Management of Change and Competitiveness of Public Universities; Kenyan perspective

David Gichuhi
Karatina University

ABSTRACT: Due to technology and globalization there is every growing need for change in today's environment, handling changes within organizations has turn out to be extra important than ever before. The findings of the study showed that the institutions support management of change. The management was found to be proactive to change. There were however, several issues raised in relation to management of change. Institutions were not willing to invest on matters related to management of change and employees were not given support through their personal transitions. Respondents also noted that there was no effective communication on matters of change and the top management does not support employees to take risk in their work. The study findings imply that management of change influences the competitiveness of public universities in Kenya

I.   BACKGROUND OF STUDY

Change is what presses us out of our comfort zone and it is inevitable (Sidikova, 2011). Kitur (2015) is of the view that change comes in an organization in many forms: merger, acquisition, joint venture, new leadership, technology implementation, organizational restructuring, and change in products or regulatory compliance. The change may be planned years in advance or may be forced upon an organization because of a shift in the environment. Organizational change can be radical and alter the way an organization operates, or it may be incremental and slowly change the way things are done.

The global market economy, technology introductions, aging boomer population, and less than honest world competition have all had an impact of change management. With the sudden financial shock in late 2008, many employers rushed to downsize their organizations to capture possible profits. In today's business environment, it's becoming obvious that nothing remains still (Olubayo 2014). He emphasizes that the rate of change which business organizations face have continued to increase more and more in the last five decades. This is as a result of advances in information and communication technology increasing democratization of economies and liberalization of economies across the globe. Universities today operate in such a competitive environment and the need to adopt change is inevitable and ought to be discussed.

There should be frequent organizational changes to be able to cope with the ever turbulent environment in which Universities operate. Helping workers deal with change is one of the greatest challenges Universities are facing today. This is because change is quite a complex and often an emotional process. Understanding how people deal with change will help an organization manage a successful transition (Kamugisha, 2013).

Universities can play two major roles in the development process. They can produce research which is aligned with the needs of the region and relevant to the local economy (Swain, 2010).Universities need to focus upon innovative research activities which improve the quality of their regional environment. This includes research that impacts the traditional areas such as tourism, or more broadly, the service sector, biomedical research, environmental issues, and oil and gas. It may also include new areas such as construction, any type of infrastructure, public service, economic building/rebuilding, disaster logistics, and business continuity and flexibility.

According to Wanza (2016), in Africa, change is as well inevitable. Most African countries have undergone series of changes. Universities in Africa have gone through tremendous changes due to growth and expansion of institutions of higher learning. In order to compete globally, universities have embraced change management factors such as culture, technology, leadership and structure which affects both employee and organizational performance. In on to remain competitive universities have adopted cultural systems known to every employee which are add value to their performance, for instance we value quality education. Leadership

changes may influence employee performance. The leader as a person in charge or as a change agent can manage an organization or the process of organizational change more effectively and successfully if he/she is capable and competent. (Asghar, 2010).

Sifuna (2012), while investigating leadership in Kenyan public universities and the challenges of Autonomy and academic freedom found out that there are numerous challenges facing public universities in Kenya today that require innovation and continuous change in order to cope effectively. Gudo, Olel and Oanda (2011) also in their study on University expansion in Kenya and issues of quality, although focusing on challenges and opportunities, came up with similar findings. Since these changes are inevitable, it is important to study the change process in order to better understand it and determine the extent of influence certain key organizational factors have on its successful implementation within public Universities.

II. PROBLEM STATEMENT

Kute&Upadhyay (2014) and Abbas, Muzaffar, Mahmood, Ramzan& Rizvi (2014) found a positiverelationship on change management factors and employee performance. Dauda and Akingbade (2014) in their study found no significant relationship of technological changes and employee performance. Al-Jaradat, Nagresh, Al-Shegran&Jadellah (2013) found a positive relationship between the areas of change (organizational structure, technology, individuals) and the performance of workers. Due to dynamic changes worldwide, universities as well tend to change over time in order to fit the current situation and at the same time maintain and retain customers Wanza (2016), 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. Despite expectations and preparation for change, change itself is dynamic and requires constant preparation to overcome and keep afloat in the competitive market of Education.

III. METHODOLOGY

The research adopted descriptive survey and correlation designs in seeking to determine the factors that affected competitiveness of public universities in Kenya. The target population was all the staff of public universities totaling 17955. All the seven public universities were included in the study. Stratified sampling was adopted to obtain a representative sample of the study which was 384 in number. Non-proportionate sampling was used to select the actual number of teaching and non-teaching members of staff from each university while proportionate sampling was used in selecting the sample from the different universities. A questionnaire was used to collect data. The questionnaire comprised closed ended questions. The questionnaire was pretested before data collection for validation and reliability. Data was analyzed using descriptive statistics. The analyzed data was presented using tables, charts and percentages. The Statistical Package for Social Sciences was used. To determine the significance of each variable that affected competitiveness t-test was used. Multiple linear regression model was used to show whether the stated independent variables significantly influenced competitiveness. The study established a positive linear correlation between all the independent and the dependent variable

IV. LITERATURE AND THEORETICAL FRAMEWORK

Korir, Mukotive, Loice&Kimeli (2012) defined change management as the effective management of a business change such that executive leaders, managers and frontline employers work in concert to successfully implement the needed process, technology or organizational changes. While Moran &Brighton (2011) defined change management as the process of continually renewing an organization direction, structure and capabilities to serve the ever changing needs of external and internal customers.

