RELATIONSHIP BETWEEN WORKPLACE CHANGES AND EMPLOYEE MORALE IN PRIVATE UNIVERSITIES IN WESTERN KENYA

BY

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DECLARATION

This research project report is my original work and has not been submitted to any university for adegree or any other award.

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DEDICATION

I dedicate this study to my family members and friends for their kindness, devotion and endless support they gave me while preparing this research report. I dedicate it to my wife Catherine, my son Angelo, father Jones, my mother Jane, my sisters and brothers. I dedicate this report also to my friends: Rev. Fr. Felix Atindah, George O. Osimbo, mum Elizabeth Marwa, Vincent O. Otieno, Susan A. Oloo, Rev. Sr. Mary Elizabeth Rev. Sr. Rosemary and many others. I treasure you all and I say thank you very much. I will always remember your support and prayers.

ABSTRACT

According to Kariuki, N. & Makori, M., (2015), a survey was conducted in Presbyterian University of East Africa (PUEA) by the Human Resource Office in 2014 and revealed that up to 50% of Kenyan Private Universities' work force merely show up at work to do what is expected of them. The research found that 47% of employees visited and ended up spending the majority of their time on social websites during work time. Therefore, employee turnover was recorded at 43%. The main cause of these scenarios is not known. Literature has given various suggestions that some workplace changes in private universities relate with technology, communication methods, transfer of employees, work goals, marketing and operational costs. However, it is not known whether these changes have a significant relationship with low employee morale in private universities in Kenya. This study therefore paid particular attention to the relationship between workplace changes and employee morale in private universities in western Kenya region. In specific, the study sought to determine how technological changes, transfer of employees, change in communication processes and change in work goals relate to employee morale in private universities in western Kenya region. The study's conclusions may be very helpful to numerous parties involved in Kenya's private universities. This study was anchored on Lewin's theory of Change Management, Job Characteristics model and Goal Setting theory. This study employed correlational research design. The target population was 1440 faculty and staff members of four selected Universities. Techniques of stratified random sampling were used in the study. The sample consisted of 313 workers from various departments. Respondents were given questionnaires to complete in order to collect data. The items on the questionnaire were developed using items from literature reviews. Excel and SPSS tools were used in the data analysis. Frequency tables and charts were used to present the data. Conclusions and suggestions were drawn from the results. A pilot study with ten was carried out in Uzima University to determine the validity of the items in the research instruments. The ten respondents were not examined in the real exercise. The findings revealed that technological changes had a positive relationship (β=.707, p<.05) and accounted for significant variance (50.0%) in employee morale (R^2=.500, p<.05), employee transfer had a negative relationship(β=-.541,p<.05) and accounted for 29.3% variance in employee morale (R^2=.293, p<.05), change in communication had a negative relationship (β=-.483, p<.05) and accounted for 23.0% significant variance in employee morale (R^2=.230, p<.05) and finally change in work goals had a negative relationship (β=-.678, p<.05) and accounted for 46.0% variance in employee morale (R^2=.460, p<.05). It was concluded that workplace changes has a significant relationship with employee morale.The study recommended that private universities prepare their employees in advance before transfer, change in communication and change in goals.

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ABREVIATIONS AND ACRONYMS

HR	Human Resource
US	United States
SAP	Systems, Applications & Products
ICT	Information and Communication Technology
PUEA	Presbyterian University of East Africa
HE	Higher Education
SPSS	Statistical Package for Social Sciences
HRO	Human Resource Office
CUE	Commission for University Education

DEFINITION OF OPERATIONAL TERMS

Employee morale is how employees feel about coming to work each day, how they approach their assigned tasks, and how they feel about the company's direction. It is the outcome of an employee's job satisfaction, life outlook, and work attitude.

Workplace change It is a change in the business environment which can be as a result of physical move, litigation, reorganization, new management, technological advancements and acquisition.

Private Universities are institutions of higher learning that are not operated, owned, or institutionally funded by governments. They may, and frequently do, benefit from government tax breaks, public student loans, and grants. Private universities may be subject to government regulation depending on where they are located.

Technological change implies a shift in the technical knowledge used in the production of capital and machinery. Technological progress entails the creation of new skills, new manufacturing methods, new applications for raw materials, and the widespread use of machinery.

Transfer of Employee is a process of horizontal movement of an employee in which the job is changed without any changes in remuneration or responsibilities. It is a type of internal mobility in which an employee is transferred from one job to another, typically at a different location, department, or unit.

Communication process refers to the exchange of information (a message) between two or more people. Communication can only be successful if both parties can exchange information and understand each other. When the flow of information is obstructed for whatever reason, or when the parties are unable to make themselves understood, communication fails.

Work goals Workplace goals are objectives that help to improve a company's work environment and workflows. Setting goals can have a positive effect on employees, work processes, budgets and workplace

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Workplace change is a global issue and is constant in the Business world. It may be as a result of physical move, litigation, reorganization, new management, technological advancements and acquisition (Osterman, 2000). Business offices across the world have changed over the centuries as management theory, materials and technology have evolved. In Japan for example, workplace changes do occur in many organizations. This was proven by an expert in organizational behavior at Kobe University, known as Suzuki. He spent around 20 years tracking the difference in the dynamicsbetween the ancient and the present workplaces. He also examined the changes in the relationships between the Japanese workers and businesses. He came to a conclusion that there has been a big cultural shift in Japanese workplaces since the end of World War II, as corporations moved away from the concept of lifetime employment, which was firmly established during the postwar economicboom (Katol & Suzuki, 2006).

Employees are concerned about losing their jobs or being transferred to unfamiliar positions. Workplace events over which you have little control can cause tension, uncertainty, anger, and other forms of job stress. Changes compel people to think in novel and exciting ways. The development of many innovations and ideas that can be used to keep the company fluidic, exciting, and fruitful is a benefit of creative thinking in the workplace (Kotler, 1999). According to a study released by the Oxford Economics Workforce 2020 in 2014, business companies in South Africa struggle in

managing talents, cultivating leadership, understanding employees and encouraging learning at times of tremendous changes at the workplaces. The study, commissioned by the Systems Applications andProducts (SAP) group, identified the top workplace trends in South Africa. The number of so-called millennials entering the labor force (59%), followed by the changing work environment (54%), and globalization of labor supply at (43%), (Brynjolfsson & McAfee, 2014).

According to Picardi and Richard (2001), workplace communication is the process of exchanging information within an organization, both verbally and nonverbally. Effective workplace communication ensures high employee morale by taking into account the content, frequency, skills, and tools of communication. According to Ngari (2016)'s research on the 'Influence of Employee Relations on Organizational Performance of Private Universities in Kenya,' changing the communication process affects employee understanding. The information's content must be clear and specific. The level of detail in the information must be appropriate for the grasping capacity of the employees. The study's respondents agreed that employee communication and organizational performance are related, and they had the lowest mean of 3.10, which needs to be improved. Furthermore, the study's findings indicated that organizations rely more on written modes of communication because they are more reliable than verbal communication, as demonstrated by a mean of 3.33.

In Kenya too, organizations have been evolving leading to a number of workplace changes. Most of these workplace changes include those that are mostly affected by role and responsibilities, technology, organizational structures and the managements. According to Karanja (2015), digital era has presented enormous challenges and opportunities in many corporations in Kenya.

Organizations feel that due to rapid change of technology, managing workplace activities is becoming a concern as a result of digital communication. She also pointed out that the organizational aspect which has changed most at 69% is technology, compelling the organizations to adopt late technology to avoid stiff competition. Karanja concluded that workplace changes can have an impact on all aspects of the organization's operation and functioning. The need to respond to new challenges or opportunities presented by the organizational environment drives the majority of these changes. Nonetheless, Karanja's study on the role of workplace changes on performance was too broad to determine whether a link exists between the same changes, such as the introduction of the digital era, and employee morale.

Bruhn et al. (2017) suggest the following as long-term effects of changing work goals; the mood deteriorates – The accomplishment of goals is a strong employee motivator. There is a happy mood at work when people surpass their goals. If unattainable goals are set, employees could try to reach them. They'll eventually lose heart and give up. High staff turnover - As was already mentioned, employees are highly motivated when their goals are met. When a worker regularly falls short of the objectives, they could feel as though their career is at a standstill and decide to leave and look for other chances where they can continue to progress. The influence of changing work goals and applications in an organizational setting has been discussed by Bruhn et al. (2017). Whether these same expected outcomes would hold true if this alteration were evaluated in a different setting, suchas private universities in Kenya, is unclear. As a result, the purpose of this research is to look into the relationship between changes in work goals and employee morale.

Higher education is changing dramatically around the world as a result of changing environmental

dynamics. In Kenya, this transformation has resulted in the use of new technologies, a shift in communication and marketing approaches, and the acquisition of highly skilled workers (Mathooko, 2013). According to Boston (2000), Higher education (HE) is changing as a result of five major factors: growing parental concern about educational quality, a greater emphasis on college ratings, demographic changes in the student population, and higher costs. Universities have attempted to implement the following changes in order to compete in a global environment: higher quality than the competition, advanced technology, proper communication methods, well-defined and realistic work goals, and lower costs than the competition, (Watson, 1996).

Despite the fact that Mathooko (2013), Boston (2000), and Watson (1996) attempted to explain someof the changes in higher education, factors leading to these changes and the intervening modalities, they failed to explain the relationship between these workplace changes and employee morale in higher learning institutions. The authors have also not demonstrated a specific area of study and application of their suggestions, whether these same challenges and intervening modalities can be identified and established separately in either private or public higher education institutions. Thus, the purpose of this study was to examine if there is any existing significant relationship between workplace changes and employee morale in private universities in Kenya.

Rael, Dinah and Kipkebut (2019) discovered through their study, "Effect of Workplace changes on Performance in Kenyan Private Universities," that universities have adopted a variety of new strategies to counter workplace changes and influence their actual performance. However, the authors could not understand why there is a disparity in university rankings in Kenya, with some universities ranking low and others ranking high. Consequently, the primary goal of this research

was to determine whether there is a link between workplace changes and employee morale in Kenyan private universities.

1.1.1 Employee Morale

Employee morale is defined by the employee's outlook, optimism, self-concept, and self-assurance ofthemselves and their organization, together with the organization's mission goals, defined path, everyday decisions, and employee appreciation (Saxena, 2012). Elements of employee morale at workplace are employee pride in work, employee attitude towards work, employee job satisfaction and workplace relationships. Employees pride is the positivity and accountability they show on their work. When a manager chooses to support his employees and remain firm in his defense of staff productivity or action, the employee responds with heightened pride, which has a direct and positive effect on employee morale (Linz & Huddleston, 2006).

A survey was conducted in Presbyterian University of East Africa (PUEA) by the Human Resource Office on Employee Morale in private universities in 2014 which revealed that up to 50% of the University's work force merely show up at work and do what is expected of them, but are unwilling to make a contribution more and so are not considered to have high morale in their work, (Kariuki, N. & Makori, M., 2015). The study also showed that 47% of employees visited and ended up spending the majority of their time on social websites such as Facebook, YouTube, and Twitter during work time. Employee turnover was high, staff morale is low, there is social loafing, and there is a lack of creativity and efforts, which could beattributed to under-investment and employee detachment from their work roles. The complaints register also reveals that there are more than ten complaints per day, indicating customer dissatisfaction. The report concluded that there is

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untapped potential that needs to be explored further in other private universities in Kenya, (Kariuki, N. & Makori, M., 2015). Extending on this, Shuck et al. (2010) argue that in order to truly understand how and why employee morale is not realized in private universities; employee morale literature should begin to focus far more on the workplace context.

