

**THE INTEGRATION OF PEOPLE AND BUSINESS DIMENSION  
OF CHANGE AT EREGI TEACHERS TRAINING COLLEGE,  
KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE  
OF MASTER OF BUSINESS ADMINISTRATION (MBA), SCHOOL  
OF BUSINESS, AND UNIVERSITY OF NAIROBI.**

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## **DECLARATION**

I declare that this project is my original work and has never been presented for the award of a degree in this or any other university or institution for any other purpose whatsoever.

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**D61/62722/2013**

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

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## **DEDICATION**

This project is dedicated to my family especially to my parents, my late father Laban Induli and my mother Ruth Induli who made every effort to give me good education. I also dedicate this to my husband, to my daughter Ivy, my sons Rodney and Sydney, my brothers Eric and Fred and my only sister Gertrude, for their moral support, encouragement and prayers throughout my MBA program. This dedication would be incomplete if I would not mention my nephew Elvis and my nieces Mercy and Margret who being orphaned at an early age inspired me to work hard.

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## **ABSTRACT**

The research study was carried out to identify integration of people and business dimension of change at Eregi TTC, Kenya. It came on the backdrop of the fact that most change initiatives fail to achieve the desired result because there was no consideration for integration of the people and business dimensions of change. The research project was conducted by collecting primary qualitative data, captured using a comprehensive interview guide and administered through direct personal interviews, to interviewees who work in different positions and are directly involved in diverse ways with strategic change at Eregi TTC. From the research it was found that there is need to create awareness before the changes are initiated. Eregi TTC is a public institution where there is a lot of government involvement in its operations. Most of the strategic changes are from without. The changes in curriculum, administration, admission criteria, procurement, employment of Non Teaching Staff among others, are suggested by the government in liaison with its respective ministries or departments, with the institutions being the implementing authority. The study established that changes only succeed when the implementers are trained and funds are provided to fully implement the change. There is also need to set up a committee whose mandate is to see the implementation, monitoring and evaluation of the said changes. It was established that communication and involvement of all the stakeholders is vital throughout the whole change process. Communication and sensitization through forums like seminars, workshops and meetings also ensure that the changes succeed. This creates desire for the change. It was also established that employees embrace change when they are assured of their job security, safety and welfare. At Eregi TTC some of the changes took place without the appointment of a monitoring and evaluation team. This led to the failure of some of the change initiatives. Resistance to change was also evident through sabotage, absenteeism from meetings go slows and gossip. The research established that integration of the people and business dimension of change occurred through seminars, workshops and team building activities. This created a sense of security and made them realize that change was not a threat to their status quo. The study recommended that for changes to succeed in public organisations there should be piloting of the initiative. The stakeholders are supposed to be involved at all the stages. It was also established that change programs from without are supposed to be properly funded so as to succeed.

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## ACRONYMS AND ABBREVIATIONS

<b>ADKAR:</b>	Awareness, Desire, Acceptance, Knowledge, Ability, Reinforcement
<b>AIDS:</b>	Acquired Immuned Deficiency Syndrome
<b>AP:</b>	Administration police
<b>BOM:</b>	Board of Management
<b>CATS:</b>	Continuous Assessment Tests
<b>CEMASTEА:</b>	Center for Maths, Science and Technology Education in Africa
<b>CFS:</b>	Child Friendly Schools
<b>ECD:</b>	Early Childhood Development
<b>FO:</b>	Financial Officer
<b>HIV:</b>	Human Immunodeficiency Virus
<b>ICT:</b>	Information Communication Technology
<b>ISO:</b>	International Standards Organization
<b>JICA:</b>	Japan International Cooperation Agencies
<b>KICD:</b>	Kenya Institute of Curriculum Development
<b>KNH:</b>	Kenyatta National Hospital
<b>KNUT:</b>	Kenya National Union of Teachers
<b>KUPPET:</b>	Kenya Union Of Post Primary Education Teachers
<b>MOEST:</b>	Ministry of Education Science and Technology
<b>MPET:</b>	Master Plan on Education and Training

**NSSF:** National Social Security Fund

**NTS:** Non-Teaching Staff

**P1:** Teacher Grade 1

**P2 :** Teacher Grade 2

**P3:** Teacher Grade 3

**P4 :** Teacher Grade 4

**PC:** Performance Contract

**PE:** Physical Education

**PHE:** Physical Health Education

**PTE:** Primary Teacher Examination

**SNE:** Special Needs Education

**T1:** Teacher Grade 1

**T2:** Teacher Grade 2

**T3:** Teacher Grade 3

**T4:** Teacher Grade 4

**TSC:** Teachers Service Commission

**TTC:** Teacher Training College

**UNICEF:** United Nations International Children's Emergency Fund

**WIFI:** Wireless Local Area Network

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Organizations today are tirelessly muzzling in the mud in an effort to keep a breast with changes in the environment that is so agile, vibrantly turbulent and technologically evolving by the minute. According to (Burnes, 2004) change is an ever present feature of organization life both at operational and strategic level. Organisational change can therefore be regarded as a necessary activity to ensure the optimal alignment of the organisation with its environment ( (Haiss, 2001). Hayes (2007) explains that new technology and regulations blurred organizational boundaries and an increasingly globalised work force present opportunities and threats that managers must address, if organizations have to survive and prosper. Most importantly to note is the fact that change is inevitable, and organizations whether small or big must adapt to changes within the environment so as to remain relevant. There are two dimensions involved in change management. The business dimension looks at the need for change, the change strategy, the business process systems and structure implementation and the post implement phase. The people's dimension on the other hand involves the alignment of the organizations' culture, values, beliefs and behavior to encourage desired results. Change management is a structured and systematic approach to achieving a sustained change in human behavior within organizations. Integration in this context refers to the process of involvement of the stakeholders in the changes that have been taking place.

Lewin, (1951) came up with a model on how to manage change. The steps involved are unfreezing, move and refreeze. His model provides an excellent tool to detect driving and resisting forces and to involve them in the whole change management process.

Although Lewin's approach clearly defines the start actions and also explains how to eventually save the changes, the necessary actions during change itself are not sufficiently described. Contingency theory grew out of the open systems theory (Bertalanffy, 1967) and is based on the notion that there is no one best way to structure or operate an organization. According to the contingency theory an organization is an open system whose structure and functions are determined by certain exogenous and endogenous contingencies. This model advocates for varying change strategies to achieve 'optimum fit' with the changing environment. But this is a situational model that does not consider the whole picture.)

Anderson, (2001) came up with a model which explains that change is integrative in nature. Anderson, (2001) integrated model of change consists of three areas namely; Content, People and Process. All these three aspects must be carried out in an integrated and unified manner. This model captures the cyclical nature of organizational change. This model seems to explain better how people and business dimension of change can be integrated to provide full success of change.

Eregi Teachers Training College (TTC) is concerned with the training of primary school teachers and those for early childhood level. Just like any other institution it is subject to changes as it interacts with the environment. These changes are within and without the institution. The stakeholders include the government through the ministry of Education, the

Board of Management, the teaching and the non-teaching staff, the surrounding community, students, the suppliers and the Catholic Church who are the college sponsors.

The interaction of the college with the environment generates these changes. Oftenly the changes are initiated by the National government through the Ministry of Education, Science and Technology (MOEST) and jointly implemented by the ministry and Eregi TTC.

### **1.1.1 Business Dimension of Change**

Business dimension of change is the fundamental changes in the business of the organization and its future direction. According to De Wit and Meyer( 2010), strategic changes have an impact on the way the firm does business and on the way the organization has been configured (its organizational system).These changes are directed at renewing an organization. It involves the core organizational change that has four hierarchical features namely; organizational mission change, the authority structure, technology processes and managing strategic change.

Business dimension of change redefines an organization's strategic direction, form, cultural assumptions and identity. This kind of change may affect the organizations entire structure. The changes are top down in nature. It's the top management pushing for these changes in order for an organization to achieve a strategic fit or create a new product line that is meant to ensure its own survival. Hannan, Polos and Carroll (2003a) elaborate on this by suggesting that it is useful to think about the extensiveness of subsequent changes which follow the initial change in the organization. Changes in the core require adjustments in related units of organization. Areas of concern entails analyzing what aspects of the organization was

affected, how significant the alterations are to status quo, how long the change process lasts and how much the departure would be from the current.

### **1.1.2 People Dimension of Change**

The people dimension of change involves the alignment of the organization's culture, values, beliefs and behavior to encourage desired results. Change management is a structured and systematic approach to achieving a sustained change in human behavior within organizations. Change leadership must ensure that they fully address the human side of change otherwise the best laid plans may fail. This involves addressing concerns like involvement at all levels in organization ownership that is ensuring all on the change, communication of the right information and the right timing and carrying out a cultural diagnosis to access organizational richness (Burnes, 2004). The ability to manage change determines the success of an organization. It's the people that create, manage and use technology and therefore people are the most important resource for any organization (Lussier, 2002).

Change management has been developed over a period of time and one of the models that replayed an influence in effective management of people dimension is, The ADKAR Model. The Adkar model, which emphasizes that successful change in organization happens when all the stakeholder are able to transition. According to Hiatt, (2006) this model focuses on five aspect among them awareness of the need for change. Once awareness is created among the people they would fully understand the necessity for change. The desire to participate and support the change program would then follow and individual would willingly support and participate in the said change. Knowledge on how to change with is the third aspect of the model involves providing knowledge about the change. This can be achieved through training,

workshops, education, coaching and mentoring. Ability which was the fourth aspect in the model puts a clear cut between theory and practice.

One's knowledge of how to change was adapted actual performance which then follows needs to be supported. This may not happen overnight but can be attained through feedback, practice and coaching. The final stage of the model reinforcement was necessary so as to sustain the change. Reinforcement ensures that change is put into play and that the individuals do not revert to their old ways of doing things.

Change requires the participation of the people in the organization who first needs to change themselves before organizational change can succeed (Bovey and Hede, 2001). When implementing change, management thus needs to be aware of the ways in which personal issues can impact on an employee's thoughts, feelings and behavior. Diagnosing employee resistance when implementing change was therefore an important task that sometimes requires to go beyond the outward aspects of an individual's behavior and to address the unconscious motivations to achieve a change of attitude (Bovey and Hede, 2001).

An organization can be defined as a social construct, which represents a formal structure and is oriented to achieve a lasting goal. As such, an organization can be viewed as a vehicle to combine a certain group of individuals who align and focus their activities on common goals (Hannan, Polos and Carroll, G, 2003). One view of organizations is that they can be regarded as the sum of its individuals, their views, values, characters and ideas. Organizational characteristics could therefore be concluded to be the sum of characteristics of its members. The fact that experts implicitly share this view is evidenced in such statements as "people change not organizations" (Martin and Ziaul, 2007)

### **1.1.3 The Integration of the Peoples' and Business Dimension of change**

According to Hiatt and Creasy, (2003) change management is about managing people in a changing environment so that the business changes are successful and the desired business results are achieved. It involves the process, tools and techniques for proactively managing the people dimension of change in order to realize the desired business results. It involves regularly observing organizational performance, strategy, process, and systems to understand changes that need to be made and at the same time understand the implications of the new business change on its employees they have their own ways of doing things. From the above the business dimension of change are the fundamental changes in the business of the organization and its future direction, while people dimension of change focuses on the behavioral aspect of an individual conduct to work in the desired ways.

(Bwaley, 2014) in a study of integrating the business and people dimension of change at Safaricom Limited, Kenya points out that for an organization to successfully implement change all parties must be ready to work as a team. From his findings, he realized that the business dimension and the people dimension must be in tandem. The management must look down and reach the needs of the employees and the people must look up and pick the goals of the organizations for a mutual gain. The relationship an organization has with the people determines the extent to which the organization achieves its mission, goals and objectives. The relationship is built when the level of trust increases and is derived from regular communication and working closely together bound by a similar objective.