Linda & Lori (2006) in a study on Applying adaptive leadership to successful change initiatives in academia, revealed that there is great potential for successful change initiatives offered by adaptive leadership. They also noted that adaptive leadership process is not intended to be the only strategy in solving significant organisational problems. However, the process can provide a set of guidelines that enable leaders to know when and how to address the increased demand to be accountable, competitive, and financially viable academic environment while fostering sustainable and successful modifications in the relationship between the organisation and its stakeholders. The study adopted a case study design when two case studies were undertaken.

According to Wanza (2016) Universities operate in a dynamic environment where change is an importance factor to determine its existence as well as performance. There are many factors affecting change in universities and employee performance; such as type of change, organizational structure, individual changes of people, technological changes, among others. This study specifically focused on changes in university in terms of technology, structure, culture and leadership. One of the cornerstone theories for understanding organizational change was developed by Kurt Lewin in the 1950s, and is still used today. His model is a simple and easy-to-understand framework for managing change known as Unfreeze – Change – Refreeze. Lewin, a

physicist as well as social scientist, explained organizational change using the analogy of changing the shape of a block of ice, which is, unfreezing a large cube of ice to change it and reform it into a cone of ice. By recognizing these three distinct stages of change, leaders in a university can plan to implement the change(s) required. First, need to create the motivation to change (unfreeze) as it is necessary to change existing attitudes towards working practices and prepare the ground for change.For institution to be competitive, most scholars agree that higher education institutions that need to survive must respond to change and adapt themselves to the new environment, however, it is generally agreed that the ability to initiate change is difficult and unpredictable. Hargreaves explains that there are many reasons why institutions might not change. There is no guarantee that change will not be successful nor who will benefit and how. Moreover, in many higher education institutions, situations change too fast for people to cope, and they suffer from anxiety, frustration and despair (Hargreaves, 2005). However, it is accepted that no matter how difficult it may be for higher education institutions, they cannot avoid change if they wish to survive and develop to become successful.

Sometimes change is related to external factors such as competitors introducing new products or services, or government agencies enacting new laws that will require many changes. Sarason suggests that political processes are the major factors producing educational change. Hargreaves agrees but suggests that societal forces also push educational change (Sarason, 1982). However, many higher education institutions have to change because of internal factors such as changing organizational structures, or new Presidents or executive administrators. Bass and Hatch observes that change requires leadership and has to be supported by members in the organizations (Bass, 1960) and (Hatch & Cunliffe, 2006). In higher education institutions for example in Thailand, the Presidents and the Vice-Presidents are the group of people who manage change. Change management is not a process that happens accidentally. The key factor to effect change is the people who must implement it, and change always brings resistance, loss, challenge to competence and conflict (Evans, 1996, Fullan, 2005). Thus to make change happen in ways that benefit higher education institutions is a serious challenge for all leaders in every institution. Fullan stated that the meaning of change for individuals in an organization is dependent on how the change affects the individual's understanding and work. The meaning of change may be understood by each person in a different manner and throughout the same organization the meaning of change can be constructed differently. Change can create both positive and negative sentiments in people in the same organization. Thus it is important that leaders plan how to implement change successfully and develop the methodologies that will support the processes of change management.

The contexts in which organizations are embedded shape the conditions for their change and development (DANIDA, 2005). Failing to fully understand different factors that support or impede change, such as power differentials and incentive systems, can result in developing change intervention which inadvertently undermines ownership of change process by creating 'vicious cycle of disempowerment' and 'vicious circle of demotivation' (Theisohn&Courtnadge, 2005).

Recent thinking on development emphasizes the complex and unpredictable – emergent - nature of change. Consideration of the emergent nature of change highlights the need for organizations to understand and be able to work within complex systems, to nurture flexibility, adaptability and innovation. 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 aid environment' (Britton, 2005). Moreover, changing organizations also means changing the way people in those organizations work. Hence, deep organizational change requires a change in people. 'Redrawing the lines and boxes in your organizational chart without addressing the way people within the organization interact may be like rearranging the deck chairs on the *Titanic*' (Senge, 1999). Therefore, change initiatives must be planned paying attention to the impact they will have on each individual.

Failing to create a sense of urgency and win over hearts and minds will reduce impact of change programmes (Kotter, 1998). Moreover, a critical mass at each level of the organization must be convinced of the need to change. Argyris (1998) argues that the demise of many modern change efforts is inherent in their design. He points out that change programmes often put out mixed messages. For example, a programme theoretically designed to empower the staff is often based on top management's vision and strategy, leaving the staff little scope for creating some part of the programme they might identify with and commit to. Success of organizational change depends equally on the soundness of the change approach as on the implementation, respect for different points of view and the degree of support from influential organization members.

V. STUDY MODELS

Lewin's Three-Step Model for Change.

In the late 1940s social psychologist Lewin (1951) developed a three-step model for implementing change based on the concept of force field analysis. Force field analysis addresses the driving and resisting forces in a change situation. Driving forces must outweigh resisting forces in a situation if change is to occur. Thus, managers must be willing to advocate change strongly in order to overcome resistance from employees.