These authors have tried to explain in evidence the manifestation of low employee morale in private universities in Kenya, but have not explained the underlying causes of this situation or whether the element of workplace changes could be a contributing factor to employee low morale. On the other hand, the report by Kariuki, N. & Makori, M., (2015) on the HRO survey in PUEA, postulates much on the implications of the low employee morale to organizations and individual workers, but did not identify or even point out the causal factors leading to these signs and symptoms of low employee morale in the Higher Learning Institutions. It is in reference of these gaps and observations that this research sought to evaluate the relationship between workplace changes and employee morale in private Universities in Kenya.

1.1.2 An Overview of Private Universities in Kenya

The Commission for University Education (CUE) administers higher education in Kenya, which wasestablished under the provisions of the Universities Act, No. 42 of 2012, with some of the major functions being: accrediting universities; promoting the objectives of university education, namely development; processing, storing, and disseminating knowledge for the benefit of mankind; advising the minister on the development of the public university; and cooperating. Above all, it is in charge of reviewing and approving course proposals and course regulations that private universities submit to it (Universities Act, 2012).

There are two types of universities in Kenya: public and private. The government owns and finances public universities. Private universities are run by private individuals or groups, some of which are religious. The majority of its funding comes from student tuition fees and sponsorship. Kenyan private universities, like all other universities, operate in a competitive and ever-changing market. They must abandon many of their old traditions in favor of untested future paths in order to maintain performance (Okenda, Thuo, & Kithinji, 2017). The majority of private university changes concern their strategic orientation, technology, human behavior, and organizational communication. Adoption of new strategies varies by university and may affect actual performance. The mystery, however, is the reason for the actual variation in university ranking, where some universities are still ranked low while others are ranked high (Okenda, Thuo, & Kithinji, 2017).

The majority of private university changes concern their strategic orientation, technology, human behavior, and organizational communication. Adoption of new strategies varies by university and may affect actual performance. The mystery, however, is the reason for the actual variation in university ranking, where some universities are still ranked low while others are ranked high (Abongo, B., 2007) Ouma (2017), in her study ―Relationship of Employees Morale and Retention within Higher Learning Institutions in Kenya argued that the Kenyan universities workplace was characterized by poor work performance, low service levels and high labor turnover. According to her, there has beena sudden rise in the number of junior employees in private universities opting for part-time studies with the intention of leaving their organizations, lecturers looking for part-time teaching within other institutions, a lack of pride in what they do, and poor handling of

customers, students, and the general public.

Sifuna (2014) recognizes that higher education institutions, particularly private universities, face numerous difficulties because of the commercial imperatives of market-driven forces, intense information flows and growing global market competition, insufficient use of ICT, quality and relevance of their services, among other factors. On the other hand, Abongo (2007) contends that private universities in Kenya have been strategically addressing these issues by implementing a variety of measures, including information technology adaptation, culture change, restructuring, and a greater focus on the market. It is however not known whether the employee morale in Kenyan private universities is affected by the suggested changes. Therefore, the intended goal of this study was to assess the relationship between workplace changes and employee morale, present an empirical analysis, engage in discourse, and make policy recommendations.

1.2 Statement of the Problem

It is commonly acknowledged that human resources are the most valuable assets in any organization. In a dynamic work environment characterized by numerous workplace changes, high staff turnover, poor work performance, and low service levels have recently been witnessed in private universities in Kenya. The major challenge is to determine the causes of these scenarios, find ways of attracting and retaining creative and dedicated staff. Studies have been conducted on employee morale in private universities in Kenya, and most of them have revealed that there is low morale among the employees in private universities in Kenya despite a lot of expectations from stakeholders. Some of these studies have shown that Lecturers are looking for part-time teaching in other institutions and that staff lack pride in what they do. Additionally, there is poor handling of customers, students as well as the general public in Kenyan private universities. It is

not clear however what could be the causes of these incidences, thus the motive of this study. On the other hand, researchers have suggested that some of the workplace changes in private higher education institutions may include digitalization of functions, transfers, change in management or supervision,change in communication processes and change in physical facilities, but what is not known is whether there is any relationship between these workplace changes and employee morale. This study therefore sought to examine the workplace changes and their relationship with employee morale in private universities in western Kenya.

1.3 Objectives of the Study

1.3.1General Objective

This study sought to determine the relationship between workplace changes and employee morale in private universities in western Kenya.

1.3.2Specific Objectives

The specific objectives of this study were:

i.   To examine the relationship between technological changes and employee morale in privateUniversities in western Kenya.

ii.   To establish the relationship between transfers of employees and their morale in private Universities in western Kenya.

iii.   To determine the relationship between change in communication processes and employee morale in private Universities in western Kenya.

iv. To examine the relationship between change in work goals and the employee morale in privateuniversities in western Kenya.

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1.4 Research Hypotheses

This study was directed by the following hypotheses:

$H_0$1: There is no significant relationship between technological changes and employee
morale inprivate Universities in western.

$H_0$2: There is no significant relationship between transfers and employee morale
in privateUniversities in western Kenya.

$H_0$3: There is no significant relationship between change in communication and employee
moralein private Universities in western Kenya.

$H_0$4: There is no significant relationship between change in work goals and the
employee morale inprivate universities in western Kenya.

1.5 Significance of the Study

It is envisaged that this study will make theoretical contributions to the body of knowledge related to management and leadership in private universities in Kenya with particular emphasis on employee morale to work. The significance of this study is that it will provide the richness of a case study scenario to management of private universities in Kenya to understand the workplace changes and their relationship when finding solutions to problems and answers to questions which may tend to hinder the employee morale. The study's conclusions will be very helpful to numerous parties involved in Kenya's private universities. This is because the results will be a useful source of knowledge for any institution of higher learning that may seek to transform in the future. Such private institutions will be better able to manage the process if they are informed about the difficulties, they are likely to encounter and then try to get solutions for them. The findings will alsobe helpful to decision-makers who oversee and regulate employee welfare in higher education

institutions. The study will offer important information on how various workplace adjustments may affect the morale of employees in private universities as they undergo transition. The study's conclusions can thus be helpful in advising future reviews of the framework for implementing workplace policies. The study is important because it adds to the existing body of evidence on how workplace changes affect employee morale. This will be significant for the future of the industry, its clients, and humanity in general not just in Kenya but also globally. By outlining areas that need more research, the study will also provide valuable insights to academics and industry professionals. This is crucial for the evaluation and development of the new dynamic workplace transformation in private universities and other higher education institutions. This will eventually help with the formulation of a theory on how workplace changes relate to employee morale.

1.6 Scope of the Study

This study presented a snapshot of the relationship between workplace changes and employee morale in an organization. This research focused on the most influential changes, such as technological changes, change in communication processes, transfers and change in work goals. The study was carried out in western Kenya region that covers former Western, Nyanza provinces and some counties in the former Rift Valley Provinces. It was conducted in four private universitiesin western Kenya region; these were Kenya Highlands University in Kericho County, Great Lakes University in Kisumu County, Uzima University in Kisumu County and university of East African– Baraton in Nandi County, whereby it targeted teaching and non-teaching staff. Employees at the top, middle, and lower levels of management at private universities in western Kenya were the study's target population because they provided reliable information on the

relationship between workplace changes and employee morale in private universities as at 1st June 2022.

This study was conducted through a correlational study design**.** The target population was 1440 employees working in four different private universities in western Kenya. It comprised 140 heads of departments, 230 supervisors and 1070 operational workers. The targeted population was heterogeneous in terms of gender, age, ethnicity, work experience and educational backgrounds. Only the relationship between workplace changes and employee morale experienced during the transformation process was the subject of the study, which is defined as the period from when a change is introduced in the workplace to when it is implemented and applied to or by the employees.

1.7 Limitations of the Study

This study was limited in accessing organizational records of the four selected Private universities in western Kenya region. Some respondents failed to corporate sufficiently due to time factor. Non response from some employees was another limitation. This study was also limited in determining the accuracy of data which was collected using questionnaire. However, the researcher was confident of getting honest information from the respondents. Even when an appointment had been made in advance, the study was limited in some cases, making it hard to be present when some respondents, such as department heads and supervisors were filling out the questionnaires.

The researcher should ideally be present when each respondent completes the questionnaire in orderto address any questions they may have and get clarification on any information they have provided. With managers, though, it can be challenging. This is because they may visit the

workplace on occasion; some managers may travel extensively while on the job. To eliminate the risk of loweringthe validity and reliability of the study, the researcher called such a respondent and thoroughly explained the nature of the study and the data sought before leaving a copy of the questionnaire in the office for him or her. When he returned to collect the completed questionnaire, the researcher also concurred with the respondent. The researcher called the respondent for clarification after gathering the questionnaire if he noticed that certain information was ambiguous or not provided at all.

1.8 Conceptual Framework

A conceptual framework will guide this research. A conceptual framework, according to Mugenda and Mugenda (2003), is a collection of broad ideas and principles drawn from relevant fields of study and used to structure a subsequent presentation. It is a model that is proposed to identify the module under investigation as well as the relationship between the dependent and independent variables. This framework is intended to serve as a jumping off point for reflection on the research and its context. When the conceptual framework is articulated clearly, it has the potential to be useful as a research tool, assisting the researcher in making sense of subsequent findings. The conceptual framework of this study included four independent variables and one dependent variable. The independent variables were technological changes, transfer, communication changes, and work goals changes. Employee morale was the dependent variable **(See Figure 1.1).** According to Sellen and Harper (2001), new technology should provide the support that employees need in consideration of four attributes. These are change in equipment quality, relative advantages of new technology, compatibility of new technology, complexity of new technology. According to Lee (2011), transfer is a lateral shift causing movement of individuals from one position to

another usually without involving marked change in duties, responsibilities, skills needed or compensation. When an employee is transferred to a new workplace, he may find it difficult to adopt with the new supervisor, new work office, new roles and new people at workplace. According to Picardi and Richard (2001), workplace communication is the process of exchanging information, both verbal and non-verbal within the organization. They Effective workplace communication ensure that employee morale is high by considering the content, frequency, skills and tools of communication. According to Gary P. Latham (2002), former President of the Canadian Psychological Association, the underlying premise of goal-setting theory is that our conscious goals influence what we achieve. Our goals are the object or goal of our actions.

On the other hand, according to Linz and Huddleston (2006), employee morale is the depiction of emotions, satisfaction, and overall attitude toward a workplace. Employees who are satisfied and happy have high morale, whereas employees who are dissatisfied and unhappy have low morale. Employee morale in the workplace is comprised of four components: employee pride in work, employee attitude toward work, employee job satisfaction, and workplace relationships.