Structural changes happen first as personal attitudes and behavioral changes are regarded as a function of job roles, which thus automatically happen later. An individual is expected not to

change his way of thinking and working before he is directly confronted with a change of work environment (Beer,Eisenstat and Spector,1990b). These approaches are known as unilateral approaches. There are diverse research findings about the impact and influence of both perspectives. While a unilateral approach was found to better support the realization of business goals of change projects, other studies indicated that a participative approach would positively influence the achievement of a successful business outcome of change projects by building individual commitment and motivation for change (Greiner, 1967). Several authors concurred with these findings by stating that successful change management is a combination of hard and soft factors. While the hard factors seem mostly to be managed quite well by organizations, there is a clear deficit and lack of focus and competence in handling the soft side of organizational change (ClaBen and Von Kyaw 2010)

#### **1.1.4 Basic Education Training in Kenya**

According to the bill of rights, Basic Education is a fundamental human right.(MOEST, 2012). The provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy. First the long term objective of the government is to provide every Kenyan with basic quality education and training

Basic education training is done through teacher training colleges (TTCs).There are two categories of these institutions, the government owned which are currently 23 in number and the privately owned which are 65 in number they keep on being established. Most of them offer P1 certificate courses. These institutions also train the teachers who are involved in Early Childhood Education (ECD) Programmes The training curriculum is provided by the government (KICD). TSC through the Kenya constitution (2010) has been mandated by the

government to review the standards of education and training of persons entering the teaching service.

The Master Plan on Education and Training (MPET) of 1998 emphasized that there is a need to improve quality by putting in place appropriate mechanism for selection of students who are to be enrolled in the colleges (MOEST, 2012). These basic education training institutions are registered and regulated by the national government and the county governments through the Basic Education Act (2013). For a teacher education program to be functional, it has to undergo regular reforms in tandem with emerging issues in the society in general and in education in particular. In the case of Kenya, there are three critical issues in education that Teacher Education Programmes are expected to address, namely; Access to education by all, Equity, and Equality in education (Sifuna, 2001). One of the aims of vision 2030 is to modernize teacher training and integrating early childhood development in teacher training. (MSP, 2007)

### **1.1.5 Eregi Teachers Training College**

Eregi Teachers Training College was founded by the Mill Hill Fathers to train T4 (P4) teachers. Subsequently, it was handed over to the Catholic Diocese of Kisumu and Kakamega. In 1955, the college started training T3 (P3) and T2 (P2) teachers. In 1960, the first group of T1 (P1) teachers-trainees was admitted. Currently it is one of the public primary teacher training colleges in the country.

In 1967, Eregi Teachers Training College became a co-educational institution upon absorbing Mukumu, Kibabii, and St. Joseph's Kitale Teachers' Training Colleges. It is involved in training of P1 teachers and it also runs a holiday based programme where teachers for early childhood education are trained. This later project is an income generating activity. Some of

the notable changes in Eregi are in the administration structure, procurement, and in curriculum studies for the students, employment of non teaching staff (NTS) among others.

Procurement and employment of non-teaching staff is now done according to the governments laid down rules and procedures.(see Appendix 8) In the recent past the government changed guidelines on procurement in public institutions and also directed changes in curriculum of the teacher training institutions to include content on information technology and special needs education. In the TTCs, most notable are the changes in curriculum. These will be areas of interest as the researcher looks at integration of people and business dimensions of Change at Eregi TTC.

## **1.2 Research Problem**

Change takes place in organizations for them to achieve an exact fit in the environment. The source of the change can be external or internal but if an organization has well articulated objectives, it should undergo the changes as well as achieve its aims and goals. Although we would like to explain, predict and control the process, organizational change often does not unfold in expected ways (Burke, 2009). In this transition, employees and organizations struggle with ambiguity, anxiety, low morale, shifting loyalty, more pressure, more stress, less control, more work, greater distractions, untapped potential, and growing frustration (Cashman and Feldman, 1995)).To cushion against these therefore, wider staff involvement and collective participation are highlighted as important elements in the success of a change program (Senge,*et al*, 1999).

Eregi TTC being a public institution undergoes changes from within and without. This is majorly from the government when it is in the process of implementing curriculum changes. For instance, education is needed to solve challenges in the society/community, access, equity, equality and the approach of the cost benefit analysis. (MOEST, 1988) Most of the recommendations of the Kamunge report like centers of excellence, vocational education, early childhood education and special needs education continue to be handled in the education sector. Thus the curriculum of the TTCs has to change to implement the recommendations of this report especially on Early Childhood Education (ECD) and Special Needs Education (SNE).

There are various studies that have been done on integration of people and business dimensions of change in different institutions. The area of Integration of People and Business Dimension of Change at Safaricom has been studied by Bwaley,(2014), Kamugisha,(2013) researched on the Effects of Change Management in a National University of Rwanda, researched on the Human Dimension of Change Management in Universities in Kenya, Murugi ( 2013), Mungai (2011) researched on the People Dimension in Managing Change at Kenya Power & Lighting Company. In the same context, Mutua,Chiriswa and Thinguri,(2014) researched on Exploration of Skills needed by Principals of Teacher Training Colleges in Kenya to succeed in Financial Management. Omariba (2014) researched on communication technology in primary school teachers. Similarly Owino, (2014) researched on quality of teacher training on concurrent programmes in Homabay County.

Although most of these studies looked at change implementation process at various organizations, only Bwaley's (2014) study looked at integration of people and business dimension of change. Safaricom is a public listed company and thus the change

implementation process may not be similar to the way the implementation process takes place at government controlled organizations like Eregi TTC. Some studies have been done to investigate the implementation of the change process at primary teacher training institutions. Many researchers have studied either the business dimension of change while others have focused on the people's dimension of change. The researcher is not familiar with studies that have focused on integration of people and business dimension of change at a primary teacher training college. Therefore this study was guided by the following research question: To what extent have people and business dimension of change been integrated at Eregi TTC?

### **1.3 Research objective**

The objective of the study was to determine the extent to which the people and business dimension of change have been integrated at Eregi TTC, Kenya.

### **1.4 Value of the study**

Having completed the research it will be a dominant contributor in the management of strategic change especially on people and business dimension hence adding the body of knowledge in strategic change. The results of this research will significantly impact in various ways. For the TTCs', this study will create a better understanding of the implications and importance of integrating people dimension and business dimension of change. In this way the management will be better informed with regard to revising the existing change management strategies to involve all the stakeholders in the entire change process.

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

contribute into the general knowledge of human issues in change management and how best employees can be involved in the change process. Further, this study has availed a frame work for policy development into recommending integration of people and business dimension o f change through downward cascading in the basic education sector.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains a review of the literature on integration of people and business dimensions of change. It has a discussion on the theoretical perspectives of change, integration of people and business dimensions of change and critical success factors on change management.

#### **2.2 Theoretical Perspectives**

In the field of change management and organizational change a range of models, approaches and theories have been developed. Three significant models on how management could face change are Kurt Lewin's three-step model ,contingency theory and Anderson and Anderson model of change.

##### **2.2.1 Kurt Lewin's theory of planned Change**

From Lewin's work resulted a model that views change as a three-step procedure. This three step model is associated with intentional change in the organization and change initiators may choose to use a range of strategies to implement the intended change (Branch 2002). According to Harper,( 2001) the three steps are unfreezing, initiating the change (moving) and refreezing. In the unfreezing step, employees break away from the way things have been done. In organizations, for effective change to occur, employees must embrace new work practices with a sense of urgency. In order to achieve this, employees are encouraged or are forced to distance themselves from the comfort zones that they have been accustomed to, so that they acclimatize to new work practices, even if there is uncertainty regarding their future.

However, this process has drawbacks, like anxiety and risks associated with uncertainty that can lead to unconstructive rather than constructive behavior on the part of employees. In step two (initiating the change), employees engage in activities that identify and implement new ways of doing things or engage in new activities in order to bring about change. In this respect, Harper (2001) proposed that for effective change to take place, management must ensure that all relevant stakeholders are given the opportunity to be engaged in decision making and problem solving in a collaborative manner.

In the third and final step (refreezing), the emphasis is on reinforcing of the new processes and tasks in the organization by the employer. For this step to be successful, employees' must be acknowledged, as reward is an important consideration. Reward is crucial for behavior modification. But this theory has several shortcomings. Burnes (2014) points out that it needs to be recognized that Lewin intended his model to be used with the three other elements that comprise planned change – field theory, group dynamics and action research. Lewin saw the four as forming an integrated approach to analyzing, understanding and bringing about change. Lewin's model is felt to have ignored the human factor for treating individuals as autonomous rather than active participants in the change process

### **2.2.2 The Anderson and Anderson model of change**

The Anderson and Anderson model of change is a totally comprehensive model designed to address all kinds of organizational change and one that also captures the cyclical nature of organizational change (Anderson, 2001). This model consists of three areas: content (processes, strategy, structure, technology, habits, ways of thinking, and/or culture (values and identity)); people (the mindset, behavioral and cultural changes required to deliver the

proposed change); and process (actions required to plan, design and implement the proposed change). All three processes must be carried out in an integrated and unified manner. The model has nine steps which need to be followed.

The steps involved include preparing to lead the change, creating organizational vision, commitment and capability, assessing the situation to determine design requirements, analyzing the impact, planning and organizing for implementation, implementing the change plan, celebrating and integrating the new state and lastly learning and correcting.

### **2.2.3 The contingency theory of change-Dunphy and Stace's Theory of Change**

The Contingency theory grew out of open systems theory (Bertalanffy, 1967) in the 1960s and is based on the notion that there is no one best way to structure or operate an organization.

The contingency approach portrayed the organization as an open system whose structure and function is determined by certain exogenous and endogenous contingencies. It also expanded upon the three-step model as exposed by Dunphy and Stace (1992,1993) who investigated change from an organizational transformation perspective. Within this perspective, (Dunphy and Stace,(1993)maintained that organizations needed a model of change that was essentially 'situational' or of a 'contingency model'. This model should be one that indicates how to vary change strategies to achieve 'optimum fit' with the changing environment (Dunphy and Stace 1993). Furthermore, these writers state that the contingency model of change is based on the theory that situational variables determine the structure and performance of organizations and because no two organizations are alike, they will not face the same situational variables. Invariably, this may impact upon their operations and structures (Dunphy and Stace 1993).

The strength of the contingency theory is that it explains organizational change from a behavioral viewpoint where managers make decisions that account for specific circumstances,

focusing on those that are most directly relevant, and intervening with the most appropriate actions. The best course of action is the one that is fundamentally situational, matched to the needs of the circumstances. The contingency approach proposes no formulas or guiding principles for organizational change, instead the focus is on achieving alignment and a good fit to ensure stability and control.

#### **2.2.4 Organizational Development Change theory**

Organisational development is defined as a discrete episode of planned change in organisations through the application of behavioral sciences and it therefore emphasizes human processes in an organisation. It assumes that successful organizational change depends on agreement between individual and organizational goals.

Effective team working is a focus for quality improvement in the second study. Goni (1999) found evidence to support a relationship between team working variables including empowerment, communication, flexibility and organizational performance in the organisation. He combined indicators of team working, work satisfaction, patient satisfaction, and stakeholder perceptions to realize change.

### **2.3 Integration of People and Business Dimension of Change.**

When organizations change, both people and business dimensions of the organization have to be taken care of. This is achieved by use of more than one model of change. Although each model has its own approach and benefits, there are some common aspects; they all start by analyzing the present status in order to realize the need for change, proceed with actions and end with process review. Pugh, (2007) assert that the first step in an implementation process

should be ensuring the readiness for change. In addition to this, the models subsume human factors such as people's behavior, emotion and some ideologies. In this regard, Beer and Eisenstat (1996) concur that a change process is required to be systematic; the human factors and hard issues like technology, organizational formation, and strategy should be compatible with each other, therefore the change model must involve both soft and hard issues within an organization.

This initial step has to start with the leaders of the organization. Leaders have the challenge of selecting the right organizational 'leaders' who have the ability to create an atmosphere where employees are motivated to go beyond the minimum expectations required of them. It must be noted that employees will not accept change if they see no reason for the change. According to Wischnevsky,(2004), organizational leaders are most likely to act if they perceive that there are changes that require their action stemming from management changes, environmental shifts or a decline in employee performance.