There are three steps in Lewin's model. The first step is "unfreezing," which involves dismantling those things that support or maintain the previous behavior. In an organization, these elements of the old could be the compensation system or the approach to performance management. In the second step, the organization "presents a new alternative." This means introducing a clear and appealing option for a new pattern of behavior. The final step in this model is "freezing" which requires that changed behavior be reinforced both formally and informally in the organization. It is in this step that managers can have a great amount of influence through their use of positive reinforcement.

Lewin's model does not explicitly state the notion that simply introducing change will result in the change being adopted or being sustained over the long run. If an attempt to create change in the organization is unsuccessful, it means that there is a problem in one of the three steps in the model.

3-Step Model
Lewin conceived of this as one part, along with Field Theory, Group Dynamics and Action Research, of an integrated approach to analyzing, understanding and bringing about Planned change at the group, organizational and societal levels (Lewin, 1946). Lewin (1947) believed a successful change project involved three steps:

Step 1: unfreezing. For Lewin, human behavior was based on a quasi-stationary equilibrium supported by a complex field of forces. Before old behavior can be discarded (unlearnt) and new behaviour successfully adopted, the equilibrium needs to be destabilized (unfrozen). Lewin did not believe that this would be easy or that the same techniques could be applied in all situations: The 'unfreezing' of the present level may involve quite different problems in different cases.

Allport ... has described the 'catharsis' which seems necessary before prejudice can be removed. To break open the shell of complacency and self-righteousness it is sometimes necessary to bring about an emotional stir up (Lewin, 1947a: 229).

Step 2: moving. Unfreezing is not an end in itself; it ' . . . creates motivation to learn but does not necessarily control or predict the direction' (Schein, 1996). It is necessary to take into account all the forces at work, and identify and evaluate, iteratively, the available options (Lewin, 1947). This Action Research-based leaning approach enables groups and individuals to move to a more acceptable set of behaviors.

Step 3: refreezing. This seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviors are relatively safe from regression. The new behavior must be, to some degree, congruent with the rest of the behavior, personality and environment of the leaner or it will simply lead to a new round of disconfirmation (Schein, 1996). This is why Lewin saw successful change as a group activity, because unless group norms and routines are also transformed, changes to individual behavior will not be sustained. In organizational terms, refreezing often requires changes to organizational culture, norms, policies and practices (Cummings and Worley, 2001). Like other aspects of Lewin's work, his 3-Step model of change has become unfashionable in the last two decades (Kanter, 1992; Dawson, 1994; Hatch, 1997). Nevertheless, such is its continuing influence that, as Hendry (1996) commented: Scratch any account of creating and managing change and the idea that change is a three-stage process which necessarily begins with a process of unfreezing will not be far below the surface.

Critique to Lewin's Model
Though Lewin's work has been strongly challenged, this has not prevented parallels being drawn between it and the work of complexity theorists (Kippenberger, 1998). Back (1992), for example, argued that the formulation and behavior of complex systems bear striking similarities to Lewin's conceptualization of Field Theory. Similarities have also been drawn between Lewin's approach to understanding and changing group behavior and work on dissipative structures, self organizing theory and non-linear systems (Tschacher& Brunner, 1995; Elrod &Tippett, 2002). Many have argued that Lewin's planned approach is hased on a static, simplistic and mechanistic view of organizational life (Nonaka, 1988; Pettigrew,1989; Pettigrew, 1990, Wilson, 1992; Garvin, 1993; Stacey, 1993; Dawson, 1994). However, as shown earlier, Lewin did not see organizations as rigid or fixed but instead believed that 'Change and constancy are relative concepts; group life is never without change, merely differences in the amount and type of change exist (Lewin, 1947).

It was observed that this model is sometimes used by managers as a planning tool, rather than as an organizational development process. The unfreezing becomes a planning session. The move translates to implementation. The refreeze is a post-implementation review. This approach ignores the fundamental assumption of the organism metaphor that groups of people will change only if there is a felt need to do so. The change process can then turn into an ill-thought-out plan that does not tackle resistance and fails to harness the energy of the key players. This is rather like the process of blowing up a balloon and forgetting to tie a knot in

the end! Lewin's model is very rational, goal and plan oriented. It does not take into account personal factors that can affect change. Kotter emphasizes the importance of communication during a change process.

Bullock and Batten's Phases of Planned (Programmed) Change Model

Bullock and Batten (1985) derived their ideas from project management and they recommend using exploration, planning, action, and integration for planned change. Exploration occurs when managers confirm the need for change and secure resources needed for it. These resources may be physical or they may be mental, such as managers' expertise. The next step, planning, occurs when key decision makers and experts create a change plan that they then review and approve. Next, action occurs with enactment of the plan. There should be opportunities for feedback during the action phase. Finally, integration begins when all actions in the change plan have taken place. Integration occurs when the changes have been aligned with the organization and there is some degree of formalization, such as through policies and procedures in the organization.