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┌─────────────────────────────┐
│ Technological Changes       │
│   • Change in security      │
│     features                │
│   • Change in Processing    │
│     capacity                │
│   • Change in Processing time│
│   • Change in Size          │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Transfer of employees       │
│   • New work office         │
│   • New roles               │
│   • New supervisor          │
│   • New co-workers          │
└─────────────────────────────┘                    ┌──────────────────────────┐
                                                    │ Employee morale          │
┌─────────────────────────────┐                    │   • Employee pride on    │
│ Change in Communication     │                    │     work                 │
│ processes                   │                    │   • Employee attitude    │
│   • Change in communication │                    │     towards work         │
│     content                 │                    │   • Employee job         │
│   • Change                  │                    │     satisfaction         │
│     in mode                 │                    │   • Employee             │
│     of                      │                    │     workplace            │
└─────────────────────────────┘                    │     relationships        │
                                                    └──────────────────────────┘
┌─────────────────────────────┐
│ Change in Work Goals        │                         Dependent Variable
│   • Attainability           │
│   • Measurability           │
│   • Specificity             │
│   • Realizable              │
└─────────────────────────────┘
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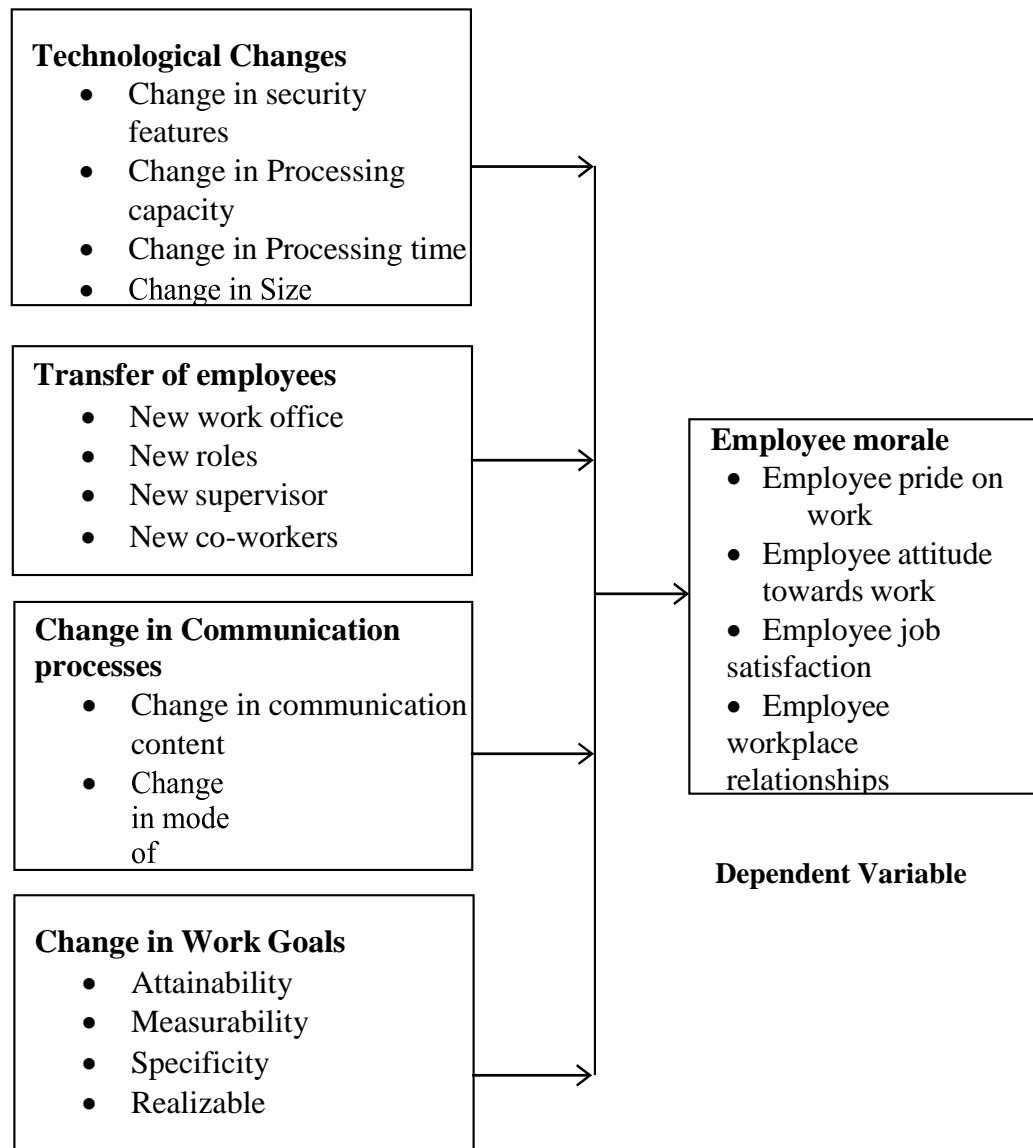
Independent Variables

Figure 1.1: A Conceptual Framework on the relationship between workplace changes andemployee morale.

Source: Adopted from the Professional Development and Training Institute, (2019), Baker (2002).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Changes in the workplace have an immediate impact on all departments and employees. Managers must learn how to manage organizational change. Employee morale can be significantly influenced by the effectiveness of change management. Despite the fact that there are numerous types of workplace changes, the company's ability to maintain high employee morale is critical (Dean, 2009). This chapter reviews the literature on workplace changes that affect employee morale. It aims to review the literature on the relationship between workplace changes and employee morale as a result of technological change, transfers, change in communication processes and changes in work goals. It also provides the study's theoretical framework.

2.2 Theoretical Review

This research was based on three theories. These were Lewin's theory of Change Management, Job Characteristics theory and Goal Setting theory. These theories assume that employee morale in workplace arises from his or her work characteristics and the level of job satisfaction.

2.2.1 Lewin's Theory of Change Management

The change management paradigm known as Lewin's change theory was created in the 1940s by social scientist Kurt Lewin. In this concept, Lewin discussed how people typically react to, resist, and adapt to change over time. By creating a three-step model with an ice block to represent each

step unfreeze, change, and refreeze he was able to demonstrate this. Businesses organize and track operational changes using this paradigm. According to Cummings (2016), the following occurs at each stage:

Unfreeze

The unfreeze stage begins when a company makes a decision that affects the regular job responsibilities of employees. Since employees have daily routines and established ways of carrying out their duties, this step is essential for introducing changes to them. They can refocus and mentally get ready as a result. It involves breaking out of a rut and altering one's viewpoint. Since they are essential to surviving, defense mechanisms must be ignored. There might be opposition at this time.

Change

The transition stage is when most or all employees accept the suggested changes and demonstrate awillingness to learn. During this period, employees are typically confused and in a state of transition; they are aware that the status quo is being challenged, but they are unsure of what will replace it. Corporate operations inevitably slow down during this phase as everyone adjusts to new roles, policies, or procedures. Management personnel use this stage to monitor employee progress.

Refreeze

In the refreeze stage, business activities pick up speed once more and employees get used to changes to their typical working environment. As the new mindset starts to take shape, employee comfort levels are returning to the previous ones. Firm executives and managers must now "refreeze" their organization to ensure that the changes they implemented are still in effect. They achieve this by

organizing how to implement changes and aiding in their assimilation through policies and procedures.

This three-step procedure is a fundamental approach for managing change in businesses. At stage two, staff morale is most likely to suffer a negative change. At stage three, employee morale is expected to return to its previous level (Cummings, 2016). Lewin's change model is easily understood by both change leaders and employees. When leaders and management share theirvision and purpose for change with them, employees are concerned about what will happen, how it will happen, and what the future holds, this includes the link between these changes and employee morale at workplace, that is how the employees will receive the changes and how will it affect his or her perception and attitude toward the change.

Lewin's change model simplifies communication between leaders and employees about the three stages of change in their business, as well as employees' and leaders' roles and responsibilities. A smooth transition from one step to the next is also possible with the three-stage change paradigm. Change leaders can gain a better understanding of the change process and progress toward the end goal by using this approach. The rationale behind the strategy's final step, which is to maintain change, is that transitioning from one stage to another allows change leaders time to reflect on successes and obstacles and to take corrective action in relation to employee morale.

Although Lewin's change model is one of the most widely accepted, it has also been criticized. Many HR authors argue that the modern business world changes at such a rapid pace that there is no time to settle and, as a result, organizations refreeze after implementing a change process. As

a result, the Lewin's model is widely regarded as fundamentally lacking in the flexibility required to fit with the current dominant constant and, at times, chaotic process of change, which actually necessitates a great deal of flexibility (Longo, 2011).

The following holes in the theory are what this research will rely on. First, Lewin's model is rather simplistic; modern organizations and businesses are incredibly complicated, and this three-stage model could not be entirely applicable in the modern business world's complex nature. Second, this model makes the assumption that change occurs in three stages that are sequential and occur one after the other. The corporate culture of today is not reality. According to critics, both phases coexist. Thirdly, only gradual and transitory transformation is supported by Lewin's paradigm. The transformational transition is not addressed which is key when measuring the relationship between employee morale and workplace change. Additionally, it gives little consideration to internal power struggles and conflicts among personnel hence making it difficult to understand the employee workplace relation during and after a workplace change has occurred. It is silent regarding the opposition, challenges, andissues that frequently arise when executing the changes such as technological changes, employee transfers, change in communication processes and change in work goals.

When change happen at the workplace, employees will try to resist in order protecting what theyare familiar with and what they believe in to be good. This is a notion of group dynamics, where groups and individuals at workplace react to changing circumstances ranging from leadership tojob design (Spector, 1997). When these changes happen in workplace, they affect the employee level of concentration required for work, level of supervision and work importance,

thus affecting the level of employee morale (Taber, 1995). As a consequence, the objective of this research is to see if workplace changes and employee morale in Kenya's private institutions are related.

2.2.2 Job Characteristics Theory

The task itself is viewed as essential to employee motivation in the job characteristics theory developed by Hackman and Oldham in 1975. Job satisfaction, according to the job characteristic model, occurs when the workplace fosters intrinsically motivating traits. Three psychological states are influenced by skill diversity, task identity, autonomy, and feedback. As a result, the three psychological states have an impact on a variety of potential outcomes, such as job satisfaction, absenteeism, and workplace motivation (Hackman, 1975). According to Hackman and Oldham's job characteristics motivation theory, three psychological states are associated with high workplace motivation: meaningfulness of work, responsibility, and knowledge of outcomes. From an organizational standpoint, improving the finer details of core job functions is expected to result in a better workplace and higher employee morale (Hackman, 1975).

According to Hackman (1975), three critical psychological states are responsible for a variety of positive personal and professional outcomes. They are as follows: The following are essential job characteristics: Skill Variety refers to how much a job requires a worker to perform a variety of tasks and hone a variety of abilities. Jobs requiring a diverse set of skills and abilities may be more meaningful to employees than simple and routine jobs.

Task Identity: the extent to which the position necessitates jobholders locating and completing a task with a clear outcome when employees are responsible for every step of the process rather than just a small portion of it, their work becomes more meaningful to them.

Task Importance: The extent to which a task affects the lives of others. The immediate organization or the surrounding environment may be influenced. Employees believe their work is more meaningful when it significantly improves people's mental or physical health, as opposed to a job that has little impact on anyone else.

Autonomy: The extent to which the job gives the employee a lot of freedom, independence, and discretion in deciding how to organize their work and carry out their responsibilities. Work results in jobs with a high degree of autonomy are determined by the employees' own initiatives, efforts, and decisions rather than by management instructions or a job procedure manual. When this happens, employees feel more accountable for both professional success and failure.

Feedback: The employee's level of understanding of the outcome. This information about the effectiveness of his or her job performance is clear, specific, thorough, and actionable. Workers have a better overall understanding of the impact of their work activities and what specific actions (if any) they need to take to improve their productivity when they receive clear, actionable information about their work performance.

Experienced Meaningfulness of Work: The extent to which the jobholder perceives the work as intrinsically meaningful and is able to communicate the value of his or her contributions to others and/or the external environment. Experienced Responsibility for Workout Results: The degree to which the employee feels accountable and in control of the workout results; the degree to which thejobholder is aware of how well he or she is performing in relation to the outcomes of work activities. Personal and professional outcomes of the initial theory, which was based on previous work, included internal work motivation, job satisfaction, absenteeism and turnover, and performance quality which are major components of employee morale. This theory therefore will

help us understand whether the intrinsic features of employee morale are affected in anyway in case of change s at the workplace and how the two variables are related.

The job characteristic model is supported by more empirical evidence than Herzberg's theory. It has, however, been criticized because many studies using this model only look at how core job dimensions directly affect personal and professional outcomes, completely ignoring critical psychological states (Behnson, 2010). As a result, this theory will be applicable to the current research.