The implementation process should involve the development of a vision and move from the status quo to a future state. A good vision helps employees know where they are going. However, having a 'vision' alone is not enough to direct employees to a future state or assist them in getting there. Leaders need to communicate the vision to employees and will have to lead by example to make the vision a reality. Differences between what leaders say and what leaders do, leads to distrust (Simonson, 2005)

The employees should be empowered during the changing process in the organization. This includes evaluating the current systems, processes and capabilities to facilitate change (Farrel,Flood,MacCurtain,Hannigan,Dawson,and West, 2005).Leaders should also be involved in stewardship that is involving other employees in finding solutions and taking action; and creating a healthy working environment that provides the framework for a positive and professional practice agenda (Herrick, 2005).

The change implementation process must incorporate the idea of reinforcing and creating small improvements to encourage additional change. Employees need to understand that every process in the organization can be improved. Leaders must therefore focus on continuous improvement and reinforce small successes. This will encourage employees to seek more opportunities for improvement (Pryor,White and Toombs,1998).

Issues pertinent to change like resistance have to be addressed individually and collectively. Employees respond differently to change. Some employees enjoy and embrace change while others resist it. Resistance is a normal reaction to change and should be expected. Greater resistance is encountered during the developmental stages of change. Leaders must therefore understand this reaction and need to support employees as they go through these stages of change. Leaders need to plan strategies to enable employees to work through their resistance (Kohles,Baker and Donaho,1995).

Change plans should not be created in some high level offices and then forced upon employees who are supposed to implement the changes. All planning in relation to change

should involve a vertical and horizontal microcosm of the organization. This creates a sense of ownership of the change on the part of all employees (Collins, 2001).

Communication is important to gain support of the change and to encourage employees to 'buy in'. Successful organizations have to acquire, integrate and use new knowledge to the best of its advantage. Furthermore, they have to be able to combine and exchange information in order to enhance their processes to guard against failure. All change initiatives must be discussed, explored and communicated to all stakeholders (Farrell et al. 2005).

Training has high effect on successful implementation of a system and acceptance of change. Training can even augment commitment in a short period of time (Beer, Eisenstat and Spector, 1990a). If organizational change comes from an enterprise system, training the user is imperative in spite of its high costs, because if people do not know how to use the system they cannot benefit from it (Jarrar, Al-Mudimigh, and Zairi, 2000) .

The change should be monitored and measured while it is being implemented. It must be noted that the successful implementation of change involves discipline. This cannot occur unless measures of accountability are put in place (Collins, 2001). Leaders, too, have to be accountable to the organization for the results of their plans and outcomes. Thus, accountability will require master plans that can be evaluated at any time.

Change initiators must have strong leadership qualities. According to Kotter,(1996) strong leaders have charisma; inspiration to gain support for their vision; individual consideration; and intellectual stimulation.

Muema, (2013) observed that there should be collaboration between departments through group meetings, project matrix structures, restructuring and organization of frequent offsite strategy meetings, among concerned departmental heads and middle level managers and team building between different departments, to synchronize common practice before and during change. Thus, in today's world of constant, complex change, leaders who react rapidly and responsibly are successful (Pryor, Humphreys, Taneja and Moffitt, 2007).

Bwaley (2014) established that when integrating people and business dimensions of change, it is not only how employees behave in the organization for change but also how the organization handles its staff for the employees to feel appreciated, honored and valued.

Hiatt and Creasy (2003), point out that the failure of focusing more on business change rather than people issues is detrimental. They argue that successful change can be reached by paying attention to both business change and people issues. They also assert that if the emphasis to business change is higher than the one given to the employees, it may result in losing valued staff, thereby falling behind the schedule and decreased efficiency.

## **2.4 Chapter summary**

This chapter has information on literature related to integration of people and business dimension of change. It has an illustration of the theories related to change. These are organisational theory of change by Dunphy and Stacey which explains that change is situational but may not face the same situational variables, organisational development change theory which explains that organisational development is effective where there is team working. It also has models which explain the change process. Anderson and Anderson model captures the cyclical nature of change in organisations while Kurt Lewin theory views change

as a three step procedure that organisations pass through in the realization of change. The chapter also looks at how the people and business dimensions are integrated in order to make the change process successful. The leaders have to involve all the stakeholders in the change process right from the initiation stage to the implementation stage.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter brings out the highlights of the research methodology that was used for conducting the study. The chapter has an outline of the research design that was used, methods of data collection and data analysis. Through the above it was possible to interrogate how integration of people and business dimension of change has taken place at Eregi TTC.

#### **3.2 Research Design**

The research design for this was a case study Yin, (2003) defines a case study as an empirical inquiry that investigates a contemporary phenomenal within its real life context. A case study is a methodological approach that involves systematic gathering of information about a particular person or a group and situation to permit the researcher to effectively understand how the subject operates or functions (Berg, 2004). A case study is undertaken on an individual case or area and involves the systematic collection of data, analyzing data then drawing conclusions that may lead to report on the findings. According to Yin (2003) a case study should be considered when the focus of the study is to answer the how and why questions as well as where one cannot manipulate the behavior of subjects involved in the study.

A case study was chosen as the research design for this research project since it allowed for an in-depth examination of events and phenomena within a real-life context for purposes of theory development and testing. This type of research design was chosen because of the institution that forms the subject of the study. A case study design would allow the researcher

to study the complex relationship between phenomena, context and people. According to Patton, (1987) case studies are particularly valuable when the research data aims to capture individual differences or unique variations from one research setting to another. The case study was to determine the extent to which people and business dimension of change have been integrated at Eregi TTC.

### **3.3 Data Collection**

The main source of data for the study was primarily qualitative data that was captured using a comprehensive interview guide. The interview guide was formulated along the study objectives and administered through personal interviews. Personal interviews were chosen because the researcher would be able to ask despondence questions to get required answers. Any ambiguity would be corrected immediately thus the design offers high flexibility and an excellent opportunity to probe further a high response rate .Thus the method of data collection used for this case study was informal and formal interviews that were to seek to ‘gain information on the perspectives, understandings and meanings constructed by people regarding the events and experiences of their lives’ (Grbich, 1999).The interviewees were the top management of the college, heads of departments (HOD's) of major departments in the college, both teaching and non-teaching staff (NTS), and the sponsor represented by the college chaplain. The interviews were done by the researcher.

### **3.4 Data Analysis**

The study gathered data that was largely qualitative in nature. Therefore, qualitative methods of data analysis were used and the preferred qualitative method was content analysis technique. This is a technique of making inferences by systematically and objectively

identifying specific characteristics of messages as the basis to relate trends (Nachmias and Nachmias,1976).

It captures a qualitative picture of interviewees concerns, ideas, attitudes and feelings. Baulcomb, (2003) content analysis used a set of categorization for making valid and replicable inferences from data to their context. The nature of the data that was collected from this study was from direct personally administered interviews, targeting the specific individuals drawn from top and middle level managers of Eregi TTC .The college chaplain who represent the sponsor (The Catholic Church) was also interviewed. Content analysis was used to make inferences by systematically and objectively identifying specific themes from the data, representing challenges of strategic change management at KNH. This technique has been successfully used by other researchers such as Gichohi, (2007) in his study of challenges of change management at Unga Limited.

### **3.5 Chapter Summary**

This chapter highlights the research methodology that was used to conduct the study. In the chapter the case study method was used, data was collected using a comprehensive interview guide and it was analyzed by content analysis method. This chapter also captures a qualitative picture of interviewees concerns, ideas, attitudes and feelings.

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter contains an analysis of the data collected from interviews. It has information collected and analyzed using content analysis. The results are later discussed at the end of the chapter. Most of the data from the interviews was collected by the researcher. Most interviewees were able to answer most of the questions in the required way while some were not aware of the answers to the questions being asked. The interviews were carried out by the researcher and the findings were recorded using note books. Secondary data was also availed and used to backup primary data. The people interviewed were the principal, the dean of curriculum, the dean of students, the heads of department of the teaching staff, and the heads of the different sections of the non-teaching staff.

#### **4.2 Organizational Change at Eregi TTC**

The research interrogated interviewees on whether there have been changes at Eregi TTC in the recent past. An interviewee reckoned that;

“change is inevitable, you must agree to change or change will change you in this technologically vibrant environment, and after all a change is as good as a rest and change is happening all over even in churches.”

An interviewee observed that Eregi had undergone both systematic and behavioral changes in the recent past. Interviewees asserted that with the coming of the strategic plan that was introduced by vision 2013 that can with former President Kibaki’s reign Eregi TTC set out on

a vision and mission to see Eregi TTC adapt to the changes in the business environment that was so volatile, this is the only way Eregi would remain relevant.

According to the interviewees the introduction of the strategic plan in 2008-2012 saw Eregi initiate some strategic changes. Among them were appointment of officers to head various departments in the college embracing ICT and adapting the government laid down rules and procedures in procurement and employment of the non teaching staff. Customer surveys were introduced for the first time in the history of Eregi.

### **4.3 People Dimension of Change at Eregi TTC**

Most interviewees concurred that there are some changes that have taken place concerning the people at Eregi TTC. In the view of the interviewees departments have been formed such as the kitchen department, housing departments, transport section, security and welfare. Through the welfare the NTS voice their complains and meetings can be called to resolve the matters. The interviewees observed that the security of the college is currently headed by a former defense force officer and beefed by the administration police (AP) who patrol during the day and at night. Interviewees also observed that changes that were to happen in various session were communicated through newsletters, memos, brief meetings , phone calls, circulars, grapevines, informally through the social gatherings and through the heads of the various session in the college. They observed that it was not always that their views were taken before the changes were implemented. The interviewees also pointed out that many time they would be moved by the principal from one section to another without prior information.

Interviewees appreciated that the NTS of various sections have uniform of different color as a mark of identity, and that they are provided with the soap specifically for washing the

uniform. Initially the NTS were not uniformed except the kitchen staff who only had an apron. Interviewees observed that there is a customer's survey that is done once in a while. Interviewees observed that there is team building though the practice is not consistent, and many times it comes up when there is a pressing need like poor performance. The interviewees observed that they know very little about performance contracting(see appendix 6) because it is not done openly, it is a reserve for the few and only a handful of the teaching staff, the FO and the principal seem to know about Performance contracting.

Interviewees observed that the Vision, Mission and Motto of the college are well spelled out in the strategic plan of 2008-2012 and now of 2012-2017 but the implementation is not effectively done. (See attached appendix 3 for part of strategic plan) Interviewees alluded that there were established welfare systems for both the teaching and the NTS, and they run separately. Members contribute money and later the money is re-invested with an aim of generating some profit through interest charged on loans borrowed by members. The welfare also provides funds for members during times when they have special events in the course of the life such as, wedding ceremonies, retirement parties and funerals.

Interviewees concurred that various team building activities are organized in the college with an aim of making working relationships better. This includes bonding trips, workshops and seminars which are sponsored by the BOM and coordinated by the principal through chairman staff welfare.

An interviewee observed that a strategic plan that was introduced in 2008 in line with vision 2030 came along with performance contracting whose purpose was to improve service delivery. (see appendix 6)

Employees in Eregi were informed of performance contracting through sensitization, meetings, workshops and circulars. The interviewee pointed out that performance contracting saw the college construct ramps that were to be used by the disabled. Further the respondent observed that ISO that was initiated in college in 2012 was in line with performance contracting. Employees in Eregi were informed of ISO through sensitization, training and workshops

Some of the change initiators for these programs included the government, management board, the college employees and the senior management of the university. Some of the changes introduced in the college by the government are done through circulars. These are availed to the staff through the principles communication.

The management boards also disseminate their proposed changes through the principal who is the secretary to the management board. For the internal changes in the college, these are initiated by the employees themselves they create their own forums where they meet and agree to form special committees that will take charge of the change from the beginning to the end of the whole process.