Bullock & Batten (1985) analyzed over 30 models of change management and arrived at their own 4 phase model of programmed change management which can be applied to almost any circumstances. The model is useful in that it distinguishes between the 'phases' of change which the organization passes through as it implements change, and the 'processes' of change, i.e. the methods applied to get the organization to the desired state. The model progresses as follows:

Exploration phase
The organization has to make decision on the need for change; Explore and decide on the need for change Identify what changes are required; Identify resources required

Planning phase
Understanding the problem: Diagnosis of the problem; Clarify goals and objectives; Identify specific activities required to undertake change; Agree changes with stakeholders; Identify supports required to enable change to occur

Action phase
Changes identified are agreed and implemented; Support for change is explicit; Changes are monitored and evaluated; Results are communicated and acted upon; Adjustments and refinements are made where necessary

Integration phase
Stabilizing and embedding change: Changes supported and reinforce; Results and outcomes from change communicated throughout the organization; Continuous development of employees through training, education; Ongoing monitoring and evaluation. We can see certain similarities in the models. Key elements include preparing the organization for change, analyzing and exploring key issues with those involved, designing and implementing for change and embedding changes in the organizational culture

Critique to Bullock and Batten Programmed Change Model

Implicit in many models of programmed change is the support of an outside consultant or 'change agent'. Much emphasis is placed on a facilitator/consultant who acts as the 'change agent'. This, critics say, results in those involved becoming dependent on the change agent to implement the change rather than being responsible themselves for the change. Individuals are passive in the process and this allows little opportunity for learning, whereas an action research model which encompasses personal reflection and emphasizes personal learning has greater value for both the individual and organization.

In today's turbulent times, change is continuous and open ended, at times requiring transformational change. As such, programmed models of change are unable to integrate transformational change (Dunphy&Stace, 1993). They do not acknowledge organizational conflicts or assume they can be easily resolved. They are not suitable for crisis situations or for events which demand quick action and swift change. Although there are shortcomings in the programme approach, it does have an important place in the implementation of organizational change. Dunphy&Stace (1993) suggest: 'Turbulent times demand different responses in varied circumstances. So managers and consultants need a model of change that is essentially a 'situational' or 'contingency model', one that indicates how to vary change strategies to achieve 'optimum fit' with the changing environment' So what alternatives are there to programmed phased change and are they relevant to change management in today's turbulent environment Doesn't account for continuous change, mainly discrete and self-contained change events

o   More suited to top-down, autocratic, rigid, rule-based organizations operating in predictable and controlled environments
o   Assumes common agreement can be reached and all parties are interested and committed to change, all problems can be resolved
o   Doesn't cater for variations in scale and pace of change
o   One size expected to fit all

This approach implies that the organizational change is a technical problem that can be solved with a definable technical solution. We have observed that this approach works well with isolated issues, but works less well when organizations are facing complex, unknowable change which may require those involved to discuss the current situation and possible futures at greater length before deciding on one approach. For example, we worked with one organization recently that, on receiving a directive from the CEO to 'go global', immediately set up four tightly defined projects to address the issue of becoming a global organization. These were labeled global communication, global values, global leadership and global balanced scorecard. While on the surface, this seems a sensible and structured approach, there was no upfront opportunity for people to build any awareness of current issues, or to talk and think more widely about what needed to change to support this directive. Predictably, the projects ran aground around the 'action' stage due to confusion about goals, and dwindling motivation within the project teams.

Kotter's Eight Steps Model for Strategic Change

Kotter, (1998) identified eight steps every organization must follow in order to reap long-term benefits from organizational change: establish a sense of urgency; form a powerful guiding coalition; create a vision and strategy; communicate the vision; empower others to act on the vision; generate short-term wins; consolidate improvements and produce still more change; and institutionalize the new approach (i.e., make it a part of the organizational culture). The first step, establishing a sense of urgency, involves selling the need for change to managers and employees. Kotter recommends creating a "felt-need" for change in others. The second step is for managers to create a powerful group of people who can work together to enact change. Their power will be a driving force in encourages others to adopt change. Third, the organization must have a vision that will guide the entirety of the change effort and this vision must be communicated repeatedly (step four)—as much as ten times as often as one would expect to.

Steps five through eight occur after the sense of urgency is created and these steps are easier to delegate or decentralize. In step five, others in the organization are empowered to act on the vision. Managers should assist in this process by eliminating barriers such as old systems or structures. Step six asks managers to plan for and to create short-term wins. This means that small improvements should be recognized and celebrated publicly. In step seven, the current improvements are built upon with new projects and resources. Finally, in step eight, the new approaches should be institutionalized; that is, they should become a routine path to organizational success.

Critiques to Kotter's Model:

This eight-step model is appears to encourage an early burst of energy, followed by delegation and distance. The eight steps do not really emphasize the need for managers to follow through with as much energy on Step 7 and Step 8 as necessary at the start. Kotter peaks early, using forceful concepts such as 'urgency' and 'power' and 'vision'. Then after Step 5, words like 'plan', 'consolidate' and 'institutionalize' seem to imply a rather straightforward process that can be managed by others lower down the hierarchy. Model of change process should be continuous cycle rather than as a linear progression and in consultancy work emphasize the importance of management attention through all phases of the process.

Carnall's Change Management Model

Carnall (1990) produced a useful model that brings together a number of perspectives on change. He says that the effective management of change depends on the level of management skill in the following areas: managing transitions effectively; dealing with organizational cultures; managing organizational politics.

A manager who is skilled in *managing transitions* is able to help people to learn as they change, and create an atmosphere of openness and risk-taking.