2.2.3 Goal-Setting Theory

Setting specific and measurable goals is more effective than setting broad goals, according to goal- setting theory. This theory was developed by Edwin A. Locke in 1968 for his essay titled "Toward a Theory of Task Motivation and Incentive." In this article, Locke demonstrated how specific and measurable goals increase employee motivation and the likelihood that these goals will be met (Locke, E. A., & Latham, G. P., 2002). Locke emphasized the importance of setting clear goals andassigning difficult tasks to employees. As a result of having to work hard and advance their skills tocomplete these more difficult goals, employees receive positive feedback and a sense of overall accomplishment. Employee satisfaction, productivity, and engagement at work may improve as a result. This study therefore helped the research to examine whether there is any relationship between change in these aspects of sound goals and employee morale.

According to Locke, E. A., and Latham, G. P. (2002), there are five guiding principles for what a work goal should be: Clarity: Goals must be specific and unambiguous. Misunderstandings are much less likely when employees understand project objectives and deadlines. Goals should be

challenging enough to keep employees engaged and focused while performing the tasks required to achieving each goal. Goals that are too difficult or easy are demotivating and will result in less achievement satisfaction. Employees must understand and support the goal they have been assignedfrom the start. Employees are less likely to enjoy the process and achieve the goal if they do not feel committed to it. Feedback is an essential component of goal-setting theory. Regular feedback should be provided throughout the goal-achieving process to ensure that tasks stay on track. To reduce task complexity, goals should be broken down into smaller goals. When each smaller goal iscompleted, a review should be conducted to keep the employee informed of the overall progress toward the larger goal. What is not demonstrated form this theory however is how employee morale will be affected if these aspects are changed, hence the reason of this study.

Goals should be easily measurably and difficult enough that achieving them has value, according toLocke and Latham. While employees are not required to set goals, they are more likely to be accomplished when they are dedicated to them and when managers regularly provide feedback and progress reports, which should be simple to do with measurable goals. Finally, managers should match the position's and the worker's level of complexity with the tasks. In the end, the purpose of the goals is to show the employee how to succeed, (Borgogni L. & Dello Russo S. 2012).

The goal-setting theory has become a source of contention. In their critique, the authors claim that "the beneficial effects of goal setting have been overstated, and that systematic harm caused by goal setting has been largely ignored." The authors identify several causes of systematic harm,

including "tunnel vision," which causes non-priority tasks to be neglected, risk preferences are distorted, incentives for unethical behavior are increased, learning is reduced, group culture is weakened, and intrinsic morale is lower (Borgogni L. & Dello Russo S., 2012).

The fact that organizational goals occasionally conflict with managerial goals and have an impact on employee performance and morale is another issue Edwin A. Locke has not brought up or addressed. Complex goals can occasionally lead to risky behavior; if an employee lacks the necessary skills for a task, the goal plan will fail, and performance will suffer. Furthermore, the theory does not demonstrate that setting goals boosts motivation. The researcher wanted to base the study on these debates and try to determine whether there is any connection between workplace changes, particularly changes in work goals, and employee morale.

2.3 Empirical Review

2.3.1Technological Changes and Employee Morale

A number of empirical studies on workplace changes and employee morale have been conducted. A study by Sellen & Harper, (2001) found out that in today's increasingly technology workplace, Companies fail to apply fundamental principles from the industrial era. The study also discovered that, while workplace tools evolve, the quality of these tools and the maintenance of the equipment continue to have an impact on employee morale and effectiveness. Furthermore, there is no denying that technology plays a significant role in almost every aspect of communication, as file retention can now be streamlined with the help of technology. By any stretch of the imagination, this is not a new trend. However, if outdated technology is used, staff morale may suffer, resulting in a less focused and attentive workplace. Sellen and Harper's (2001) study will be relevant to the

current study because it provides useful in-depth insights into the experience of technological changes at the workplace. However, because it is a case study, the research findings may not be generalizable to all workplace technological changes.

Another study undertaken by Lawless (2006) focused on the influence of technological advancement on employees' effectiveness and organizational efficiency. The study documented many details about these two variables using the case study research design. The study found out that when employees learn of technological changes, there is a natural reaction to link it to redundancies and reduced morale. This involved the fear of job losses which will not only be disruptive but difficult to handle. Lawless added that a great danger happens when the company bosses become reluctant to tell the staff members of the plans to bring in technological changes. Keeping staffs in dark is likely to reduce the employee morale by multiplying the problems of distrust and disharmony. The preceding study by (Lawless, 2006) was considered pertinent to the current study because it discusses the impact of technological advancement on employee effectiveness and organizational efficiency. However, because it is a case study, the research was unable to determine whether there is a link between technological advancement and employee morale.

According to Karanja (2015), digital era has presented enormous challenges and opportunities in many corporations in Kenya. Organizations feel that due to rapid change of technology, managing workplace activities is becoming a concern as a result of digital communication. She also pointed out that the organizational aspect which has changed most at is technology, compelling the organizations to adopt late technology to avoid stiff competition. Karanja concluded that

workplace changes can have an impact on all aspects of an organization's operation and functioning. The majority of these changes are prompted by the need to respond to new challenges or opportunities presented by the organizational environment. Nonetheless, Karanja's study on the role of workplacechanges on performance was too broad to determine whether there is a link between the same changes, such as the introduction of the digital era, and employee morale.

Another empirical study was conducted in Ghana by Kuhn (1996). The study aimed to contribute toa better understanding of the compatibility of new technology and employee performance issues in relation to organizational productivity in Ghana and other Sub-Saharan African developing countries, in order to inform the design of technological policies in Ghana and other Sub-Saharan African developing countries. Using Ghana as an example, the thesis examines the potential impact of technological compatibility on employee performance and organizational productivity. Technological Compatibility, according to the study, is the degree to which new technology appears consistent with the potential employee's existing values, past experience, habits, and needs.According to the study's findings, lower levels of compatibility lead to lower levels of employee performance, while higher levels of compatibility lead to higher levels of employee morale, which influences organizational productivity. It should be noted, however, that the study only examined technological compatibility, ignoring other aspects of technological change such as tool complexity.

Lastly, a study by Larsen (2003) suggests that change in technology can be measured through Change in technological security features, task processing capacity, task processing time and size of the machine. He also suggests that change in technology has had an impact on performance

levels in both positive and negative ways. It has increased employment levels in both content creation and delivery by developing new distribution channels that also require fresh, original, or modified content. However, it has resulted in the loss of workers as a result of automation and the use ofmore compact equipment. Although Larsen, (2003) has made an effort to assess the positive and negative aspects of technological advancements, he has however not conclusively demonstrated if there is a connection between technological advancements and employee morale in the workplace environment, thus the essence of this study.

2.3.2Transfer of employees and their Morale

Any institution or organization in the modern world will always be concerned with the quality of itsemployee transfer, particularly when it comes to implementing transfer policies to ensure that its employees remain motivated to achieve the set goals. According to Lee (2011), a transfer is a lateral shift that involves the movement of individuals from one position to another without a significant change in duties, responsibilities, skills required, or compensation.

A study by Black (2004) explored the relationship between Employee Transfer, Work Motivation and Employee Performance and found out that when an employee is transferred to a new workplace,he may find it difficult to adopt with the new supervisor, new work office, new roles and new peopleat workplace. The study further indicated that an employee will meet a new supervisor when he is transferred to a new department or location and will find it difficult to familiarize himself with the new supervisor even if the transfer is positive. According to the study, the unknown is disturbing to some employees and exciting to others, and it may be difficult for them to adapt and work withinthe new environment, lowering his morale. This study was thus required

because it attempted to explain the relationship between employee transfers, work motivation, and employee performance.

According to Schalts (2010), moving an employee to a new office building, changing offices, or simply renovating an office space can have the same effect on employees as moving to a new home does on a family, and his productivity may decrease when transferred to a new work environment until he is acclimating to the new location. Furthermore, the study results show that new roles can cause stress and anxiety in employees. Employees may also be reluctant to leave their old workplace and contribute little to their new department. The study also discovered that new rolesare perceived by employees as new formalities and processes, causing them to take their time before opening up in front of new people and expressing their ideas in a new team. Furthermore, the study concluded that most employees are very comfortable working with people they have known for a long time, but they find it extremely difficult to adjust to new colleagues, lowering their morale.

However, Harrison (2000) discovered in his work on the Effect of Transfer and Incentive on Employee Performance that some organizations view transfers as a golden opportunity to refresh their employees' morale and help them feel engaged. According to the study, relocation can be stressful at times, but when done correctly, it doesn't have to be chaotic; it can mean a renewed, revitalized, and determined group of employees, all eager to give of themselves and improve the business. The study recommended that before an office is relocated, managers should have an early meeting with the employees, prior to moving date and ask them what they think. This will help them to prepare for a change hence increasing their morale. The study concluded that

when transferis done insufficiently, or inaccurately, employee morale reduces and productivity goes down, butthe opposite is also true.

According to Behnson (2010), employee transfer problems can be classified into two types: work-related problems and non-work-related problems. Work-related issues include adjusting to a new environment and taking on new responsibilities, whereas non-work-related issues include decisions about transfers, new residence, social and emotional stress, and so on. The study also acknowledgesthat unwanted employee transfers can result in decreased performance, resistance, and workquality. However, the study did not show whether employee transfer is related to elements of low.

2.3.3Change in Communication processes and Employee Morale

According to Picardi and Richard (2001), workplace communication is the process of exchanging information within an organization, both verbally and nonverbally. Effective workplace communication ensures high employee morale by taking into account the content, frequency, skills,and tools of communication. According to Ngari (2016)'s research on the 'Influence of Employee Relations on Organizational Performance of Private Universities in Kenya,' changing the communication process affects employee understanding. The information's content must be clear and specific. The level of detail in the information must be appropriate for the grasping capacity of the employees. The study's respondents agreed that employee communication and organizational performance are related, and they had the lowest mean of 3.10, which needs to be improved. Furthermore, the study's findings indicated that organizations rely more on written modes of communication because they are more reliable than verbal communication, as

demonstrated by a mean of 3.33.

Sudden (2007) found that providing too many details can bore employees, lowering morale. The study recommended that information be communicated as needed rather than holding unnecessary meetings on a regular basis. At the same time, it was suggested that if managers want to boost employee morale, they should not withhold critical information until the last few hours or days. Instead, they should be communicated early on in order to engage employees in the goals of the organization. The study is pertinent because it explains the significance of effective communicationas well as the consequences of any changes to communication processes.

According to a recent survey conducted by a US staffing agency, one-third of HR managers cite communication issues as the primary cause of low employee morale. When it is interfered with, it is also found to be the most popular solution to the problem of low morale. 38% of managers believe that advanced communication systems, rather than monetary or other rewards, are the best way to improve workplace morale (Liveseysolar, 2013). Improving communication keeps employees informed of company goals and performance while also encouraging them to ask questions and provide feedback. Skills used by the communicator to pass information affect the employee morale. Communication skills must be favorable for a successful communication. Skills such as negotiation, presentation and written communication skills must be used to increase employee understanding. When these skills are changed, they change the understanding ability of employees leading, hence decreasing their morale (Person, 2007). Tools that are used to communicate at the workplace must be up to date to improve the employee morale. When employees are not trained on how to use communication tools, they will be frustrated hence a

decreased morale (Person, 2007).

According to Van Reil and Fombrun (2007), communication is critical to organizational performance and includes efforts made by organizations to uphold social responsibility and good citizenship. In addition, they stated that, in this day and age of increased talent competition, effective organizational communication has evolved into a strategic tool for employee engagement, satisfaction, and retention. It directly supports organizational learning, teamwork, safety, innovation, and decision-making of high quality. Baker (2002), in her work "Organizational Communication in Management Benchmarking" defines change in communication processes as "change in communication content, change in mode of communication, change in communication skills, and change in communication tools."