When the government through the ministry of education introduces the changes, Sometimes it provides training to the college lecturers on how they can be able to manage the change to produce constructive results. This is through training programs sponsored by the ministry of education, for instance SMASE that was sponsored by MOEST in collaboration with JICA, ICT training was sponsored by MOEST and the child friendly schools program that was sponsored by UNICEF. The interviewees confirmed that teacher trainers were given certificates as a way of motivation after these trainings. These programs are in the form of in

service training, seminars, workshops, Benchmarking exercises, and even the staff meetings. Interviewees observed that in order for the colleges to make the programs take off strongly, the college should be able to organize for special committees which will undertake the full implementation of the said programs. In some instances interviewees pointed out that experts in given areas are invited to talk to the teaching staff and of course the NTS in different forums. One interviewee remarked:

“No. I don’t resist change practices because I often do not see the point, particularly in restructures. Management will do whatever they want to do and you just go along with whatever it is they want you to do. I often don’t think there’s necessarily any point in resisting change”.

In order to enhance the security of the college, an interviewee observed that a new security team headed by an ex-defence officer was introduced. This was reinforced by the administration police ( AP) who are posted to the college daily. These duties were previously handled by local guards employed by the BOM of the college. The new team of security officers faced resistance because the former security guards felt they were at risk of losing their jobs. The local security guards therefore resorted to sabotage, blackmail, absenteeism and go slows so that the new team of security officers was seen as incapable. This was witnessed through a higher level of insecurity which was later curtailed by the complete overhaul of the security team. This is what an interview had to say:

“No, I do not resist change but I have questioned un-ethical change processes, absolutely. Obviously, if someone suggests that you change the way you do things, you question why and I have questioned why.”

An interviewee asserted that ‘performance contracting for the teachers never took off’. It was resisted successfully by the teacher with support of their unions. They argued that the government was not clear on the terms and targets set for performance contracting. They viewed performance contracting as a way of denying them job security. They wanted the government to involve them more in the initiation and implementation of the performance contracting.

Another interviewee confirmed that the college always organized trips for the staff in order to motivate them and do team building. This had an aim of making them work cohesively together and to stay focused on the implementation of the change. But this was met with a lot of criticism as the members of the college thought there was lack of transparency and accountability in the organization of the trips and team building activities. One interview had this to say:

“No, I do not resist change but I have questioned un-ethical change processes, absolutely. Obviously, if someone suggests that you change the way you do things, you question why and I have questioned why.”

Their view was that the funds allocated to the trips and team building activities were not well allocated and there was little involvement of the people in the college on the same.

Interviewees observed that there was some resistance to change the different sections of the college. This resistance was observed through absenteeism of employees from meetings meant to initiate change, there was disgruntling among members and gossip especially with regards to performance contracting and employment of male staff. There was sabotage in the kitchen when a younger cateress was put in charge of the kitchen staff instead of the head cook who has served the college longer and was even older in age.

An interviewee observed that there was sabotage in the security sector because of job insecurity. Those who were there thought that the coming of the ex defense force officer and the APs would make them be laid off. An interviewee observed that there were some go slows and absenteeism in some sections as a way of resisting change. This would cause a delay in the college programs. Some employees showed resistance by simply sticking to their old ways of doing things.

An interviewee also observed that some resistance was caused by lack of enough information on the said change while others simply resisted because of the fear of the unknown. An interviewee observed that a number of employees resisted change because of misunderstanding and lack of trust.

#### **4.4 Business Dimensions of Change**

This section highlights events in Eregi TTC that have affected strategic changes in the organization, changes in the authority structure which are aimed at renewing the organization, and management of the change process. From the data collected from the interviewees, Eregi

TTC has had a fair share of strategic changes. Since the TTC was established, those who manned the institution had religious titles, namely Father (Fr) and Brother (Br). They did not have any prior experience or training as teachers or administrators. The first TSC principal was sent to the college in 1987, the current is the ninth TSC appointed principal. Still one requirement of the sponsor, is that they must be staunch Catholics.

According to contingency theory organizations undergo changes in order to achieve a fit in the environment. Thus Eregi had to be like other teacher training colleges and have a TSC appointed principal. The interviewees observed that the finance officer is the head of the NTS and is deputized by the bursar. According to the interviewees communication is much better with the existence of the mobile phone and this has also made the supervision of the NTS easy and convenient.

The minimum requirements (entry behavior) for admission and enrolment of the trainees to the TTC's was changed by the MOEST since 2005. The entry behavior changed from grade D that came with 8-4-4 system to grade a minimum grade of C, which is the current. Alongside this change came the gender balance where the number of male and female students admitted was nearly equal. On average the college admits 250 males students and 250 female student per enrollment, though this is not always the case. It was also found out that the college admits students with special needs as per the government policy with preference given to them. In the past such students were admitted in special colleges. As a matter of fact an interviewee pointed out that all inclusive learning therefore became mandatory with students with special needs being admitted into the college.

Specifically the physically challenged were admitted and they attend the same classes with the normal students, as well as undertake other activities of the college. This was to put emphasis on the fact that disability is not inability. Alongside this change, came the cost sharing. The students are required to buy their own personal effects which were previously provided by the sponsors and partly by government. The students also have to buy mattresses, exercise and text books as well as pay for uniform that was initially given free. The calendar year of the college changed from May to September in which case the successful first year students report to college on a given date specified by (MOEST) in September every year.

The interviewees were in agreement that the procurement system of the college has changed and is currently done according to the government laid down rules and procedures. They observed that a procurement committee was established headed by the deputy principal and membership includes all heads of department in the college and a member from Board of Management (BOM). The college principal was completely excluded from the committee. Previously, the procurement was headed by the college principal in liaison with the bursar and accounts clerk. The college has a finance officer (FO) who is also a member of procurement committee.

According to the interviewees the government streamlined the employment of support staff. It provided guidelines that allowed anybody who was qualified to take up any vacant position in the institution. The vacancies are advertised, interested parties apply for the vacancies and the BOM invites them for interviews, after which successful candidates are employed on agreed terms and conditions. (See appendix 4 for an advert of vacancies in the college)

The interviewees observed that there have been many changes in the curriculum of the TTC. In their view the changes were initiated by MOEST so as to align the TTC syllabus to that of the primary schools. It was observed that subjects that were taught independently like geography, history and civics had been merged together and called social studies. Likewise science, agriculture and home science were merged together and called integrated science and only taught at first year. ICT was also introduced in 2005 and is an examinable subject as well as compulsory alongside physical health education (PHE) initially PE, Education initially called professional studies, Kiswahili and English. According to the interviewees ICT was integrated with the college receiving 100 computers but the same ministry has not sent a technician who should be servicing the computers.

ICT was integrated so that the graduates were well prepared to handle challenges in the environment. To put emphasis on the intergration of ICT the college has since installed a WIFI to boost accessibility to internet. Interviewees also observed that specialization was introduced at the second year of study with students graduating as science or art trainees as opposed to the initial system where teachers were to teach all subjects trained in.

Alongside this change only students who passed the midcourse exams done at the end of first year were promoted to the second year of study. Likewise only students who passed the PTE exam at the end of the second year were invited for graduation, unlike the past when all second year students were graduated before writing the final PTE exams. All subject trainers were expected to incorporate aspects of HIV and AIDS and life skills through song, storytelling, dramatization, peer support groups among other so as to create awareness in the teacher trainees and to minimize stigma. Interviewees observed that in order to improve the teaching and performance in maths and science, MOEST in collaboration with JICA

introduced a six year program that was to see the teacher trainer attend in service training in maths, science and ICT at the SMASE center (CEMASTE) Karen, Nairobi.(See appendix 7) The teacher trainers undertook a two week in-service training every year for six years from 2008-2013.After this training the teacher trainer was expected to cascade skills received during training to the regular teachers of the primary schools in the region surrounding their colleges and the teacher trainees in the college, in which case the teacher trainers did the facilitation. The TTC graduate was expected to be able to teach using ICT equipment like the projector and further to guide their pupils in their respective schools.

The interviewees observed that Eregi TTC had also introduced Early Childhood Education (ECD) classes in line with the MOEST requirement.(see appendix 5).This was an initiative by the college to generate extra revenue. This was an income generating activity for the college as it was not among its core mandate. These classes run during holidays for students who apply. The students train for both certificate and diploma courses.

An interviewee retorted that "no change comes before resistance because the devil you know is better than a friend you don't know"

The interviewees observed that changes related to business dimension were resisted to some extent. According to the interviewees the Catholic Church representatives at the college were not happy with the directive of the TSC to send a principal to the college, instead of having a catholic 'father' or 'brother' being a principal. They feared that a TSC appointed principal would not uphold the catholic values as the 'brothers' or the 'fathers' were doing. Further still, they had a view that the TSC appointed principals would introduce nepotism and corrupt practices as they run the college.

An interviewee explained that the new guidelines on procurement were resisted by the principal and the bursar who initially solely did the procurement and to date the college lacks a procurement officer. They felt that the control of funds was being shifted to the hands of the deputy principal. They still believed that the bursar was the right person to handle the procurement together with the principal. They did not realize that they sailed in the same boat, since none of them met the requirements of being a procurement officer.

Some interviewees pointed out that the new employment guidelines by the government were not well received. The already employed workers viewed this as a threat to their jobs as they did not have the required qualifications.

They did not work well with younger employees who were given the responsibility to head sections of because of their qualifications. Many times sabotage would be witnessed in various sectors where there were new employees.

A pair of interviewees noted that the introduction of the new curriculum by MOEST was not well received by the college tutors. The ministry initiated the changes and it required that they be implemented fully and immediately by the said college tutors. This caught the staff off guard as they needed more time to understand the changes. They also needed training before they could be able to teach the new curriculum. This was especially the case when ICT skills were to be taught to the students and everybody in the teaching staff was required to be ICT compliant. This led to poor introduction of ICT among the students. This was also the case in integrated science where the agriculture and home science tutors were forced to teach integrated science yet they had little knowledge of the science aspect.

An interviewee explained that the all inclusive learning where the physically challenged students were admitted to the college to learn alongside the normal students was resisted. This was because the facilities had not been redesigned to accommodate them. Adequate funds were not set aside for the redesigning of the facilities so that the physically challenged could have it easy learning in the institution.

The introduction of mid-course exams done at the end of year course was not welcomed by the students. The trainees upon failing the mid-course exam were supposed to undertake a supplementary exam before promotion to second year, or repeat the first year of the course all together, if they failed to pass the supplementary exam.

The same interviewee noted that the systems in the examination office are now digitalized making the relevant officers to work more conveniently.

#### **4.5 Integrating People and Business Dimension of Change**

The integration of people and business dimension of change goes a long way in ensuring the success of the change initiatives. It is the changes in business dimension that organizations face first, before being subjected to people dimension. The proposed changes in the structure always comes first and then later the organizations focus on people dimension in order for the changes in the business dimension to succeed. The interviewees observed that for any successful change to be realized in the organization the people and business dimension had to be considered.

Interviewees concurred that good performance in the college comes as a result of constant staff motivation and supporting the welfare needs. An interviewee retorted that, “a bad work man quarrels with his tools” and therefore good and clear communication and involvement of

all stakeholders at all stages of change implementation is key. Interviewees concurred that for Eregi to realize improved performance in all areas or in all aspects the welfare needs of the employees, better remuneration for the NTS, trust from the management and involvement of all the change programs need to be adhered to.

Interviewees observed that there is need for more meetings between employees and BOM so as certain issues are clarified and feedback is received and acted upon. Interviewees observed that the kitchen staff who report to duty as early as 2:00 a.m. need to be housed in the college or alternatively picked by the college van from respective residential areas for security purposes. Interviewees observed a lot of dissatisfaction especially when one employee is moved from one section to another without prior information and or consultation.

Interviewees observed that their health, safety and protection were paramount. Therefore those who work in the sanitation area, transport sector and kitchen want to be assured of their safety and protection during work and they desire that the college finds an insurance policy for them. A respondent observed that the NTS want transparency in as far as their contributions to NSSF is concerned, and therefore there will be peace if the NSSF register is availed frequently. Some interviewees observed that the transition of change was not so smooth because not all were involved at the initiation stage. An interviewee observed that a group of the NTS was dissatisfied with the way in which some staff were hired and they felt the BOM should instead promote some of them on the basis of having worked in the section for a long time.

