire has been designed to collect information from Top Management in TVET institutions in western Kenya region and it is meant purely for academic purposes only. The questionnaire is divided into two sections. Please complete each section as instructed. All the information provided in this questionnaire will be treated with utmost confidence.

SECTION A: Bio Data (Please tick as appropriate).

1. Name of Institution.....

(Optional)

2. Year of establishment.....

0-3 years 4-7 years 8-11 years 12 years and above

3. Which category is the Institution?

National Polytechnic Technical Training Institute Institute of

Technology

4. Ministry under which the Institution operates

.....

5. Number of students (tick)

Below 500 ()

500-1000 ()

1001-2000 ()

Over 2000 ()

SECTION B: Change Management in the implementation of Kenya Vision 2030 among TIVET institutions.

Please indicate on a scale of 1 to 5 below, the extent to which the following statements describe change management in your institution in the implementation of Kenya Vision 2030. Use the key below and tick as appropriate.

Key: 1 – Not at all

2 –To a less extent

3 – To a moderate extent

4 – To a large extent

5- To a very large extent

STATEMENT	1	2	3	4	5
Your institution operates within the aspirations of Kenya Vision 2030.					
Your Institution promotes e-learning across all departments.					
The launch of Kenya vision 2030 created a sense of urgency for change in your institution.					
Your Institution establishes an increased sense of urgency around needed change.					

The management identifies and discusses key issues towards change management.					
Your institution assembles a group with enough power to lead the change effort.					
Your institution enhances the group to work together as a team and bestows it with enough responsibility and authority to lead the change process.					
A vision has been developed to help direct the change effort for effective and successful implementation of the change in your institution.					
Using every means possible, the new vision and strategies are communicated to all institutional members.					
All Institutional employees are empowered to act on the vision by getting rid of obstacles.					
Your institution puts together a group with enough power to lead the change.					
Your institution creates a vision and strategy to help guide the change effort.					
There has been re-evaluation of processes, regulation and policies to empower the employees meet the objectives of Kenya vision 2030 in your institution.					
Your institution eliminates obstacles to planned change.					

Your institution continuously uses every available means to communicate the new vision and strategy.					
Your institution modifies systems or structures that undermine the change vision.					
Your institution monitors and adjusts strategies in response to problems in the change process.					
Your institution hires, promotes and develops people who can implement the change vision.					
Your institution empowers employees to act on the vision by getting rid of obstacles to change.					
Your institution provides further empowerment by providing the training of employees need, making structures to be compatible with the vision.					
Your institution plans for and creates short term wins by, planning for visible performance improvement, recognizing and rewarding employees involved in the improvement.					
Your institution has institutionalized new approaches by articulating the connections between the new behavior and corporate success and developing the means to ensure leadership development and success.					
Your institution has put up a performance evaluation system with Kenya vision 2030 objectives attainment measurement criteria and					

evaluation system.					
There has been enhanced institutional capacity centered people and processes in ensuring that inefficient and ineffective processes do not get in the way of the drive to success in your institution.					
There has been institutionalized accountability for performance with focus on results in you institution.					
There is absence of occasional political interference and undue influence that will inhibit the institutions ability to meet Kenya vision 2030 education objectives and expectations in your institution.					

THANK YOU FOR YOUR PARTICIPATION

Appendix IV: TIVET Institutions in Western Kenya Region

BUMBE TECHNICAL TRAINING INSTITUTE	P.O. BOX 70, SIO-PORT
BUSHIANG'ALA TECHNICAL TRAINING INSTITUTE	P.O. BOX 2227 KAKAMEGA
FRIENDS COLLEGE, KAIMOSI	P.O. BOX 150, TIRIKI
KISIWA TECHNICAL TRAINING INSTITUTE	P.O. BOX 648-50200, BUNGOMA
KISUMU POLYTECHNIC	P.O. BOX 143, KISUMU
MATILI TECHNICAL TRAINING INSTITUTE	P.O. BOX KIMILILI
MAWEGO TECHNICAL TRAINING INSTITUTE	P.O. BOX 289, OYUGIS
RAMOGI INSTITUTE OF ADVANCED TECHNOLOGY	P.O. BOX 1738, KISUMU
SANG'ALO INSTITUTE OF SCIENCE & TECHNOLOGY	P.O. BOX 158, BUNGOMA
SHAMBERERE TECHNICAL TRAINING INSTITUTE	P.O. BOX KAKAMEGA
KITALE TECHNICAL TRAINING INSTITUTE	P.O BOX KITALE
SIAYA INSTITUTE OF TECHNOLOGY	P.O. BOX 1087, SIAYA
SIGALAGALA POLYTECHNIC	P.O. BOX 2966, KAKAMEGA

Source: Ministry of Higher Education(2009)