Although the authors of these ideas tried to emphasize the important components of an organization's effective communication processes and how they can affect employee engagement, they neglected to take into account the potential negative effects of any changes to these processes. The authors did not include theories for various case studies of what might occur in various contexts,such as a school. Consequently, this research will seek to determine whether there is a link between changes in communication processes and employee engagement in private universities.

2.3.4 Change in Work Goals and Employee Morale

In 1968, Edward A. Locke formally developed a goal-setting theory as an alternative approach to work goal standards. According to goal-setting theory, goal-setting is a conscious process that is a

very effective and efficient way of increasing productivity and motivation, particularly in the workplace. According to Gary P. Latham (2002), former President of the Canadian Psychological Association, the underlying premise of goal-setting theory is that our conscious goals influence what we achieve. Our goals are the object or goal of our actions.

According to the research, deadlines also improve the effectiveness of work goals, and a research study by Locke and Latham (2002) supports the prediction that the most effective performance often results when goals are both specific and challenging in nature, and that a learning goal orientation often leads to higher performance when compared to a performance goal orientation. In organizations and management practice, goals have a pervasive influence on employee behaviors, morale, and performance.

More recently, experimental research findings by Akinlabi, B. H. (2021) on Goal Setting and Employee Performance: A Study of Southwest Universities' Registry Workers in Nigeria showed that work goals strongly influence human behaviors, which in turn leads to changes in performance; thus, goals enable workers within an organization or institution to move forward in a pre-determined direction. The study also discovered that goal setting can be used to improve employee performance at both the individual and organizational levels. Based on the reviewed literature, data analysis results, and study findings, it was concluded that work goals can be used to improve the performance of university registry workers by involving them in the goal-setting process, as this will serve to motivate them to work toward the achievement of such set goals. Similarly, the study found that mutually set goals have a greater positive influence on employee morale than goals set at the top and simply handed down to employees; thus, workers should be

involved in the process of setting goals in order to motivate them to want to see them realized, thereby improving their performance.

Bruhn et al. (2017) suggest the following as long-term effects of changing work goals; the mood deteriorates – The accomplishment of goals is a strong employee motivator. There is a happy mood at work when people surpass their goals. If unattainable goals are set, employees could try to reach them. They'll eventually lose heart and give up. High staff turnover - As was already mentioned, employees are highly motivated when their goals are met. When a worker regularly falls short of the objectives, they could feel as though their career is at a standstill and decide to leave and look for other chances where they can continue to progress. The influence of changing work goals and applications in an organizational setting has been discussed by Bruhn et al. (2017). Whether these same expected outcomes would hold true if this alteration were evaluated in a different setting, suchas private universities in Kenya, is unclear. As a result, the purpose of this research is to look into the relationship between changes in work goals and employee morale.

Work goals and curiosity, according to Borgogni and Dello Russo (2012), have a significant impacton job performance. According to the study, 71% of employees believe that goals that are easy to achieve and require little effort improve their performance more than goals that are difficult to achieve and require extra effort. 53% of respondents work for personal development rather than goal achievement. 61% of respondents believe that curiosity is an important factor in improving jobperformance. However, there has been little research on the relationship between changing work goals and employee morale in private universities in the western Kenya region, necessitating this study and adding to the body of knowledge.

2.3.5 Employee Morale

According to Linz and Huddleston (2006), employee morale is the depiction of emotions, satisfaction, and overall attitude toward a workplace. Employees who are satisfied and happy have high morale, whereas employees who are dissatisfied and unhappy have low morale. Employee morale in the workplace is comprised of four components: employee pride in work, employee attitude toward work, employee job satisfaction, and workplace relationships.

Caren Ouma (2017) argued that the Kenyan university workplace was characterized by poor work performance, low service levels, and high labor turnover in her study "Relationship of Employees Morale and Retention within Higher Learning Institutions in Kenya." According to her, the number of junior employees has suddenly increased in private universities opting for part-time studies with the intention of leaving their organizations, lecturers looking for part-time teaching within other institutions, a lack of pride in what they do, and poor handling of customers, students, and the general public. Caren's study, however, did not show what the possible causes of these low employee morale cases in Kenyan universities could be.

According to a study conducted by Deidra and Gary (2004), organizations play a significant role in either increasing or decreasing employee morale. Employees spend the majority of their time at work, according to the study, necessitating the need for employees to be happy and motivated. Happy employees, according to the study's findings, have high morale, are satisfied with their jobs, and can handle a heavy workload. Employees who have high morale are also more likely to be creative in their duties, to take initiative, and to be focused on achieving organizational goals. Deidra and Gary (2004) also identified inclusion, communication, trust, recognition, and leading byexample as important factors influencing employee morale and ability to provide quality work.

According to empirical findings from a study conducted by Bunnk and Hopsaken (1993), extrinsic factors that influence employee morale include: reasonable work environment and responsibilities, positive role of supervisor, work pressures, work tension, job frustration, low service level, customer time management, high responsibility, work overload, and heavy call overload. Factors associated with low morale, according to the study's findings, included insufficient staffing levels, verbal abuse, a lack of opportunity to express opinions, and the risk of violence. According to the study, labor turnover, increased absenteeism, work stoppages or strikes and wastage, missed deadlines, conflicts with coworkers, insubordination complaints about minor work-related issues, and increased customer complaints are all indicators of low morale.

2.4 Research Gaps

Many authors' contributions have aided in the understanding of this study. Employee morale and technological advancement, according to Sellen (2001), are inextricably linked. He stated that the quality and upkeep of technological tools have an impact on employee morale and effectiveness. Whereasthis is true, Sellen failed to note the evolving factor of these tools which may equally affectthe level of employee morale. On the other hand, transfer has been viewed as stressful and as a hindrance to employee morale. However, this is not sufficient because according to Harrison (2000), when it is done in a right way it can be as a golden opportunity to refresh employee's attitude towards the organization hence increasing their morale.

The literature available for change in communication seems to support the idea that when information is transferred efficiently and accurately, employee morale will increase. However,

according to Sudden (2007), very little has been done to address communication gaps such as employees' ability to understand and apply information. A major concern of many studies on work goals concentrates on the effects of goal setting on organization performance, but not on its effect or relationship with the employee morale and how this in return affect the organizational performance,yet work goals are critical to employee morale and the success of any organization (Deidra & Gary,2004). This is why managers should always plan ways to boost employee morale in order to improve overall organizational performance.

The methodology is the source of the other gap. The case study design was used extensively in the studies. Case studies provide detailed information on the specific cases involved, but they are more descriptive and explanatory than predictive of phenomena (Orwaru, 2014). As a result, generalizingfrom the findings of such studies becomes more difficult. As a result, this research employed a multiple case study design to address those knowledge and methodological gaps. This allowed the study's findings to be used to forecast the relationship between workplace changes and employee morale in private universities in Western Kenya region.

2.5 Summary

This section provided a review of the relevant literature to this study. Theories of motivation as well as relevant workplace change theory were reviewed in the theoretical framework. The motivation theories were Motivator-Hygiene theory, Job Characteristics mode and Goal Setting theory while the theories relating to workplace change was Lewin's theory of Change Management.Concepts relating to technological change, change in communication processes, transfers andchange in work goals were looked at. A review of the existing literature pertinent to this study was conducted. As a result, research gaps were identified. The research gaps concern

knowledge of workplace changes as well as methodology for studying them.

The literature can be summarized by recognizing key sections that was relevant to this study. As fortechnological change, supervisors should ensure that their employees have the right support from the service provider when technological changes happen. Employees should be provided with bettertolls and updated equipment for quicker resolution of tasks hence upping their morale. Transfer has a potential to negatively affect the employee morale. It is therefore important for managers to engage employees from the moment they have decided to transfer them. Before a transfer is made, managers should have an early meeting, well in advance of the moving date and ask them what they think about the transfer. This will help to reduce stress which may be related to the move.

According to Picardi & Richard (2001), Communication is essential for uniting all employees' activities and preventing missed deadlines that could harm the organization. As a result, managers must ensure that communication changes in the workplace are addressed quickly in order to avoid communication gaps such as confusion and a lack of time, which can have an impact on employee morale. Management should make sure that employees' fundamental needs are satisfied and protectthem from severe workplace changes. This will make them happier and increase their morale towards work.

CHAPTER THREE

RESEARCH METHDOLOGY

3.1Introduction

The main aim of this study was to determine the relationship between workplace changes and employee morale in private universities in western Kenya. In this chapter research methodologies and data collection process utilized in the study will be explained. This section addresses research design, target population, sample and sampling technique, data collection instruments and procedure of research instruments, data analysis techniques, validity of research instruments, reliability of research instruments, piloting and research ethics.

3.2 Research Design

A correlational research design was used. This design was appropriate because it entails a thorough examination of a current, real-life phenomenon in its context. Because respondents provided their opinions and feelings about the factors that influence the study, accurate data was easily gathered through the use of questionnaires with this design (Orwaru, 2014). correlational research design is useful for understanding complex issues in their real-world contexts, and it is frequently used to understand the perspectives of participants in those contexts, thereby assisting in determining the relationship between the dependent and independent variables (Mugenda & Mugenda, 2003).

3.3 Study Area

This research was conducted in the Western Kenya region, which consists of 14 counties, namely Kakamega, Kericho, Kisumu, Kisii, Migori, Nyamira,Nandi, Siaya, Trans Nzoia and Vihiga, Bomet, Bungoma, Busia, Homa Bay. The study targeted employees of four private universities in this region. The universities included: University of Eastern Africa, Baraton in Nandi County, Kenya Highlands University in Kericho County, Great Lakes university of Kisumu in Kisumu County and Uzima University in Kisumu County.

3.4 Target Population

A population is the entire group of individuals, events, or objects that share observable characteristics and for which a researcher can generalize the findings of a study (McKevitt & Lawton, 2003). The researcher is interested in the entire group (Kothari, 2009). The target population of this study was 1440 employees working in four selected universities in western Kenyaregion. The universities included: University of Eastern Africa, Baraton in Nandi County, Kenya Highlands University in Kericho County, Great Lakes university of Kisumu in Kisumu County and Uzima University in Kisumu County. It comprised 140 heads of departments, 230 supervisors and 1070 operational workers; both teaching and non-teaching staff (see table 3.1). The targeted population was heterogeneous in terms of gender, age, ethnicity, work experience and educational backgrounds.