Interviewees concurred that for the college to successfully initiate and implement change all the stakeholders must be willing and must be change ready.

Interviewees noted that employees surveys, seminars, workshops and benchmarking were utilized as ways of involving the employees in the change process. An interviewee observed that through the aforementioned the employees could easily buy into the change.

Interviewees observed that when the changes are proposed, the ministry has to organize seminars, workshops and in-service training in order to make members understand and fully implement the change. Thus therefore the ministry provides facilitators to disseminate the changes. It also provides funds which will be used for taking care of the training materials, allowances and any other costs required for successful facilitation of the seminars and implementation of the change. Further the interviewees concurred that monitoring and evaluation have been done to some extent by the ministry. At the end of the training session the teacher trainers are given certificates to recognize their efforts and also as a way of motivation.

In the view of some interviewees, Eregi TTC reinforced the change process by fostering good communications and relationship between the teaching and NTS through team building activities. Interviewees observed that when performance is improved both the teaching and the NTS are given tokens of appreciation and this has gone a long way in fostering a healthy relationship between the teaching and the NTS. This is because the different departments are made to realize that they all work for a common goal. However those who do not perform well in their respective areas are encouraged to improve.

The interviewees observed that the customer surveys that are done provide feedback on which the college should base ground for better services. Interviewees observed that communication between the managers of the college and the college employees should be enhanced through

improved communication techniques. In this regard interviewees observed that employees who lived in staff houses did not like being reminded of rent payment through circulars memos and letters.

In the view of Schermerhorn, (2010) individuals and organizations alike must all change, adapt and innovate as the environment changes around them. The environment in which organizations such as Eregi TTC operate have remained dynamic uncertain and evolving. The researcher observed that there is no change that will take place in one section without affecting other sections hence the need to involve all the stakeholders. According to Ingram (2008), for people to support change they must have more incentives than disincentives, such as new opportunities, relationships, new skills development job advancement and financial benefit among others.

#### **4.6 Discussion of Findings**

The research established that, for any change to be successfully initiated, implemented and monitored there should be change in behavior of those who will be affected by the change. Also established was the fact that, there must be prior communication and or information of the intended change so as to minimize on resistance. This is according to Goni (1999) who found there is a relationship between team working variables like empowerment and communication. This is in line with organizational development change theory. It was also established that all the stakeholders in the organization must be involved in all the stages of the said change so as to own the change and support it fully. Wider staff involvement and collective participation are highlighted as important elements in the success of a change

program (Senge *et al*,1990). The study established that, when the welfare needs of the employees are met, and their security and safety is assured, then they will embrace and support the change process(Maslow hierarchy of needs). It was also established that, the overall performance of the college will improve if the employees are assured of the above. It was established that if there was clear communication to the members and sufficient information on the reasons for change, then the employees in Eregi will fully embrace and support the change.

The importance of the communication on motivation is important. Robbins and Judge (2007) suggest two levels to suppress the resistance through communication. It involves removing the impact of misinterpreted information and lack of communication; if employees get the reality and misunderstanding is clarified they will be less negative. It also involves the imposing of need for change using a proper communication approach. The employees of today are better motivated to work ‘when talked to and not when talked at said an interviewee’.

The study found out that while the procurement department had implemented changes to be in line with the government laid down rules and procedures, the college had no procurement officer which is an anomaly because government institutions have procurement officers. The study established that the deputy who heads the procurement committee lacks any knowledge in as far as procurement is concerned.

The research further established that performance contracting has not done much to improve service delivery in the institution. The study also established that performance contracting is confined to the committee and is therefore a reserve for the few. The study also found out that members of the performance contracting committee had insufficient knowledge of their

subject and could not effectively explain the importance of performance contracting to members hence this opened it to resistance.

On the same note the study found out that ISO has not gained much ground despite members having been sensitized and trained on the same. Members were of the view that they saw no need for the ISO program. This meant that the training they underwent was not adequate to completely change their attitude to some aspects of quality standards. Through the research it was established that most change programmes specifically ICT in curriculum, child friendly schools(CFS) that was sponsored by UNICEF and SMASE, were introduced and hit the ground in Eregi with a bang. It was further established that only statues of such changes today exist because the college lacks the ability to sustain such changes. It is not even possible for one to imagine that Eregi TTC was a college that pioneered and piloted the child friendly school education in the whole of Kenya; they have nothing to show off this. This means that some changes fizzle out as soon as they are implemented. This observation in contrast with Anderson (2001) which places an emphasis on importance of monitoring and evaluation of the implemented changes in order for them to get some grounding.

The research also established that with the implementation of ICT and now the installation of the WIFI the exam office now enjoy dissemination of students results for 'CATs', mocks and mid-course, There is also automation of library and finance departments which has made officers in the said departments to work more conveniently. To an extend this has given the college leverage over other local colleges. Along this findings, research established that while MOEST brought 100 computers to the college as ICT was being introduced, a computer

technologist to service and repair them was not employed, this has seen most of them breakdown and now they all lie there like a heap of rubbish.

Through the research it was established that integrating people and business dimension of change is key in any organization. This is because; the organization will realize its effective performance and improvement when the people's objectives and the goals of the organization are factored in the change process to achieve the desired result. It was also established that people dimension of change, is not only based on the employees behavior to and the on the institution but it is also based on how the institution handles its employees so that they have a sense of belonging and they are motivated. This statement agrees with Bwaley(2014) which requires employees to through in-servicing of the teaching staff, seminars, and workshops, the employees can foster their skills which in turn will improve their performance and perception of change. According to Saratoga,( 2010) it is not the people that are the greatest assets to the organization but the relationship with them. In this regard, the research established that team building, bonding trips and benchmarking were ways the management would emphasize in building a better relationship with the employees.

Interviewees observed that integrating people and business dimension of change had made employees work at their best delivering good results in their various sections. Integrating people and business dimension has helped to minimize employee turnover.

It was also established that, for organizations to successfully implement change, the message about the change, the reasons for change and the effects for change should be communicated clearly and publicly to avoid mistrust and resistance. It was established that, customer surveys and feedbacks from which conclusions have to be drawn are necessary and must be enhanced.

It was observed that people have the ability to accept, embrace and support change or resist it all together depending on how the management relates with them. This case the principal and the board of management, and this are to further confirm that people are the most important assets of the organization. (Saratoga 2010).According to contingency theory of change pioneered by Dunphy and Stace (1993) organisations do not follow formulas or guiding principles while implementing change, instead they focus on achieving alignment and a good fit to ensure stability and control. This is what one interviewee agreed to have been the mode adopted by the college administration when some of the changes were being implemented at Eregi TTC

The various incidences of resistance to change can easily be traced to the changes being implemented without the proper involvement of the people who are going to be adversely affected by the change. Schein, (1979) has argued that “... the reason so many change efforts run into resistance or outright failure is usually directly traceable to them not providing for an effective unfreezing process before attempting a change”

The research observed that the college having implemented the changes in curriculum, there is no proper monitoring and evaluation. The study found out that changes in the curriculum such as all inclusive learning that made the college admit physically challenged students are not sustainable. This is so because such students rely only on the help of their fellow students since well wishers are not easy to come by. The redesigning of the buildings for these changes didn't take place fully. The study also observed the normal college routine was tedious for the physically challenged.

The introduction of mid course exams was opposed by the students who initially viewed this as interfering with their process of progressing to the next class without passing of the exams. According to one interviewee, the college introduced this change without any consultation. Although the students later on accepted it, the process of unfreezing had not been done successfully in accordance with Lewin model in implementing change(Lewin 1951).Unfreezing could have prepared the students adjust from the previous way of doing things and adopt the change successfully.

The integration of people and business dimension of change was enhanced by taking the employees to seminars, workshops, team building activities and benchmarking activities. This was in agreement with Muema (2013) findings that for successful change implementation there should be collaboration through group offsite meetings and training among various departments in order to synchronize common practices before and during change.

#### **4.7 Chapter Summary**

This chapter highlights analysis of the data collected from the interviews. The chapter has an analysis of the views of the interviewees from the various departments in Eregi on the change process. Most interviewees concurred that there are some change that have taken place in Eregi concerning the people. Most of the changes are from the top management of the college to the lower echelons of the organisation with minimal involvement of all stakeholders. This chapter also highlighted the business changes that have occurred in Eregi. This chapter explains that the business changes are normally initiated by the government through MOEST and only implementation takes place at Eregi TTC.It was noted that during change process, integration occurs but it was noted that it is the changes in the business dimension that organisations face first before being subjected to the people dimension of change. Also it was

noted that good performance at Eregi came as a result of constant staff motivation and support of their welfare needs. The integration process was successful to some extent because the stakeholders were involved in seminars, meetings, workshops and in-service courses. However the chapter highlights that there was some resistance to change process due to fear of the unknown, poor communication ,lack of transparency and threat of the jobs being taken. This was evident from the change in behavior of the people who got involved in practices like absenteeism from meetings, poor participation in the meetings, sabotage and gossiping. This chapter also highlights the discussion of the findings.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter consists of the summary of the study, conclusion and recommendations of the study. It gives the summary of the findings of the study from the research.

#### **5.2 Summary of the Findings**

This chapter brings out the summary, conclusions and recommendations of the above study. The conclusions and recommendations made address the research objective which was determining the extent to which the people and the business dimension of change have been integrated at Eregi TTC, Kenya. From the study findings and conclusion, recommendations were given on how to improve on issues of policy and practice.

The study established that Eregi TTC underwent strategic changes that affected the people and the business dimensions. The interviewees indicated that forces that necessitated the change were student's needs need for growth, technology, the need for observed that the changes were carried out gradually, in line with the requirements of MOEST who mainly initiated the change which were communicated to the TTCs for implementation. From the study, it was found out that the forces that necessitated change were majorly external and to deal with them successfully, they are needed to be changes in the internal environment increased effectiveness and performance and local competition from other TTCs. However, the researcher and regular analysis feedback. The forces of change included vision 2030, master plan of education and training. MOEST that occasioned changes in the primary school curriculum.

The changes which were effected in Eregi TTC other than facing some resistance have yielded positive effects on the College management, team work, and response to internal and external stimuli, customer base, services, structure, culture, systems and behavior of employees among others. It was observed that, the changes were initiated by the top management of the college and partly by heads of departments of various sections. The employees were rarely initiators of the change in their respective sections. It was also established that while changes were made in procurement the college lacked a procurement officer it was further established that performance contracting that should be for all and sundry in Eregi is only a reserve for the few those in the committee and this explains why its implementation was faced with resistance, further it came out clearly that while performance contracting has been implemented, it has not given the college any leverage neither has it improved service delivery. However it is only in performance contracting that monitoring and evaluation is done consistently, once every year and in procurement. ISO has not gained much ground in the college and in fact it was non-existent at the time of the research with no committee claiming ownership.

The mode of communicating the vision to the employees was through newsletters, memos, meetings, circulars and grapevines. The study found out that resistance to change was due to poor communication, misunderstanding, fear of the unknown, job insecurity, lack of trust and competing commitments. The interviewees were minimal on the effect of parochial self interest, fear of the unknown, threat to established relationships, timing, inertia, lower tolerance of change and difference assessment on resistance to change while the signs of resistance to change were indicated as gossip, disgruntling and grumbling, complains, go slows, absenteeism, sabotage, skipping meetings and sticking to the old ways of doing things.

The actions necessary to guide employees during the change process were found to be the need for change awareness, the desire for employees to support in and support change, facilitating the ability to implement required skills and behavior knowledge creation on how to change and reinforcement of the change. The actions used to guide employees included communication, in service training, practice, feedback, benchmarking among others. The research pointed out that for any organization to achieve its desired goals the people and business dimensions of change must be in tandem for united we stand in united we win.

### **5.3. Conclusion**

From the above, there is need for awareness before the changes are implemented. This creates desire and reduces the incidence of resistance to the change that is supposed to be implemented. The creation of awareness should include everybody since an organisation is a system. Change plans should not be created in some high level office and then forced upon employees who are supposed to implement the change. All planning in relation to change .The model should cater for resistance to change; individually and collectively. Employees respond differently to change. Some employees enjoy and embrace change whilst others resist it.