A manager who *deals with organizational cultures* examines the current organizational culture and starts to develop what Carnall calls 'a more adaptable culture'. This means for example developing better information flow, more openness, and greater local autonomy. Carnall's view of change is focused on managers and the skills they can use to manage change. Carnall describes three skills that must be present at all levels of management: (1) managing transitions effectively; (2) dealing with organizational cultures; and (3) managing organizational politics. Managing transitions involves helping employees learn as they change and supporting a culture of openness and risk-taking. Managing organizational cultures involves creating a "more adaptable culture." This is an organizational culture in which people are more open, there is greater information flow, and perhaps greater autonomy. Finally, to manage organizational politics, the manager should recognize and understand different organizational groups and their political agendas. The manager should be able to build coalitions and control the agenda through his or her political skill.

Senge's Systemic Model.

Senge (1999)observe that many change initiatives fail to achieve hoped for results. They reflect on why this might be so, commenting, 'To understand why sustaining significant change is so elusive , we need to think less like managers and more like biologists.' Sengetalk about the myriad of 'balancing processes' or forces of homeostasis which act to preserve the status quo in any organization.

Senge& colleagues encourage managers to think like biologists when approaching organizational change. That is, to better understand how organizations react to change, one should view them as systems bound by many interrelated actions that may affect each other over a long period of time. To enact change, Senge recommend that managers start small, grow steadily, do not plan the whole thing, and expect challenges. Furthermore, Senge offer a number of issues related to the challenges of first initiating change, then sustaining that change, and finally redesigning and rethinking change. Managing change can be a reactive or a proactive process, and there are a number of different models of organizational change. Each model emphasizes different approaches to understanding and managing change. In many of these models, the role of the change manager is emphasized. The change manager may be a part of a transitional management team or may be a change agent. This person facilitates the changes to the organization and is often a critical element in the success or failure of the change.

VI. FINDINGS

Factor analysis onchange management
On management of change one item had a loading factor of less than 0.4 and therefore was eliminated.

Table 1: Factor analysis on change management

Component Matrix	Component
The organisation management adopts transformation leadership	.820
There is effective communication on matters of change	.782
The University invests heavily on matters of change	.779
Organizational processes are alerted constantly in relation to the changing environment	.741
Employee are rewarded whenever they come up with new ways of making their work more effective	.706
Training offered in the organization emphasize the need for skills on innovativeness	.700
Risk taking is supported by the management	.697
Top management supports employees through their own personal transition	.668
The university does not adopt a conservative approach to issues	.631
Low resistance is experienced whenever change is introduces in the organization	.572
The management is proactive to change	.507
One cannot undertake anything new unless mandated by top management	.057*

* Item dropped

Descriptive statistics of Change Management

The fifth objective of this study was to find out whether Management of Change as a human resource factor had any influence on the competitiveness of public universities in Kenya. The objective was assessed per variable by use of statements on the questionnaire that respondents were required to state their position on the basis of likert scales that were provided. The questionnaire employed a likert scale and values were attached to each response where 1 = Strongly disagree, 2= Disagree, 3 = Neutral 4 = Agree and 5 = Strongly agree. Change Management as human resource factor was broken down into different areas and the key issues were examined to measure the methods of Change Management adopted of leadership by public universities in Kenya. Key items are discussed below and a summary given in table 4.38

The study established that (41.8%) of the respondents suggested that the management was proactive to change while (30.2%) disagreed. Hatch (2009) observes that change requires leadership and has to be supported by members in the organizations. In higher education institutions for example in Thailand, the Presidents and the Vice-Presidents are the group of people who manage change.

On investment in change (40.0%) noted that the institutions did not invest while only (30.9%) were in support that there was adequate investment. Shalley, and Gilson, (2004) noted that innovative employees pursue their individual needs for creative stimulation by being innovative but on the other hand, less innovative employees may feel their job threatened because of more effective processes developed by colleagues. Universities should invest in change for them to be competitive in current dynamic environment.

On support from top management (39.3%) of the respondents disagreed that top management supports employees through their own personal transition while (36.5%) agreed. Vera and Crossan (2004) in a study on strategic leadership and organizational learning noted that employees can be led effectively if leaders are of the right transformational style and providing both task and relation support to the employees. According to Waldt (2004) shepherding team member through the emotional ups and downs of needed change initiatives, help them build a track record of success that can sustain them during future change. Sullivan (2002) suggests that the realignment of organisational and individual values is a powerful change management tool. The findings point to the fact that there is no adequate support by leaders and there is need to improve for change to be managed effectively.

The study found out that (39.0%) of the respondents disagreed that there was effective communication on matters of change while (37.6%) agreed. "Good communications are the lifeblood of any enterprise, large or small, communications are essential to keep our entire organization functioning at maximum levels and to make the most of the greatest management resource i.e people" (Hersey & Blanchard, 1993). Hirschfield (1999) continues by stating that communication is an essential ingredient in managing change.

The study established that (40.1%) of the respondents disagreed that risk taking is supported by the management while (33.7%) agreed. According to Waldt (2004) Organizational change inevitably involves uncertainty and hence some risk taking. This creative solution to fostering innovation has reportedly paid off in the form of new products and features, as well as strengthened retention (Iyer& Davenport, 2008). This implies that the universities' management should support employees on issue pertaining to risk taking for them to embrace change effectively.