Table 3. 1: Target Population

Private Universities in Western Kenya	Categories			
	HODs.	Supervisors	Operational Workers	TOTAL
Baraton University	40	60	360	460
Kenya Highlands University	40	60	310	410
Great Lakes University of Kisumu	30	60	200	290
Uzima University	30	50	200	280
TOTAL	**140**	**230**	**1070**	**1440**

(Kenya Higher Education Policy Note, 2021)

3.5 Sample Size and Sampling Technique

A sample is a subset of the population from which conclusions about the entire population are drawn. Its goal is to estimate population characteristics that are unknown. Thus, sampling is the systematic process of selecting a group of people for a study in order for them to represent the larger group from which they were drawn (Marshal & Rissman, 1999, Mugenda & Mugenda, 1999). Because the target respondents are from various employee categories, this study used stratified sampling. This was necessary to ensure that the samples drawn from each stratum were represented in the overall sample in proportion to their numbers in the targeted population as a whole. The stratified sampling technique assisted the researcher in minimizing bias when selectinga sample from the targeted population (Kothari, 2009). The researcher adopted Yamane's formula (cited in Njugi & Muna 2021) as follow:

$$n = N /1+N (e)^2$$

Where n is the sample size, N is the population size and e is the margin of error(0.05)

$$n = 1440 / 1+1440(0.05)^2$$

$$n = 313$$

Therefore, a sample of 313 was selected from a population of 1440 employees(See Table 3.2)

Table 3. 2: Sample Size

Private Universities in Western Kenya	HODs		Supervisors		Operational Workers		TOTAL	
	Target Popu.	Samp. Size	Target Popu.	Samp. Size	Target Popu.	Samp. Size	Target Popu.	Samp. Size
Baraton University	40	9	60	14	360	78	460	100
Kenya Highlands University	40	9	60	14	310	67	410	89
Great Lakes University of Kisumu	30	7	60	14	200	44	290	63
Uzima University	30	7	50	12	200	44	280	61
TOTAL	**140**	**32**	**230**	**48**	**1070**	**233**	**1440**	**313**

3.6 Data Collection Instruments

This study used a questionnaire on a Likert scale as the instrument for collecting primary data. This was guided by the objectives of this study. The questionnaires were administered to employees of different departments to get their view on the workplace changes affecting employee morale. The questionnaires consisted of structured questions and the respondent was asked to tick

where appropriate. An introductory letter attached to the questionnaires invited the sample group to participate voluntarily. They were distributed to each employee by two research assistants who supported in the process. A pre- visit to the selected private universities was done in order to familiarize with the authority and to identify the challenges which could have aroused prior to the actual process

3.7 Data Collection Procedure

Data was collected using a self-administered questionnaire because all respondents were familiar with the variables of this study (Mugenda & Mugenda, 2003). The questionnaires were distributed to respondents from various departments in order to gain their perspectives on the relationship between workplace changes and employee morale in Western Kenyan private universities. Before collecting the questionnaire, the researcher gave them time to complete it.

3.8 Validity of Research Instruments

The extent to which data analysis findings accurately reflect the phenomenon being studied is referred to as validity (Mugenda & Mugenda, 2009). A pilot study was conducted with respondents from each subject category to determine the validity of the items in the research instruments. In addition to using content validity, the researcher also taken into account constructs and face validity. Mugenda & Mugenda (2009) assert that expert judgment is used to determine the validity of content. As a result, the tools were evaluated by scholars with expertise in human resource management and higher education. They focused on technological change, transfer, change in communication processes, and change in work goals to determine whether the items in the instruments adequately addressed the study's objectives. After successful review of the questionnaire, some items were revised to stick to the study objectives and collect the required data. The resulting questionnaire was adequate in content and was used to collect data.

3.9 Reliability of Research Instruments

The reliability of a research instrument measures its consistency of results (Mugenda & Mugenda, 2003). In order to meet 0.70, a test must be valid as well as reliable. The split-half method was used to calculate the coefficient of internal consistency of the questionnaires. Gay (1992) describes this technique as dividing a test's statements (items) into two halves (odd and even numbered items). The Pearson's Product Moment Correlation Coefficient formula is used to compute the scores of the two subtests for each person. The odd and even numbered items are then separated into two subtests. However, the obtained value only represents half of the test's reliability.

The Spearman Brown Prophecy formula was used to achieve reliability across the board for the entire test. If the test is valid, the scores on the two halves of the test should have a high positive association, or a high correlation coefficient (Orodho, 2005). This procedure was used because of its ability to assess the internal consistency of the instruments under test. The split-half technique was used for this study over other approaches such as the test-retest method because it accounts for changes in time and circumstance.

Table 3. 3: Questionnaire Reliability

No	Construct	Number of items	Reliability Coefficient
1	Technological Changes	4	0.78
2	Transfer Of Employees	4	0.73
3	Change In Communication	4	0.81
4	Change In Work Goals	4	0.77
5	Employee Morale	4	0.84
	Total	20	0.79

From the findings, it emerged that all the constructs were reliable. Reliability coefficient ranged

between 0.73 and 0.84, with employee morale having the highest reliability (α=0.84) while transfer of employees indicating the least reliability coefficient (α=0.73). The overall reliability coefficient was 0.79. According to Kothari (2009), a Cronbach's Alpha coefficient above 0.7 indicates that the instrument is very reliable. The current study instrument was thus deemed reliable to collect data. The instruments were therefore deemed trustworthy because, according to the general guideline for research, reliability should be at least 0.70 (Orodho, 2005).

3.10 Piloting

As Kothari, M. (2019) points out, the wording of questionnaires is critical to their success, as is pre-testing. Following pilot testing, the researcher ensured that the questions were comprehensive, the instructions were clear or non- ambiguous, and the time required for respondents to complete questionnaires was determined. Piloting also assisted the researcher in comprehending how to analyze the data that was gathered. The researcher conducted a pilot study with ten employees from various departments at Uzima University. The ten respondents were heterogeneous in nature. However, they did not take part in the actualresearch. During the pilot, ten questionnaires were distributed to the appropriate respondents and collected once completed. They were analyzed, and the results used to revise all of the questionnaire items. The researcher also consulted with experts from the Human Resource Management and Quality Assurance departments regarding all data collection instruments. The goalwas to determine whether the instruments were usable and, if so, to develop ways to improve them

3.11 Data Analysis

Data analysis, according to Kothari (2009), is the process of packing the collected data, organizing it, and structuring its main components so that the findings can be easily communicated. The questionnaire was checked after the fieldwork, and the collected data was edited, coded, and tabulated. The data was then analyzed using descriptive statistics. The data was presented in the form of descriptive figures that described the respondents' thoughts, feelings, and attitudes. The researcher inspected questionnaires received from respondents and separate those with missing data from those that are completely filled out for completeness at two levels, where data collectors verified that questionnaires were complete before they were handed over to the researcher for final verification. This was done to ensure that any anomalies discovered were corrected as soon as possible before the respondents' questionnaires are collected. Data analysis begun once all of the data had been collected.

The Statistical Package for Social Sciences (SPSS) Version 24 and Microsoft Excel were used for data analysis and presentation of findings. These software tools assisted in the creation of appropriate graphs, charts, and tables that was used in drawing conclusions and presenting the findings. The four research objectives were also subjected to factor analysis using the principal component analysis method. Cross tabulations will also be used to assess the relationship between two categorical variables whether they are independent or dependent. Pearson chi- square values and associated probability values (P-values) will be used to ascertain the statistical significance of relationships.

Model Specifications

Source: Adopted from Fairchild and Mackinon (2009) and Whisman andMcClelland(2005)

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; Y　　　　　=　　Employee morale in private universities

β_0　　　　　=　　The constant or coefficient of intercept.

X_1　　　　　=　　Technological changes.

X_2　　　=　　Transfer of employees

X_3　　　=　　Change in communication processes

X_4　　　=　　Change in work goals

ε　　　=　　Error term

$\beta_1 .... \beta_3$　　　= Corresponding coefficients for the respective　　　independent variables.

3.12 Model Diagnostics

Before carrying out analysis using regression model, a few assumptions were examined. These included the multi-collinearity, linearity and autocorrelations. Using correlation (Pearson product moment correlation analysis, it was established that there were no very strong correlations between independent variables, which implies that there were no multi-collinearity. The Variance inflation factor were also more than 0.1 and tolerance values less than 10 for all the independent variables.

There was a linear relationship between the dependent and independent variables, which means that the assumption of linearity was met. Finally, Durbin Watson tests indicated values close to 2 implying that there were no autocorrelations in the dataset.

3.13 Research Ethics

The organization should benefit from research, not be harmed by it. The respondents' names were kept private as required. The participants' privacy was not violated at any point during data collection because respondents were not forced to disclose any information that they do not wish to share. Mugenda and Mugenda (2003) state that as the level of sensitive subjects increases, participants are more likely to protect that information. Importantly, all information gathered from firms was not presented as is and was not subjected to any intentional transformation in order to harm the institution's reputation or change the results of this study. Preparing for data collection took some days, as the researcher was making appointments, obtaining informed consent, and assuring respondents that all data was only going to be used for research purposes. All citations were referenced in the reference list and noted in the text.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

41. Introduction

In this chapter, the findings and discussions are presented. The main aim of the study was to determine the relationship between workplace changes and employee morale in private universities in western Kenya. Response return rate, demographic characteristics and the study objectives are presented in the subsequent sections.

4.2 Response Return Rate

A total of 313 questionnaires were presented to the heads of departments, supervisors and operational workers in private universities. The findings are presented as shown in Table 4.1.

Table 4. 1 Response Return Rate

Private Universities in Western Kenya	HODs	Supervisors	Operational Workers	TOTAL	Return Rate
Baraton University	9	13	73	95	95%
Kenya Highlands University	8	12	66	86	97%
Great Lakes University	7	12	42	61	97%
Uzima University	6	11	40	57	93%
TOTAL	30	48	221	299	
Response return	94	100	95	96	96%

The findings shows that the heads of departments had a response return rate of 94%, supervisors had a response rate of 100% and workers had a response rate of 95%. Concerning universities, Baraton University had a response return rate of 95%, Kenya highlands and Great Lakes universities at 97% and Uzima University at 93%. The overall response rate was 96%, which is

good according to Kothari, (2009) who reported that a sample size above 60% gives a good representation for the population. Therefore, the response rate of this study was considered adequate. The high response rte was accounted for by the adequate preparation and data collection activity. Respondents were informed in advance before the final data collection exercise.

4.3 Demographic Characteristics

Before actual analysis, respondent's demographic characteristics were explored. These included the respondents' gender, level of education and work experience. The findings are presented as shown in Table 4.2

Table 4. 2: Demographic Characteristics

Gender	Frequency	Percent
Female	128	42.8
Male	171	57.2
Total	299	100.0
Level of Education	**Frequency**	**Percent**
Diploma	34	11.4
Degrees	62	20.7
PHDs	124	41.5
Masters	79	26.4
Total	299	100.0
Occupation	**Frequency**	**Percent**
HODs	30	10
Supervisors	48	16.1
Operational Workers	221	73.9
Total	299	100.0
Work experience in years	**Frequency**	**Percent**
1-5 years	71	23.7
6-10 years	51	17.1
11-15 years	123	41.1
over 15 years	54	18.1
Total	299	100.0

The findings shows that majority of the respondents were male, 171(57.2%) while the minority were female respondents 128(42.8%). The findings also shows that majority of the respondents,

124(41.5%) have PHDs followed by 79(26.4%) who have Masters Degrees, 62(20.7%) with bachelor's degrees and finally 34(11.4%) who have diploma level of education. Furthermore the findings also shows that majority of the respondents, 221(73.1%) are operational workers followed by 48(16.1%) supervisor and 30(10%) were HODs. These findings reveal a true representation of university workers whose majority are PHD holders. The demographic characteristics were important to the study since they reflect the nature of respondents that participated, such that presence respondents with advanced degrees such as PHD indicate that views provided were from participants with more information on universities. Experience also shows that the respondents are experienced in private university matters and hence eligible to provide reliable information.

4.4 Findings on Employee morale in private universities in western Kenya

In this study, employee morale was the variable whose outcome was determined by workplace changes. Therefore the study sought to establish the extent to which employees exhibit their morale in terms of pride, satisfaction and relationships. Respondents were therefore asked to rate by circling, on a scale of 1-4, the degree to which they agreed with selected statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. The findings are presented as shownin Table 4.3.