Resistance is a normal reaction to change and should be expected. Greater resistance is encountered during the developmental stages of change – leaders must understand this reaction and need to support employees as they go through these stages of change. Leaders need to plan strategies to enable employees to work through their resistance (Kohles, Baker and Donaho, 1995).

Training and continuous communication are also necessary since the members may forget the purpose and the objectives of change in the course of implementation.

Training will play the role of equipping the members with the essential skills that will be required to effectively implement the change. A key success factor for change to be successful is constant monitoring and evaluation. This can be done by a special committee which may be appointed to do the implementation, monitoring and evaluation. The leadership of the change initiative is required to be strong so that the intended objectives are fully met. For the people and business dimensions to be actualized there is need for team building activities that will enhance the required changes. The team building activities create a sense of belonging and purpose and make each member of the organization to feel that they are important in the whole process.

#### **5.4 Recommendations for Policy and Practice.**

Foremost, the study found out that the all employees are supposed to be involved in initiating change management. It is therefore recommended that all the employees and the stakeholders should be part and parcel of the process. Before any strategic change initiatives are implemented there is need for the government to do proper piloting.

Secondly change initiatives from without the organization are to be properly funded in order to have a lasting impact. This is because without proper funding after initiating the change, the initiatives will be abandoned as there are no resources to fully give a lasting impression to the ground.

The study established that there is room for improvement at Eregi TTC on the integration of people and business dimension of change so that institution realizes its best practices and efforts as regards change management.

The research therefore commended that the institution should encourage employees to air their views through their leader during their formal and informal meetings. There is need for the management to invest more in activities that foster healthy relationships between the employees of the college. It is important that employees are put in the lime light of any intended happenings or changes in the college.

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

The policy makers and regulator in general have an opportunity to understand the dynamics of integrating people and business dimension of change for synchronization of objective so as to minimize behavioral and systematic in organizations. Scholars and researchers will find the results of this researcher useful for further research.

## **5.5 Implications to Theory**

The research will be important to the theory especially on the process required to implement change in public institutions. Public institutions have many vested interests therefore change implementation requires thorough background check for it to succeed. The research implies that TTC are undergoing a lot of change in order to meet what internal and external demands, this therefore means that for any university to remain relevant and competitive, it has to align

its process with the dynamics of the industry on which it operates. This may call for culture transformation and an in depth analysis of the implications of the change to its employees.

It's important to point out that when organizations do not involve all the stakeholders throughout the change process, the level of ownership and participation is minimal meaning the level of resistance may be high. The bureaucratic nature of leaders in institutions means that the decisions are made by the top management and employees are only but implementers of the said decisions. Last but not least it important to note that employees are the main medium, for implementing changes initiatives in any organization. This therefore implies that effective change initiative have to be made in consideration of the employees. Effective communication must be fully utilized to ensure that all employees have appropriate and relevant information has regards the change process.

## **5.6 Limitations of the Study**

The applied research strategy, which is a single case study, makes it difficult to generalize the results since it provides an elaborate picture of people's approach and perception within one organization. Thus, this research might be a valuable example for change management including real life experience, but might not be generalized to a larger class. This research was performed only at one stage in the project life cycle.

Remarkable effort was spent not to skip any important information, but some information might accidentally be overlooked. Moreover, the researcher cannot ensure that the assessment of maturity level of change management process was made on a purely objective basis although objectivity of the results was taken seriously.

Unforeseen factors limited the effectiveness with which the interviews were expected to be carried out. This is because Eregi TTC being a public institution has a teaching staff whose members belong to KUPPET and KNUT. It's only until recently, that a nationwide strike that had been initiated by the two trade unions, against the government of Kenya over better remuneration for the teachers was called off. This in turn made it almost impossible to reach the teaching staff who are HODs and who had been scheduled for the interview, since they were not to be found in their work stations as per the union's directive. Upon resuming duty they would only be hurried through the interview because they needed to catch up with time lost.

To some extent there was a communication barrier with some interviewees appearing to be linguistically curtailed and could not therefore bring out their views correctly. Alongside this some interviewees were shy and could not elaborate on information given while others feared victimizations and therefore avoided answering some of the questions altogether.

Some interviewees were not consistent in answering some of the questions because of the nature of their jobs. This means that they had to break and interrupt the interview more than necessary so as to answer to phone calls, attend to other clients and also attend to other pressing issues in the college time and again. In some instances some interviewees excused themselves and simply left before completing the interview.

## **5.7 Suggestions for Further Research**

This study was done in using case study. There is need to find out if the same findings will be established in the process if the research was done using many other institutions.

The research should also be enhanced further from a single case study to a survey so that more elaborate comparison can be carried out across tertiary institutions , other local colleges and institutions of higher learning. This can lead to the researcher obtaining data that can applied to all institutions of higher learning alongside the tertiary colleges. If a survey is carried out it would demand that qualitative analysis of data is done and this would intensify the confidence level of the findings and the researcher and it would also go a long way to make an opening for generalizing the obtained conclusions.

The study has opened opportunities for more research on the relationship between the people dimension and business dimension of change. The upcoming researchers therefore should put emphasis on understanding the effects and impacts of people and business dimension of change performance in TTC on integration of people and business dimension in colleges and institution of higher learning.

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# APPENDICES

## Appendix 1:Introduction Letter.



Telegrams: "Varsity" Nairobi  
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Email: [ajaleha@uonbi.ac.ke](mailto:ajaleha@uonbi.ac.ke)

P.O Box 19134-40123  
Kisumu, Kenya

Date: 17<sup>th</sup> September, 2015.

### TO WHOM IT MAY CONCERN

The bearer of this letter Vincent Nicholas Oduor

REGISTRATION NO: D61/71874/2014

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, he is expected to carry out a study on **"Internal control systems and financial sustainability of public benefit organizations in Kisumu County, Kenya."**

He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,

A handwritten signature in blue ink, appearing to read "Charles Deya".

**MR. CHARLES DEYA**  
**ADMINISTRATOR, SOB, KISUMU CAMPUS**

Cc File Copy

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## **Appendix 2: Interview Guide**

### **TOPIC: INTERGRATION OF PEOPLE AND BUSINESS DIMENSION OF CHANGE AT EREGI TTC KENYA.**

#### **PART A: ORGANIZATIONAL PROFILE**

Employment title: \_\_\_\_\_

Department: \_\_\_\_\_

1. How long, in years have you worked with Eregi TTC ? .....
2. How many years have you been in your current position? .....

#### **PART B:PEOPLE DIMENSION OF CHANGE**

1. Has Eregi TTC undergone any change programmes in the recent past? If yes  
what did the change entail?
2. What changes have taken place at Eregi TTC Kenya pertaining the people
3. Did any of these take place before the implementation of change
  - a) Were the members of the institutions informed of the reasons for the change?
  - b) Were they informed of the benefits of the change?
  - c) Were they taken for training before the change took place?
  - d) Was a implementation committee put in place to enable the smooth implementation of the change efforts?

If any of the above activities took place, briefly explain how they were done,

4. In the course of implementing change, did any of these activities take place?
  - a) Was there a budget prepared and used to facilitate the change process?
  - b) Was there involvement of the members of whole Eregi TTC community?
  - c) Was there resistance to the changes that were being introduced? If there was what the cause was and how was it handled.

d) Did any other problem occur during the implementation phase? Clarify if the answer is yes.

e) Was the people's needs taken care of during the implementation phase?

5. After the implementation of the change did any of the following happen?

a) Did the change initiatives achieve the desired result? Explain

b) Were there celebrations after the change implementation process?

c) Was there monitoring and evaluation to ensure that the people and organisation did not go back to their old ways of doing things?

6. The following actions are necessary in guiding employees through a change process

in an organization. What specific measures are used in Eregi TTC to address

among the employees:

a) Creating awareness for the need for change.

b) Developing a desire to participate and support change.

c) Developing a knowledge base of how to change

d) Facilitating the ability to roll out and implement change

e) Reinforcement to sustain change.

### **PART C. BUSINESS DIMENSION OF CHANGE**

1. Has Eregi TTC undergone any change programmes in the recent past? If yes

what did the change entail?

2. What changes have taken place at Eregi TTC Kenya pertaining the people

3. Did any of these take place before the implementation of change?

e) Were the members of the institutions informed of the reasons for the change?

f) Were they informed of the benefits of the change?

g) Were they taken for training before the change took place?

- h) Was a implementation committee put in place to enable the smooth implementation of the change efforts?

If any of the above activities took place, briefly explain how they were done,

4. In the course of implementing change, did any of these activities take place?

- f) Was there a budget prepared and used to facilitate the change process?
- g) Was there involvement of the members of whole Eregi TTC community?
- h) Was there resistance to the changes that were being introduced? If there was what the cause was and how was it handled.
- i) Did any other problem occur during the implementation phase? Clarify if the answer is yes.
- j) Was the people's needs taken care of during the implementation phase?

5. After the implementation of the change did any of the following happen?

- d) Did the change initiatives achieve the desired result? Explain
- e) Were there celebrations after the change implementation process?
- f) Was there monitoring and evaluation to ensure that the people and organisation did not go back to their old ways of doing things?

#### **PART D: INTEGRATION OF PEOPLE AND BUSINESS DIMENSION OF CHANGE**

1. How does Eregi TTC identify the people needs to meet the business needs?

2. Has Eregi TTC integrated people and business aspect of change? If yes, how has it done?

3. The concept of harmony of objectives notes that individuals have personal goals that are different from organizational goals but these can be harmonized. How has Eregi TTC harmonized employee's goals and the organization's goals?

4. Is there any activity undertaken currently at Eregi TTC to synchronize business?

and people aspects of change? If yes what are the examples of these activities?

5. What are the gains of harmonizing people dimension and business dimension of change at Eregi TTC ?

6. How is the harmonization of these dimensions being reinforced at Eregi TTC ?

7. To what extent has Eregi TTC integrated People and business dimension of change?

8. How has the organization's culture, values, and behaviours been used to encourage the desired results?

9. For an organization to successfully implement change what must it do?

10. If change was ever to be introduced and implemented in your institution what are your suggestions for the process to be involved?

**THANK YOU GREATLY FOR YOUR COOPERATION AND TIME.**

## Appendix 3: Strategic Plan

### RESOURCE MOBILIZATION

#### Challenges

- Getting funds for the projects.
- Effective monitoring and evaluation to ensure optimum profit from the projects.
- Very old physical infrastructure that require repair.

#### Objectives

- To initiate and sustain income generating projects to supplement the college budget.

#### Strategies

- Mobilize the available resources to initiate, implement and sustain projects.
- Continuously carry out monitoring and evaluation of project to completion.
- Refurbishment and rehabilitation of buildings
- To improve existing physical infrastructure through repairs and good maintenance.

### HUMAN RESOURCE AND COMPETENCY DEVELOPMENT

The professional development of the Human Resource in the institution is critical to achieving quality and effective performance. Professional development should be provided in a systematic and coordinated way.

#### Challenges

- Terms of employment for the B.O.G. employees (non-teaching staff)
- Lack of effective monitoring and evaluation/appraisals.
- *Inadequate financial resources to undertake training.*

#### Objectives

- To enhance staff capacity building and performance.
- To ensure a highly motivated staff for effective service delivery and increased productivity.