On average (39.05%) suggested that the institutions support management of change while 32.49% disagreed. Nyaigotti (2004) observed that globally, the environment of higher education is facing relentless and rapid change. The circumstances underscore the crucial role of leadership and management in maintaining morale, enhancing quality and productivity, and helping staff at all levels cope with momentous and rapid change A study by Charlotte and Jeroen (2011) on the role of the HR department in organisational change in a British university established that the HR departments at HEI may be faced with difficulties when attempting to implement change due to the relatively "new" nature of the function, meaning that they must first justify their position, worth and capability before attempting to gain the buy-in of academic departments to implement a culture change in their departments. Although there is support for change management in the Universities, there is need for improvement in such areas like investing in change, encouraging risk taking and in communication to make change more effective and enhance competitiveness. The information is summarized in the table 2.

Table 2: Change Mnanagement

Key: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

	Statement	1	2	3	4	5	total
1.	The management is proactive to change	12.8	17.4	28.0	33.3	8.5	100
2	Employees are rewarded whenever they come up with new ways of making their work more effective	13.5	27.0	28.4	24.8	6.4	100
3	Training offered in the organization emphasize the need for skills on innovativeness	6.7	17.0	22.3	39.4	14.5	100
4	Low resistance is experienced whenever change is introduced in the organization	7.8	19.1	23.8	36.9	12.4	100
4	Top management supports employees through their own personal transition	11.3	28.0	24.1	30.5	6.0	100
6	The organization management adopts transformation leadership	8.9	23.4	30.1	29.4	8.2	100
7	There is effective communication on matters of change	6.7	32.3	23.4	27.0	10.6	100
8	The university invests heavily on matters of change	10.6	29.4	29.1	19.9	11.0	100
9	Organizational processes are altered constantly in relation to the changing environment	8.2	29.1	20.9	32.6	9.2	100
10	The university does not adopt a conservative approach to issues	8.5	29.1	20.9	32.6	32.6	100
11	Risk taking is supported by the management	12.1	28.0	26.2	25.2	8.5	100
	Average	**9.01**	**23.48**	**23.35**	**27.97**	**11.08**	**100**

Correlation analysis of Change Management on Universities' competitiveness

The objective of the study sought to determine whether Management of change as HRM factor influenced the competitiveness of the Universities in Kenya. From fig.1 it is clear that there is a positive linear relationship between Management of change and competitiveness of public Universities in Kenya
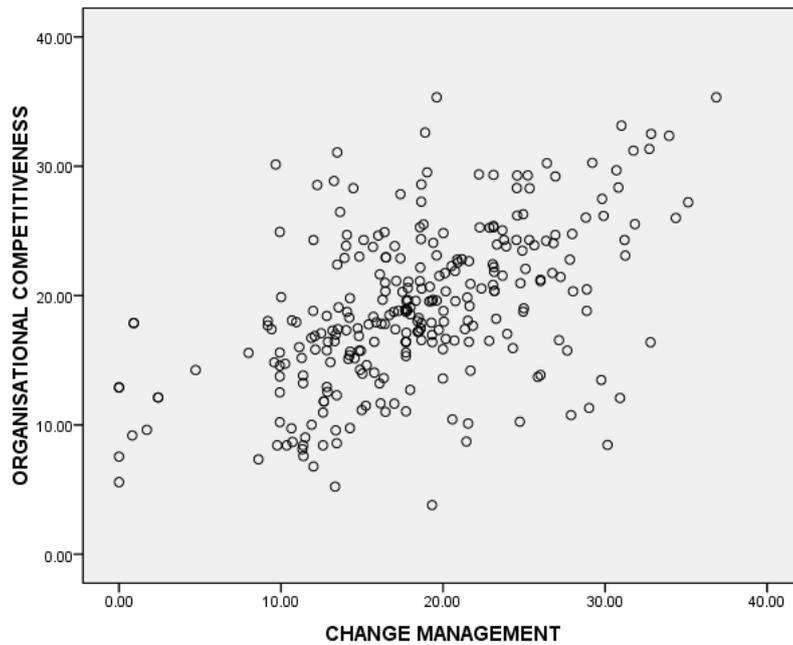
Figure 4; 1 Scatter plot of the relationship between Change
Figure 1: Management and universities competitiveness

The findings in table 3 show a positive correlation of 0.514 between change management and competitiveness. This implies that an increase in the effectiveness of change management will lead to an increase in the Universities competitiveness

Table 3: Correlation between Management of Change and Competitiveness

		Organisational competitiveness	change management
Organisational competitiveness	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	282	282
Change management	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	282	282