Table 4. 3: Employee Morale at Workplace Rating

Statement	1	2	3	4	M	STD
Do you agree or disagree that most employees in private universities in western Kenyaare less proud of their work region	23(7. 7)	49(16. 4)	158(52.8)	69(23.1)	2.9	.83
Do you agree or disagree that most employees in private universities in western Kenyaare less willing to attain their job objectives?	44(14.7)	100(33.4)	122(40.8)	33(11.0)	2.5	.88
Do you agree or disagree that most employees in private universities in western Kenyaare less satisfied with their jobs?(e.g. Salary & benefits)	12(4)	61(20. 4)	156(52.2)	70(23.4)	2.9	.77
Do you agree or disagree that most of the workplace relationships in privateuniversities in western Kenya are less motivated?	17(5. 7)	57(19. 1)	154(51.5)	71(23.7)	2.9	.81
Overall mean					2.8	.50

Key-1= strongly disagree (SD), 2= disagree (D), 3= agree (A) and 4= strongly agree (SA), M-Mean, STD-Standard deviation

From the findings, it is clear that most, 158(52.8%) of employees in private universities in western Kenya agreed to be less proud of their work, which received a high rating (M=2.9) and low standard deviation (SD=.83). Most employees, 122(40.8%) also agreed to be less willing to attain their job objectives, although a significant number, 100(33.4%) leading to a moderate rating (M=2.5, SD=.88). The findings further shows that most employees, 156 (52.2%) in private universities in western Kenya region are less satisfied with their jobs (e.g. Salary & benefits) and workplace relationships were less motivated as revealed by majority, 154(51.5%) of the respondents who agreed with a high rating (M=2.9, SD=.81). The overall mean (M=2.8, SD=.50) was slightly high with a low standard deviation, implying that employees had a morale for work, although not high. Employees need very high morale to work more effectively in order to be more productive. Low means implies that there is low employee morale while small s standard deviation means that the ratings did not differ from the means hence agreement that revolved about the mean. It was indicated by most respondents who participated in the study that

most employees in private universities in western Kenya were less proud of their work. Most of them also felt that workplace relationships were less motivated while majority had a view that most of employees were less willing to attain their work objectives.

4.5 Overall Overview on the relationship between workplace changes and employee morale

Table 4. 4: Correlation between Workplace changes and Employee Morale

Correlations		technological changes	transfer	change in communication	change in work goals	employee morale
technological changes	Pearson Correlation	1	-.268**	.318**	.626**	.707**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	299	299	299	299	299
transfer	Pearson Correlation	-.268**	1	-.429**	-.327**	-.541**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	299	299	299	299	299
change in communication	Pearson Correlation	.318**	-.429**	1	.428**	-.483**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	299	299	299	299	299
change in work goals	Pearson Correlation	.626**	-.327**	.428**	1	-.678**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	299	299	299	299	299
employee morale	Pearson Correlation	.707**	-.541**	-.483**	-.678**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	299	299	299	299	299

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

Source, (Field Survey, 2022)
Key-1= strongly disagree (SD), 2= disagree (D), 3= agree (A) and 4= strongly agree (SA), M-Mean, STD-Standard deviation

4.6 Technological changes and Employee Morale

Respondents were asked to share their views on technological changes using a scale. There were therefore four statements of technological change on which respondents were asked to indicate by circling, on a scale of 1-4, the degree to which they agreed with each of the statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. The findings are presented as shown in Table 4.5 that follows.

Table 4. 5: Technological Changes

Statement	1	2	3	4	M	SD
Do you agree or disagree that change in security features in a machine leads to low employee morale inprivate universities in western Kenya?	77(25.8)	169(56.5)	35(11.7)	18(6)	2.0	.78
Do you agree or disagree that change in processing capacity of a machines reduces employee morale in private universities in western Kenya?	58(19.4)	179(59.9)	30(10)	32(10.7)	2.1	.84
Do you agree or disagree that change in processing time of machines decreases employee morale inprivate universities in western Kenya?	93(31.1)	159(53.2)	33(11)	14(4.7)	1.9	.77
Do you agree or disagree that change in size of a machine lead to low employee morale in private universities in western Kenya?	41(13.7)	182(60.9)	49(16.4)	27(9)	2.2	.78
Overall mean					2.05	.51

Source, (Field Survey, 2022)
Key-1= strongly disagree (SD), 2= disagree (D), 3= agree (A) and 4= strongly agree (SA), M-Mean, STD-Standard deviation

From the findings, majority of the respondents, 169(56.5%) disagreed that change in security features in a machine leads to low employee morale inprivate universities in western Kenya. A mean of 2.0 and small standard deviation also affirm the findings. Majority of the respondents, 179(59.9%) disagreed while 58(19.4%) strongly disagreed that that change in processing capacity

of a machines reduces employee morale in private universities in western Kenya, which however received average rating (M=2.1, SD=.84). According to majority, 159(53.2%), change in processing time of machines decreases employee morale inprivate universities in western Kenya (M=1.9, SD=.77) and change in size of a machine does not lead to low employee morale in private universities in western Kenya region according to majority 182(60.9%) of the respondents, although the mean was high (M=2.2, SD=.78). The overall mean was low (M=2.05, SD=.51) implying that technological changes were done to a small extent. From these findings, the low means implies that there are little technological changes. The small standard deviations also support the low variation in the response, around the means implying that there was agreement in the mean response. However,its associations with employee morale were explored as indicated in the subsequent section.

4.6.1 Hypothesis Testing of Objective 1: Relationship between technological changes and employee morale in private Universities in western Kenya

The first objective of the study was to find out the relationship between technological changes and employee morale in private Universities. The null hypothesis stated that "H_01: There is no significant relationship between technological changes and employee morale in private Universities in western Kenya."

Furthermore, the findings were reinforced using a simple linear regression model, which affirms a causal effect. The findings are shown in Table 4.6 that follows.

Table 4. 6 Relationship between Technological Changes and Employee Morale

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square	F	df1	df2	Sig.
1	.707[a]	.500	.498	.35877	.500	296.771	1	297	.000

a. Predictors: (Constant), technological changes

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.738	.057		65.972	.000
technological changes	.323	.019	.707	17.227	.000

p<.05. However, using model coefficient results, it emerged that technological changes have a positive effect on employee morale (β=.707, p<.05). This implies that improving technological changes improves employee morale by a magnitude of 0.707 units. Following these findings, we thus reject the null hypothesis and adopt an alternative hypothesis which states that there is a significant relationship between technological changes and employee morale. It can also be concluded that technological changes have a positive effect on employee morale. These findings slightly differ from those of Lawless (2006) who found that when employees learn of technological changes, there is a natural reaction to link it to redundancies and reduced morale. This involved the fear of job losses which will not only be disruptive but difficult to handle. This could be because of the difference in the Geography or locality where the studies were done. However, the findings agree with those of Larsen (2003) who established that technological

changes have increased employment levels in both content creation and delivery. Therefore following the present findings, which also support previous findings in almost similar area of study, it can be concluded that good technological changes improves employee morale in workplace.

4.7 Findings on the relationship between Transfer of employees and employee Morale

The second objective of the study sought to establish the relationship between transfers of employees and employee morale in private Universities in western Kenya region. Therefore data was collected from respondents on both variables and later correlated.

The study sought responses from the respondents using various factors related to employee transfer. The statements were rated on a scale of 1-4, indicating the degree to which they agreed with each statement: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. The findings are presented as shown in Table 4.7 that follows.

Table 4. 7 Employee Transfer Practices

Statement	1	2	3	4	M	STD
Do you agree or disagree that new supervision leads to low employee morale in privateuniversities in western Kenya?	14(4.7)	63(21.1)	157(52.5)	65(21.7)	2.9	.78
Do you agree or disagree that moving employees to new work offices reduces their morale in private universities in western Kenya?	6(2)	93(31.1)	168(56.2)	32(10.7)	2.8	.66
Do you agree or disagree that shifting employees to new roles decreases their morale inprivate universities in western Kenya?	5(1.7)	109(36.5)	137(45.8)	48(16.1)	2.8	.73
Do you agree or disagree that working with new and unfamiliar co-workers reduces employee morale in private universities in western Kenya?	26(8.7)	72(24.1)	147(49.2)	54(18.1)	2.8	.85

Source, (Field Survey, 2022)
Key-1= strongly disagree (SD), 2= disagree (D), 3= agree (A) and 4= strongly agree (SA), M-Mean, STD-Standard deviation

From the findings, 157(52.5%) of the respondents agree that new supervision leads to low employee morale in private universities in western Kenya region, which also received a high rating (M=2.9, SD=.78). In addition, moving employees to new work offices reduces their morale in private universities in western Kenya region as revealed by majority, 168(56.2%) of the respondents who agreed, and also with a high rating (M=2.8, SD=.66). Further analysis revealed that shifting employees to new roles decreases their morale in private universities in western Kenya region as indicated by 137(45.8%) of the respondents as well as a high mean and low standard deviation (M=2.8, SD=.73). The low means implies that employee transfer practices are done to a small extent while the small standard deviations imply that the respondents' views had little variations hence high agreement. Finally, the findings as indicated by majority of the respondents, 147(49.2%) shows that working with new and unfamiliar co-workers reduces employee morale in private universities in western Kenya region (M=2.8, SD=.85). Most of employees who participated in the study indicated that new supervision led to employee low morale. They also indicated that shifting employees to new role and working with new and unfamiliar co-workers reduced their morale

4.7.1 Hypothesis testing for objective 2: Relationship between Transfers of Employees and their Morale

The objective two of this study was to determine the relationship between transfer of employees and employee morale. The null hypothesis of the study was that "There is no significant relationship between transfers and employee morale in private Universities in western Kenya". These were tested using both Pearson product moment correlation as well as simple linear regression models.

Further analysis to establish whether employee transfer has an effect on their morale is presented as shown in Table 4.8 using simple linear regression model.

Table 4. 8 Relationship between Employee Transfer and their Morale

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.541[a]	.293	.291	.42651	.293	123.126	1	297	.000

a. Predictors: (Constant), transfer

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.339	.137		9.810	.000
	transfer	.528	.048	-.541	11.096	.000

a. Dependent Variable: employee morale

The findings in Table 4.8 shows that in line with the correlation coefficient, employee transfer has a negative and significant effect on their morale (β=-.541, p<.05). Furthermore, employee transfer accounts for 29.1% variance in their morale as indicated by the coefficient of determination (R^2=.291, P<.05). This implies that shifting employees from one place to another lowers their morale. Following these findings, the null hypothesis was rejected and an alternative hypothesis adopted which states that employee transfer has a significant effect on their morale such that it lowers their morale. These findings Agree with those in a study by study by Black (2004) who explored the relationship between Employee Transfer and Employee Performance and found that when an employee is transferred to a new workplace, he may find it difficult to adopt with the new supervisor, new work office, new roles and new people at workplace. The findings also concurs with those of Schalts (2010) who established that moving an employee to a new office building, changing offices, or simply renovating an office space can have the same effect on employees as

moving to a new home does on a family, and his productivity may decrease when transferred to a new work environment until he is acclimating to the new location. It can thus be concluded that employee transfer has a negative effect on employee morale at workplace.

4.8 Findings on the relationship between Change in communication and employee morale

The study sought to establish the relationship between change in communication and employee morale. These were done in two steps. First, respondents shared the extent to which they agreed withstatements on change in communication. The mean scale on change in communication was also correlated with that in employee morale.

The third objective of the study was to establish the relationship between change in communication and employee morale. The statements on change in communication were presented to respondents inquestionnaire in order for them to rate. These were done on a scale of 1-4, where they indicated the degree to which they agreed with each of the statements on change of communication: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. The findings are presented as shown in Table 4.9 that follows.