### **Strategies**

- Develop a viable scheme of service for the B.O.G. employees.
- Provide adequate and appropriate working tools, equipment and safe working environment for staff and students.
- Establish a program for training and financing in-service training and capacity building on skills, management and leadership development
- Establish effective performance appraisal system for all staff.
- Provide merit awards for staff and students in order to promote excellence in creativity and innovation.
- Strengthen staff welfare program.
- Undertake consultation and establish dialogue with KUDHEIA union to create understanding and support acceptance of reforms in staff management systems.
- Enforce and comply with relevant regulations on statutory deductions such as PAYE, NSSF, NHIF, SACCO and other third party deductions
- Prepare and submit non-teaching staff payrolls in time
- Carryout a legal audit to determine all the relevant laws for compliance with statutory obligations

## **EMERGING ISSUES IN EDUCATION**

### **ISO CERTIFICATION**

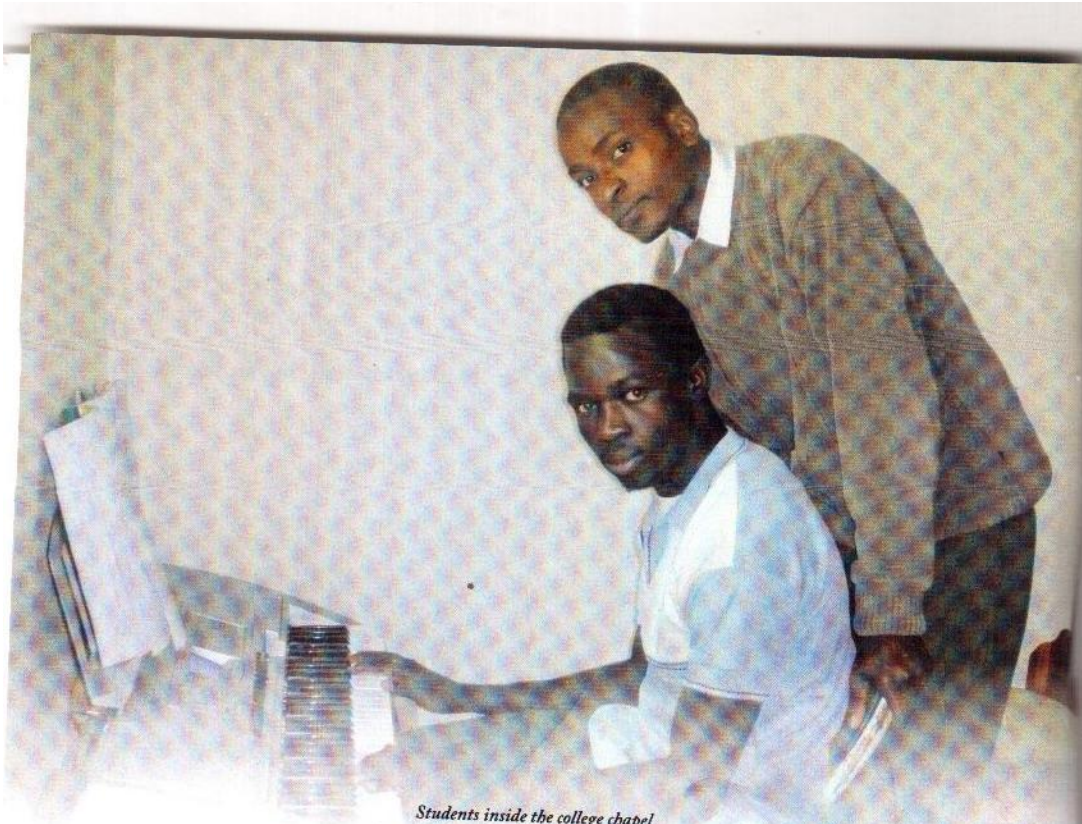
It ensures that operations and management are benchmarked to the best international practices as attested by certification by a reputable international standards accreditation institution. The process helps to re-engineer management processes thereby making them efficient

#### **Challenge:**

- Funds to meet the costs of ISO Certification and training.

#### **Objective:**

- To fast track Certification to ISO 9001-2008 Quality Management Systems in all the college operations.



*Students inside the college chapel*

**Strategies:**

- Engage a qualified Consultant to assist in the development of the framework for ISO Certification.
- Identify and train the ISO Committee.
- Source funds to meet the costs of ISO training.
- *Empower the ISO Committee to develop and index the relevant documents.*
- Training of the college Management team on ISO.
- Formulate an action plan on ISO implementation.

## **HEALTH, ENVIRONMENT AND SAFETY**

Learning institutions have a responsibility to address HIV/AIDS and prevention of Alcohol and Drug Abuse through education by developing skills and values, and changing attitudes to promote positive behavior that combat the HIV scourge and

minimize the negative effects of Alcohol and Drug Abuse. Safety of all members of the college, facilities and documents is also paramount.

**Challenges:**

- Stigma
- Funds for sensitization workshops.
- Drug and Substance Abuse in learning institutions are on the increase.

**Objectives:**

- To prevent HIV/AIDS and other related infections.
- To provide care and support for those infected/affected.
- To prevent alcohol and drug abuse among staff and students
- To ensure the safety of all members of the institution.

**Strategies**

- Put in place a program for creating awareness on HIV/AIDS.
- Undertake capacity building for students and staff on HIV/AIDS
- Establish an AIDS control committee, unit and office.
- Establish mechanisms for the prevention of alcohol and drug abuse in the college.
- Undertake activities aimed at the conservation and improvement of the environment.
- Design strategies that ensure safety for all the college members.

## **GENDER MAINSTREAMING**

Learning institutions are to use affirmative action where necessary. They are to address gender concerns such as maternity, abortion, gender based violence and sexual harassment among staff and students. They are also to encourage more women to take up science, mathematics and Technical subjects and leadership positions.

### **Challenges**

- College cultures where men always take top leadership positions while female take assistant positions.
- Belief that female student are good in social sciences while males are good at mathematics and sciences.

### **Objective**

- To mainstream gender at all levels in the college.

### **Strategies**

- Establish a gender office.
- Appoint a gender officer.
- Establish a gender committee.
- Develop the college gender policy.
- Undertake sensitization programs on gender issues in the college.

## **DISABILITY MAINSTREAMING**

The college being all inclusive has to develop a disability friendly environment. It is important that other members of the community be sensitized on the need to assist persons with disabilities.

### **Challenges**

- Discrimination.
- Facilities

### **Objectives**

- To mainstream Disability for all persons with special needs in the college.
- To provide physical environment in Eregi TTC for learners with special needs in Education.
- To sensitize, create awareness and advocate for change of the Eregi TTC community's attitude and management of students with disabilities.

- To promote the development, participation and inclusion of students with disabilities in sports, recreational and cultural activities.
- To ensure that persons with disabilities have access to assistive devices, support services on prevention of isolation in the college.

### **Strategies**

- Establish a Disability mainstreaming committee.
- Identify cases of disability among the students and staff.
- Develop a strategy to empower persons with disabilities to be independent.
- Establish a special needs club.
- Ensure provision of adequate and disability friendly buildings, furniture and equipment.
- Ensure appropriate class space, boarding space and sanitary facilities are adequately provided for learners with special needs.
- Undertake peer support for people with disabilities.
- Design and implement an awareness creation programme related to use of institutions facilities, physical education requirements and other similar considerations.
- Ensure that persons with disabilities have opportunities to utilize their potential in sports, recreation and culture.

## **CORRUPTION ERADICATION AND ADDRESS OF PUBLIC COMPLAINTS**

- Public institutions are required to be corruption free. In addition, all public institutions are required to promptly address and resolve public complaints referred to them directly or channeled through the public complaints standing committee (PCSC).

### **Challenge**

- Inadequate information on corruption.

### **Objective**

- To eradicate all forms of corruption in the college and address public complaints promptly.

### **Strategies**

- Establish the college anti corruption committee.
- Identify potential areas of corruption in the institution and design preventive mechanisms.
- Develop the college anti corruption policy.
- Establish the college public complaints standing committee to address complaints reported and provide satisfactory responses.
- Establish a mechanism of working together with the public complaints standing committee.
- Put up corruption reporting, Public complaints boxes at strategic places in the college.

## Appendix 4:Advert For Vacancies For NTS

### EREGI TEACHERS' TRAINING COLLEGE

10/06/2011

The Board of Governors, Eregi Teachers' Training College wishes to advertise for the following vacant posts. Interested applicants must be qualified, dedicated and ready to work extra hours:-

2. **POST OF INFORMATION COMMUNICATION TECHNOLOGY (I.C.T.)/LEARNING RESOURCE CENTRE (L.R.C.) TECHNICIAN, EETC/3 (1 POST)**

**Key Duties and Responsibilities**

- Maintenance and repair of all machines and Equipment in the LRC and ICT Workshops.
- Ensure proper inventories are kept for all Machines and Equipment in the workshops.
- Ensure control and usage of LRC/ICT Workshop machines/equipment.
- Prepare machines in ICT Workshops for ICT lessons in consultation with ICT tutors.
- Perform any other duties assigned by the Authority.

**Qualifications and attributes required**

- K.C.S.E. D+ and above.
- Certificate in computer maintenance from recognized institution.
- Demonstrate proven knowledge of electronics.
- Proficiency in Microsoft Office.
- 2 years experience in a comparable position.
- Aged between 25-35 years.

1. **POST OF COPY TYPIST, EETC/3 (1 POST)**

**Key Duties and Responsibilities**

- Typing of routine general office work, eg. letters, memos, manuals, exams, etc
- Receive and transmit calls.
- File and retrieve information.
- Perform any other duties assigned by the College authority.

**Qualifications and experience**

- K.C.S.E. C- or above with a C Plain in English language.
- Full Secretarial (KNEC) course with at least three (3) years experience in a comparable position.
- Proven knowledge of computerized documents processing and experience in working with Microsoft office.
- Posses good communication and interpersonal skills.
- Aged between 25-35 years old.

3. **POST OF FARM ASSISTANT( 1 POST)**

**Key Duties and Responsibilities**

- To undertake farm projects and advise management on viability of farm activities.
- To prepare timely farm records and statements.

**Qualifications and experience**


- K.C.S.E. C- and above.
- Minimum grade of Certificate in Farm Management from a recognized institution.
- At least three years experience in the related field.
- Aged 25-35 years.
- Book Keeping knowledge will be an added advantage.

Interested candidates meeting the above criteria should apply in own handwriting, with copies of certificates, testimonials and detailed CV.

The applications should be addressed to the undersigned, so as to reach him not later than **24<sup>th</sup> June, 2011. Only shortlisted candidates will be contacted.**

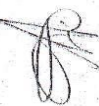
The Senior Principal/Secretary-BOG  
Eregi Teachers' Training College  
P O Box 100-50300  
**MARAGOLI**

# Appendix 5: Certificate as ECD Training Centre


  
 REPUBLIC OF KENYA  
 Ministry of Education, Science & Technology  
 State Department of Education

Serial No. **U5291**  
 MOEST

## CERTIFICATE OF REGISTRATION FOR BASIC EDUCATION INSTITUTIONS.

Name of Institution: <b>EPREL TEACHERS (EODE) TRAINING COLLEGE</b>		Zone: <b>IKOTOMANI SOUTH</b>		Sub-County: <b>KAKAMEGA SOUTH</b>		Country: <b>KAKAMEGA</b>	
Location: <b>KAK/SHISEBEL/1097</b>		Code: <b>50300</b>		E-Mail:		Telephone: <b>02002125380</b>	
Contact's: <b>100</b>		Postal Address: <b>MARAGOLI</b>		Town: <b>PUBLIC</b>		Cell No.:	
Category (Public, Private): <b>PUBLIC</b>		Name of Manager: <b>BOM</b>		Name of Sponsor: <b>CATHOLIC</b>		Regular: <b>APBET</b>	
Management: <b>Boys only</b>		Boarding: <b>Secondary</b>		Certificate: <b>Diploma TIVET</b>		MDTI: <b>MDTI</b>	
Institution's Characteristics (Insert): <b>EODE</b>		Primary: <b>120</b>		Partial Boarding: <b>120</b>		TOTAL: <b>480</b>	
Level approved (Insert): <b>Primary</b>		Secondary: <b>120</b>		Certificate: <b>120</b>		TOTAL: <b>480</b>	
Approved Maximum admissions per level:		Registration No. <b>37940000190</b>		Status of the Registration: <b>VALID REGISTRATION</b>		Date of Registration: <b>16/03/2015</b>	
Curriculum Offered:		Name of the CDE: <b>MURERWA S. I. (MRS)</b>		Signature of the CDE: 		Official Rubber stamp:	
CDE Approval Minute No. <b>MIP/4/10/2014</b>		Dated <b>30/10/2014</b>		Registration No. <b>37940000190</b>		Date of Registration: <b>16/03/2015</b>	

NOTE:  
 1. This certificate is the property of the Ministry of Education, Science and Technology and must be displayed in the main office of the institution at all times.  
 2. This certificate is issued without alterations whatsoever.  
 3. For any changes on the particulars of the institution, a new application for registration MUST be made.  
 4. It is illegal to run an institution without a valid registration certificate.  
 5. This Certificate is not transferable.