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

Regression analysis of Management of Change on Competitiveness
A graphical illustration of the relationship between Change Management and competitiveness was presented in fig 2 which shows a positive correlation. A study by Liina is in agreement with the findings of the study that measures of organizational change have to be addressed directly or indirectly in order to stay competitive on the global market and the companies to stay flexible (Liina 2012)
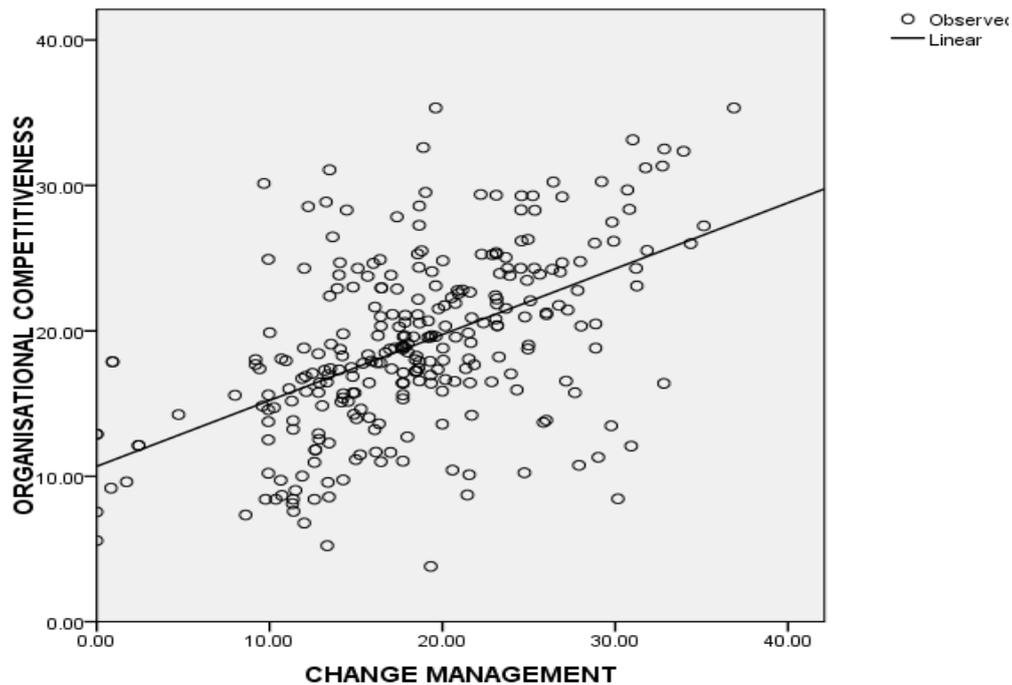
Figure 2: Relationship between Management of Change and competitiveness

Table 4.40 provides the R and R^2 values. The R^2 value of 0.26 indicates how much of the variations in dependent variable, "Competitiveness", can be explained by the independent variable, "change management". In this case, 26.4% can be explained by change management while the remaining 73.6% can be explained by the other variables of the study. The R^2 in linear regression also tells how the regression line fits the data.

Table 4: Model Summary for Change Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514[a]	.264	.261	5.23879

a. Predictors: (Constant), Change Management

ANOVA results in Table 5 indicate that the regression model predicts the outcome variable significantly well. This indicates the statistical significance of the regression model that was applied. An F statistic of 92.041 indicated that the model was significant. This was supported by a probability value of 0.000.This is less than the conventional probability of 0.0005, which is less than 0.05, and indicates that; overall, the model applied can statistically significantly predict the outcome variable.

Table 5: ANOVA for Management Change and Competitiveness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2756.012	1	2756.012	100.420	.000[a]
	Residual	7684.590	280	27.445		
	Total	10440.602	281			

a. Predictors: (Constant), Change Management

Table 6 provides the information needed to predict competitiveness from Change Management. Both the constant and Corporate Culture contribute significantly to the model. The regression equation is presented as follows;   Competitiveness = 10.687 + 0.45 (Change Management)

Table 6: Coefficients determination of Management of Change and Competitiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.687	.886		12.067	.000
	Change Management	.453	.045	.514	10.021	.000

a. Dependent Variable: Organisational Competitiveness

VII. CONCLUSION

The study established a positive linear relationship between management of change and competitiveness. A study by Liina (2012) is in agreement with the findings of the study that measures of organizational change have to be addressed directly or indirectly in order to stay competitive on the global market and the companies to stay flexible.

The study also found out that the institutions were proactive on matters of change. This was found to be important because for change to be effective, the leadership must support it. However, the same study established that the institutions were not willing to invest on matters of change. They never assisted employees in the process of their personal transformation. This lack of support would deny the employees the needed opportunity to be innovative and move the institutions forward. The study further established that risk taking by employees was not supported while matters relating to change were not effectively communicated. Effective management of change requires effective communication and reasonable levels of risk taking.

VIII. RECOMMENDATIONS

The management should create a culture of rewarding and recognizing employees' effort to boost their morale. The employees will reciprocate in kind with behaviors that will benefit the organization.

REFERENCES

[1]   Abbas, J., Muzaffar, A., Mahmood, H.K., Ramzan, M.A., &Rizvi,S.S., (2014). Impact of Technology on Performance of Employees: A Case Study on Allied Bank Ltd, Pakistan.   World   Applied Sciences Journal 29 (2): 271-276, 2014, DOI: 10.5829/idosi.wasj.2014.29.02.1897

[2]   Al-Jaradat, O., Nagresh, M., Al-Shegran, A., &Jadellah, N., (2013). Impact of change   management on the performance of employees in university libraries in Jordan. European   Journal   of   Business and Management, Vol.5, No.2, 2013

[3]   Argyris, C. (1998) 'Empowerment: the emperor's new clothes' in Harvard Business Review May/ June pp. 98-105

[4]   Carnall, C. A, (1990). Managing change in organizations, Prentice Hall, 1990

[5]   Cohen, M., March, J. G. & Olsen, J. P. (1972). "A Garbage Can Model of Organizational Choice".Adminstrative Science Quarterly, 17 , pp. 1-25.