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## Appendix 6 :Document on Performance Contracting



REPUBLIC OF KENYA



EREGI TEACHERS COLLEGE

PERFORMANCE CONTRACT

BETWEEN

THE GOVERNMENT OF THE REPUBLIC OF KENYA

THROUGH

THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

AND

THE BOARD OF MANAGEMENT,  
EREGI TEACHERS' TRAINING COLLEGE

FOR THE PERIOD

1<sup>ST</sup> JULY, 2015 - 30<sup>TH</sup> JUNE, 2016

1

This Performance Contract (hereinafter referred to as the "Contract") is entered into between the Government of the Republic of Kenya through its Ministry of Education Science, and Technology (hereinafter referred to as "GoK") of P.O. Box 30040-00100, Nairobi (together with its assignees and successors) of the one part, and the Board of Management of Eregi Teachers' Training College (together with its assignees and successors) of P.O. Box 100-50300, Maragoli of the other part.

#### **WHEREAS**

The Government is committed to ensuring that Tertiary Institutions are well managed, and are cost effective in delivering quality services to the public in line with the provisions of the Constitution;

The Government recognizes that Tertiary Institutions hold vital key to improving performance and enhancing the faith of the Kenyan people in their government;

The parties recognize the need for adequate and reasonable managerial and operational autonomy to facilitate achievement by the Board and Management of Eregi Teachers' Training College of the agreed and freely negotiated performance targets set out in this Contract.

The Board has indicated its capacity and competence to perform the duties and undertake the functions specified herein.

This Contract represents a basis for continuous performance improvement of the Eregi Teachers' Training College to meet the needs and expectations of the Kenyan people.

The purpose of this Contract is to establish clarity and consensus about priorities for the Eregi Teachers' Training College management in order to:

1. Ensure that systems are established for equality for all users of public services;
2. Ensure impartiality and fairness in the process of delivery of public services;
3. Ensure promotion of National Cohesion and National Values;
4. Ensure continuity of public services under all circumstances;
5. Establish systems to enable innovativeness adaptability of public services to the needs of users;
6. Ensure professionalism and ethics in Public Service is achieved and maintained;

7. Establish systems to ensure promotion and protection of rights of users of public services and public servants as enshrined in the Bill of Rights;
8. Institutionalize a culture of accountability, integrity, transparency and promote values and principles of the public service;
9. Ensure a corruption free public service
10. Ensure effective, efficient and responsible use of public resources, and
11. Ensure responsiveness by public servants in delivery of public services.

From this Contract, should flow the program and management priorities of Eregi Teachers' Training College.

**NOW THEREFORE**, the parties hereto agree as follows:

### **Part 1**

#### **Vision, Mission and Strategic Objectives**

**a) Vision**

A leading Teacher Training and Education Centre

**b) Mission**

To develop holistic primary school teachers through consistent quality training, to face and adapt to the challenges of the society

**c) Strategic Objectives**

The strategic objectives are to:

1. Institutionalize an efficient management system in the college to enhance quality in service delivery;
2. Ensure that all teacher trainees are adequately prepared to teach competently and effectively in primary schools in Kenya and beyond;
3. Enhance innovativeness, creativity and efficiency in management, administration, teaching and learning;
4. Create an enabling environment for molding caring, responsible and adaptive teachers;
5. Design and implement programs that will enable student teachers to discover and develop their potentials and talents;
6. Provide and maintain adequate facilities for optimal use in teaching and learning;
7. Enhance staff capacity for better performance;

8. Initiate and sustain income generating projects to supplement the college budget, and
9. Develop programs and strategies that address emerging issues in education and training.

## **Part II**

### **Commitments and Responsibilities of the Board**

- Ensure that public services are delivered in accordance with the Constitution.
- Ensure modernization of public services in the institution by introduction of technologies and innovative service delivery systems to improve service delivery.
- Ensure that officers demonstrate professionalism, transparency and accountability in performing their duties and that they show courtesy, integrity and neutrality in provision of service

## **Part III**

### **Commitments and Obligations of the Government**

This refers to support required from Government which is not ready within the Board's mandate, such as:

- Ensuring resources are available for the achievement of agreed performance targets; and
- Ensuring that public officers suspected of corrupt practices step down to allow room for investigations.

## **Part IV**

### **Reporting Requirement**

The Board shall submit quarterly performance reports, with an extract of minutes of the Board discussing and approving the report, to the Ministry of Education, Science and Technology and copy to the Ministry of Devolution and Planning, Division of Performance Contracting for the purpose of monitoring progress of performance, and for annual evaluation of performance.

## **Part V**

### **Duration of the Performance Contract**

The Performance Contract will run for a period of 12 months from 1<sup>st</sup> July, 2015 to 30<sup>th</sup> June, 2016.

Part VI

Signatories

-----  
Hon. Philip J.W. Masinde  
Chairman, Board of Management  
**Eregi Teachers' Training College**

Date -----

-----  
Mr. Gerald Makomere  
Independent Board of Management Member  
**Eregi Teachers' Training College**

Date-----

-----  
Prof. Jacob T. Kaimenyi, PhD, FICD, EBS.  
Cabinet Secretary  
**Ministry of Education, Science and Technology**

Date-----

## Appendix 7: Documents on SMASE

CENTRE FOR MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION IN AFRICA (CEMASTE A)

SMASE PRIMARY NATIONAL INSET 2012

COHORT 1 - SCIENCE ACTUALIZATION

KIRIGU PRIMARY SCHOOL

	NAME	COLLEGE	TSC NO.	Group & Class	Subtopic
1.	Anthony M. Mukuha	Kamwenja	291802	Group A	Solar system
2.	Nyangweso Elijah M.	Thogoto	314875	Class 6A	
3.	Biage Peter Sendi	Migori	265801		
4.	Buthul Mukhtar	Garissa	238484	Group B	Solar system
5.	Catherine N. Ngumbi	Mosoriot	205617	Class 6B	
6.	Christine Kanaga Mulira	Kaimosi	416939		Properties of matter
7.	Flora K. Mmbifwa	Mosoriot	205558	Group C	
8.	Florence Kaimuri Z.	Egoji	445929	Class 7A	
9.	Gathuka N. Edward	Narok	334026		Properties of matter
10	Grace Muthoni Mwangi	Kilimambogo	325311	Group D	
11	Isaiah A. Oreni	Eregi	287955	Class 7B	
12	Jacob Okello Mige	Asumbi	472608		Making work easier (Inclined planes)
13	Jane E.M. Kimathi	Meru	306468	Group E	
14	Jane Mutindi Kiiti	Machakos	211454	Class 8A	
15	John Ketter	Tambach	284066		Making work easier (Pulley)
16	Kathurima Justus M.	Kigari	479517	Group F	
✓ 17	Kimtai Boniface	Eregi	364817	Class 8B	
18	Louis B. Kiplimo	Mosoriot	315955		

Prepare lesson plans as they start the subject lesson.

- Large class  
- Time for grouping



CENTRE FOR MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION IN AFRICA  
(CEMATEA)

Tel: +254-020-2044406  
Safaricom: +254706722697  
Airtel: +254789797648  
Fax +254-20-3873811/884756/882632  
E-mail: [dcemastea@gmail.com](mailto:dcemastea@gmail.com)

P. O. Box 24214-00502  
Karen, Nairobi  
Kenya

CEMATEA/REG.INSET/015

30<sup>th</sup> July, 2013

The Principal

\_\_\_\_\_ Teachers College

**REF: GUIDELINES FOR CONDUCTING OF REGIONAL INSET 2013**

The Regional INSET will take place from 4<sup>th</sup> to 17<sup>th</sup> August 2013. The following guidelines will assist you in holding a successful INSET in your college.

- CEMATEA has remitted funds equivalent to 50% of the total cost of hosting (meals and accommodation) participants for your college.
- Reimbursement of fare for participant should be based on return fare by public means depending on the distance from work station to college. Your budget is based on **average Ksh 2,500** per participant. This should follow the zoning system used last year in your college
- The trainers/ facilitators allowance is Ksh. 1500 per day for 13 days coming to a total of Ksh. 19,500 per facilitator involved in training for the whole duration of the INSET. Only those **who attended training at CEMATEA in February/March 2013** should be allowed to facilitate
- Operation costs at the rate of Ksh. 600 per participant to be utilized as per the vote heads agreed during PTTC Principals workshop

## Appendix 8: Document on Guidelines Procurement in Tertiary Institutions



# **PUBLIC PROCUREMENT MANUAL FOR SCHOOLS AND COLLEGES**

**First Edition  
July 2009**

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## PUBLIC PROCUREMENT MANUAL FOR SCHOOLS AND COLLEGES

### FOREWARD

The public procurement reforms in Kenya have culminated in promulgation of the Public Procurement and Disposal Act 2005 and the Public Procurement and Disposal Regulations 2006 that provide a legal framework for regulating public procurement, with oversight functions carried out by the Public Procurement Oversight Authority (PPOA). A Public Procurement and Disposal General Manual provides detailed guidance on general issues in procurement that are not adequately covered by the Act and Regulations. Sector specific manuals are being prepared to address specific issues that arise in particular areas of procurement.

This Manual has been prepared to address the specific procurement requirements of schools and colleges. The procurement processes set out in this Manual have reference to the salient provisions of the Act, Regulations and the Procurement General Manual which should be read together with this Manual. Some of the important general steps leading to effective procurements for schools and colleges have been incorporated in this Manual. Managers of schools and colleges are therefore required to familiarise themselves with the guidelines provided in this Manual and adhere to them.

This Manual has been prepared by e-sokoni consulting on behalf of PPOA as part of the Millennium Challenge Corporation Project for Strengthening the Public Procurement System in Kenya, which is administered by USAID. Oversight of the project was undertaken by ARD Inc. The Manual has been approved by PPOA as a guide for the procurement systems and procedures of education-related items and services.



---

M. J. O. Juma  
Acting Interim Director General  
Public Procurement Oversight Authority  
July 2009

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## **BACKGROUND**

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The mission of the Ministry of Education (MOE) is to provide, promote and co-ordinate life-long education, training and research for sustainable development. Since 2003 the government has initiated many reforms in the education sector including the introduction of Free Primary Education (FPE). In 2008, the MOE increased its support to public secondary schools by providing some level of funding to support schools' operational and development expenditure. Some of these resources are used for procurement of books, other educational learning materials and facilities for the learning institutions.

Over time, various publications and guidelines have been produced by the Ministry of Education to ensure that the procedures in the procurement of goods, services and works for schools are transparent and that they guide the school management committees at all stages of procurement. These publications include: The Primary School Instructional Materials Management Handbook (July 2004); The School Improvement Grants Management Handbook (August 2005); The Handbook of Financial Management Instructions for Primary Schools (2005); The Handbook of Financial Management (2006); and The Secondary Schools and Colleges Procurement Manual (2007). The latter provides procurement guidelines on KESSP related expenditure. The manuals made reference to other Ministry of Education publications that set out in a more comprehensive manner the processes to be observed in the procurement of particular items such as instructional materials and school infrastructure.

As public procuring entities, education institutions are required by the PPD Act 2005 to establish tender committees to be responsible for procurement at various levels. The composition of such committees has also been determined in law. Although some schools have set up tender committees, a number of schools have yet to do so and the responsibility of this committee has been exercised by the School Management Committees. Additionally, other committees are formed to procure specific items in learning institutions. Membership of the School Tender Committees and other school committees is largely similar with the difference being that teachers play a greater role in the School Tender Committee and other school committees while parents play a greater role in the School Management Committee.