[6]   Court D &Ghai D. (Eds) (1974) Education, society and development: new

[7]   Cummings, T.G. & Worley, C.G. (2001). Organization Development and Change, 7th Edition, South-Westem College Publishing, Mason, OH.

[8]   Danida (2005) Danish climate and development action programme. Ministry of Foreign Affairs of Denmark, Copenhagen, Danida

[9]   Dauda, Y.A., &Akingbade, W.A., (2011). Technological change and employee performance in selected manufacturing industry in Lagos state of Nigeria. Australian Journal of Business   and ManagementResearch Vol.1 No.5 [32-43]

[10]   Dawson, P. (1994) Organizational Change: A Processual Approach, Paul Chapman Publishing, London

[11]   Dunphy, D. &Stace, D., (1993) 'The strategic management of corporate change', Human Relations, 46, 8, pp. 16-19

[12]   Foster, L. (2005). Confronting the Global Brain Drain. Knowledge Management Review, . 28-31.

[13]   Garvin, D. A. (1993). "Building a Learning Organization." Harvard Business Review 71, no.   4: 78–91

[14]   Gudo , C., Olel M. and Oanda I,(2011)University Expansion in Kenya and Issues of Quality Education: Challenges and Opportunities. International Journal of Business and Social Science Vol. 2 No. 20; November 2011.

[15]   Guest, D. & Conway, N. (2002), "Communicating the psychological contract an employer perspective", Human Resource Management Journal, Vol. 12 No. 2, pp. 22-38.

[16]   Hargreaves, A. (2005). Pushing the boundaries of educational change. In A. Hargreaves (Ed.), Extending educational change: International handbook of educational change (pp. 1-14). . New York: Springer.

[17]   Iyer, B. & Davenport, T.H. (2008). Reverse engineering Google's innovation machine. Harvard Business Review, April: 59-68

[18]   Kamugisha, S. (2013)The effects of change management in an organization: a case study of National University of Rwanda. A published PhD thesis.

[19]   Kanter, R.M., Stein, B. A. &Jick, T.D (1992) The Challenge of Organizational Change (New York: The Free Press)

[20]   Kippenberger, T, (1998) "Strategy according to Michael Porter", Antidote, The, Vol.   3 Iss: 6, pp.24 - 25

[21]   Kitur, R.K., (2015). Strategic change and leadership at Madison Insurance Co. Ltd. A thesis for Master of Business Administration, School of Business, University of Nairobi.

[22]   Kotter, J. P (2011). Critical Evaluations in Business And Management. New York : Routledge

[23]   Kotter, J. P. (1998) 'Winning at Change' in Leader to Leader, No.10: pp.27-33.

[24]   Kotter, J.P. (1996), Leading Change, Harvard Business School Press, Boston, MA

[25]   Kute, D., &Upadhyay, P., (2014). The Impact of Technological Changes on the Performance of   the Employees in Commercial Printing Industry. Journal for Contemporary Research in   Management, pp 67-72

[26]   Lawson, R. B., & Shen, Z. (1998). Organizational psychology: Foundation and applications. NewYork, NY: Oxford University Press.

[27]   Liina, J. (2012). Eco-innovation in business models ? theoretical considerations.   DRUID Academy 2012. Cambridge: The Moeller Centre, University of Cambridge

[28]   Lund, D. B. (2003). Organizational culture and job satisfaction. Journal of Business & Industrial Marketing, 18, 219–236

[29]   Nonaka, I. (1988) 'Creating organizational order out of chaos: self-renewal in Japanese flrms'. Harvard BusinessReview, November- December, pp. 96-104

[30]   Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). New York: McGraw-Hill

[31]   Olubayo.O.T., (2014). Change Management and its Effects on Organizational Performance of Nigerian Telecoms Industries: Empirical Insight from Airtel Nigeria. International Journal   of Humanities Social Sciences and Education (IJHSSE) Volume 1, Issue 11, November   2014,   PP 170-179

[32]   perspectives from Kenya. Nairobi: Oxford University Press.

[33]   Porter, M. (1998). The technological dimension of competitive strategy. Strategic Management of Technology and Innovation, . New York: Richard D. Irwin Inc.

[34]   Sarason, S. B. (1982). The culture of the school and the problem of change (2nd ed.). . Boston: Allyn and Bacon.

[35]   Senge, P. (1990). The fifth discipline: The art and practice of the learning organization. New York: Doubleday

[36]   Senge, P. (1999) The Dance of Change, Currency Doubleday, New York

[37]   Sidikova, M., (2011). The impact of change management on employee's motivation: A case of Cargotec Shared Service C entre. Bachelor Thesis. Turku University of Applied Sciences

[38]   Sifuna, D (2012), Leadership in Kenyan Public Universities and the Challenges of Autonomy and Academic Freedom: An Overview of Trends Since Independence. JHEA/RESA Vol. 10, No.1.

[39]   Wanza L, &Kagwiria N.J. (2016). Influence of Change Management on Employee Performance: A Case of University of Eldoret, Kenya. International Journal of Business and Social Science 7(4).

[40]   Korir J, Mukolive E, et-al (2012). Change Management Effects on Hotel Performance: Journal of social science tomorrow vol1, No.8.