Table 4. 9 Change in Communication Practices

Statement	1	2	3	4	M	STD
Do you agree or disagree that unclear communications contribute to employee low morale in private universities in western Kenya?	15(5)	31(10.4)	145(48.5)	108(36.1)	3.2	.80
Do you agree or disagree that holding important information for long by managers reduces employee morale in private universities in western Kenya?	21(7)	38(12.7)	131(43.8)	109(36.5)	3.1	.88
Do you agree or disagree that using unfavorable skills of communication decreases employee morale in private universities in western Kenya?	11(3.7)	28(9.4)	205(68.6)	55(18.4)	3.0	.65
Do you agree or disagree that use of outdated tools of communication contributes tolow employee morale in private universities in western Kenya?	15(5)	61(20.4)	163(54.5)	60(20.1)	2.9	.77

Source, (Field Survey, 2022)
Key-1= strongly disagree (SD), 2= disagree (D), 3= agree (A) and 4= strongly agree (SA), M-Mean,STD-Standard deviation

From the findings, majority, 145(48.5%) of the respondents indicated that unclear communications contribute to employee low morale in private universities in western Kenya region, which received a high rating (M3.2, SD=.80).

The findings also shows that holding important information for long by managers reduces employee morale, which was also revealed by a high mean (M=3.1, SD=.88). Using unfavorable skills of communication decreases employee morale in private universities in western Kenya region as indicated by majority, 205(68.6%) of the respondents with a high mean and small standard deviation (M=3.0, SD=.65). Finally, from the findings, it emerged that use of outdated tools of communication contributes to low employee morale in private universities in western

Kenya region as indicated by majority, 163(54.5%) of the respondents and a high mean and low standard deviation (M=2.9, SD=.77). High means above 3.0 implies that change in communication is highly practiced while small standard deviation means that there are small variations in the responses hence high agreement about the means. Majority of employees who participated in the study felt that unclear communications contributes to low employee morale. Most of them also felt that unfavorable skills of communication reduced employee morale. More than a half of them indicated that use of outdated tools of communication was a cause to low employee morale.

4.8.1 Hypothesis testing for objective 3: Relationship between Change in Communication and EmployeeMorale

The relationship between change in communication and employee morale was established through Pearson product moment correlation. Employee morale scale was correlated with change in communication scale. From the findings indicated in table 4.4, it was established that employee morale was negatively correlated by poor change in communication (r=-.483, p<.05). Further findings using simple linear regression are presented as shown in Table 4.10 that follows.

Table 4. 10 Relationship between Change in Communication and Employee Morale

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.483a	.233	.230	.44429	.233	90.178	1	297	.000

a. Predictors: (Constant), change in communication

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.333	.059		56.534	.000
	change in communication	-.196	.021	-.483	-9.496	.0

a. Dependent Variable: employee morale

Source, (FieldSurvey, 2022)

From the findings, it is clear that change in communication has a negative and significant effect on employee morale (β=-.483, p<.05). This implies that there is a poor change in communication such that it's becoming worse. One unit in communication leads to a decline in employee moral by a significant magnitude of 0.483 units according to the scale used. Further findings shows that change in communication accounts for 23.3% variance in employee morale, R^2=.233, F(1, 297)=90.178, p<.05. Therefore, following these findings, we reject the null hypothesis and adopt an alternative hypothesis which states that change in communication has a negative and significant effect on employee morale.

Whereas change in communication can be important for employees, the present study indicates that there is poor change in communication which negatively affects employee morale. These findings are similar to previous study findings such as those of Van Reil and Fombrun (2007) who indicates that communication is critical to organizational performance. The findings however differ from those of other studies such as those of Liveseysolar, (2013) which revealed that when communication is interfered with, that advanced communication systems was the best way to improve workplace morale.

4.9 Findings on the relationship between Change in work goals and employee morale

The last objective of the study was to establish the relationship between change in work goals and employee morale. First, a rating on change in work goals was done following by correlation. Change in work goals was rated by respondents using four statements. This was indicating by circling on a scale of 1-4, the degree to which they agreed with each of the statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. The findings are presented as shown in Table 4.11.

Table 4. 11: Relationship between Change in work Goals and employee morale

Statement	1	2	3	4	M	SD
Do you agree or disagree that work goals which are not easily measurable lead to low employee morale in private universities in western Kenya?	18(6)	52(17.4)	142(47.5)	87(29.1)	3.0	.84
Do you agree or disagree that new work goals which are unattainable reduce employeemorale in private universities in western Kenya?	11(3.7)	39(13)	190(63.5)	59(19.7)	3.0	.69
Do you agree or disagree that new work goals that are not specific decrease employeemorale in private universities in western Kenya?	8(2.7)	32(10.7)	178(59.5)	81(27.1)	3.1	.69
Do you agree or disagree that new unrealizable work goals contribute to low employeemorale in private universities in western Kenya?	34(11.4)	44(14.7)	173(57.9)	48(16.1)	2.8	.8
Overall mean			2.9			.47

Source, (Field Survey, 2022)

Key-1= strongly disagree (SD), 2= disagree
(D), 3= agree (A) and 4= strongly agree
(SA), M-Mean, STD-Standard deviation

From the findings, it merged that work goals that are not easily measurable leads to low employee morale in private universities in western Kenya Region as revealed by majority, 142(47.5%) of the respondents with a mean and standard deviation that were high (M=3.0, SD=.84). New work goals that are unattainable were also indicated to reduce employee morale in private universities in westernKenya region by majority, 190(63.5%) of the respondents (M=3.0, SD=.69). The findings also shows that new work goals that are not specific decrease employee morale as indicated by majority, 178(59.5%) of the respondents, which is also revealed by a high mean and low standard deviation (M=3.1, SD=.69. Finally, the findings show that new unrealizable work goals contribute to low employee morale in private universities in western Kenya region. The overall mean was high (M=2.90) with a small standard deviation, which implies that respondents agreed on high rating on change on work goals.

4.9.1 Hypothesis testing on objective 4: the relationship between Change in work goals and employee morale

In addition to the descriptive results indicated in Table 4.11, simple linear regression results as well as Pearson product moment correlation coefficient results are discussed. Employee morale scalewas regressed against change in work goals scale and the findings presented as shown in Table 4.11.

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Table 4. 12: Relationship between Change in Work Goals and Employee Morale

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.678a	.460	.458	.37275	.460	253.0421		297	.000

Predictor Predictors: (Constant), change in work goals

Coefficients

Model	Unstandardized Coefficients		standardized Coefficients	t	sig
	B	Std Error	Beta		
	Constant)				
1	change in work goal				

a. Dependent Variable: employee morale

From the findings, it is clear that change in work goals has a negative and significant effect on employee morale (β=-.678, p<.05). This means that there is work goals do not change for good butin a way that discourages employee morale. Therefore for every negative change in work goals, employee morale goes down. Further findings indicates that change in work goals accounts for 45.8% variance in employee morale, which is significant, R^2=.460, F(1, 297)=253.0421, p<.05. This implies that change in work goals leads to low employee morale by 455 which is very high and significant. We thus reject the null hypothesis and adopt an alternative hypothesis which states that change in work goals has a significant effect on employee morale. These findings agrees with previous studies such as Bruhn et al. (2017) who suggested that the long-term effects of changing work goals leads to mood deterioration among employees. Borgogni and Dello Russo (2012) also revealed that work goals have a significant impact on job performance. Proper work goals are important to the performance as well as employee morale. In the current study, there are no proper

work goals hence leading to a negative effect on employee morale.

4.10 Summary Model on the relationship between workplace changes and employee morale iprivate universities in western Kenya

The general objective of the study was to establish the relationship between workplace changes and employee morale in private universities in western Kenya region. The overall relationship between workplace changes and employee morale was determined using standard multiple regression model.Employee morale was regressed against the four independent variables that include technological changes, employee transfer, change in communication and change in work goals. The findings on the standardized coefficient were presented alongside the model summary results. Table 4.15 indicates the model coefficient results. The summary model results using standard multiple regression model are presented as shown in Table 4.13

Table 4. 13: Summary Overall Model Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.833ᵃ	.694	.690	.28198	.694	166.788	4	294	.000

a. Predictors: (Constant), change in work goals, transfer, change in communication, technological changes

The R value indicates that workplace changes and employee morale have a high correlation (R=.833), which after squaring, we find coefficient of determination (R square=.694, p<.05) that is significant, implying that the overall model of workplace changes accounts for 69.4% variance in employee morale.

Table 4. 14: Analysis of Variance Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	53.049	4	13.262	166.788	.000[b]
1	Residual	23.377	294	.080		
	Total	76.426	298			

a. Dependent Variable: employee morale

Predictors: (Constant), change in work goals, transfer, change in communication,technological changes

The overall model results are also significant, $F(4, 294)=13.262$, $p<.05$, implying that there is enough evidence for the significant relationship. This means that the choice of the model coefficients was not by chance but as a result of careful consideration of the independent variables.Therefore the results reflect the true population parameter.

From the findings, the overall model results indicates that out of the four determinants technological changes ($\beta =.425$, $p<.05$) had a positive effect on employee morale. However, employee transfer ($\beta=-.293$, $p<.05$), change in communication ($\beta =-.106$, $p<.05$) and change in work goals ($\beta =-.271$, $p<.05$) had a negative effect on employee morale. All the determinants had a significant effect on employee morale.

Model Equation

$Y=3.010+0.194X_{\text{technological changes}} -0.286X_{\text{transfer}}-0.043X_{\text{change in communication}} -0.120X_{\text{change in work goals}}$

These findings imply that the poor employee morale is caused by improper employee transfer, bad changes in work goals and poor changes in communication. However, technological changes positively improve employee morale. It can thus be concluded that the entire workplace change has a significant effect on employee morale. Therefore the universities should consider positive workplace changes at places of work so as to enhance positive employee morale.

Table 4. 15: Overall Model Coefficient Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std Error	Beta		
(Constant)	3.010	.133		22.677	.000
technological changes	.194	.019	.425	10.231	.000
transfer	-.286	.035	-.293	-8.073	.000
change in communication	-.043	.015	-.106	-2.781	.006
change in work goals	-.120	.019	-.271	-6.191	.000

. Dependent Variable: employee morale

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary findings, conclusions and recommendations of the study findings. In addition, the suggestions of the findings were added for future studies. The main aim of the study was to determine the relationship between workplace changes and employee morale in private universities in western Kenya.

5.2 Summary of Findings

5.2.1 Employee Morale at Workplace

In this study, employee morale was the variable whose outcome was determined by workplace changes. Therefore the study sought to establish the extent to which employees exhibit their morale in terms of pride, satisfaction and relationships. From the study, it was indicated by most respondents who participated in the study that most employees in private universities in western Kenya were less proud of their work. Most of them also felt that workplace relationships were less motivated while majority had a view that most of employees were less willing to attain their work objectives.

5.2.2 Relationship between Technological Changes and Employee Morale in private universities in western Kenya

The first objective of the study sought to find out the relationship between technological changes andemployee morale in private Universities in western Kenya. First, technological changes were rated on a scale. However, using Pearson product moment Correlation, the findings revealed that apositive correlation existed between technological changes and employee morale. This implies that improving technological changes improves employee morale.

5.2.3 Relationship between transfer and Employee Morale in private universities in western Kenya

The second objective of the study sought to establish the relationship between transfers of employees and employee morale in private Universities in western Kenya. The findings revealed thatthere was a negative significant correlation between employee transfer and employee morale. Using simple linear regression model, the findings revealed that employee transfer had a negative and significant relationship with employee morale. This implies that shifting employees from one place to another lowers their morale.

5.2.2 Relationship between Change in communication processes and Employee Morale in private universities in western Kenya

The third objective of the study sought to determine the relationship between change in communication processes and employee morale in private Universities in western Kenya. From the findings, it was clear that change in communication did not favour employees' morale. From the findings, Correlation between change in communication and employee morale was negative

and significant. Regression model revealed that change in communication had a negative and significant effect on employee morale. This means that change in communication processes negatively affects employee morale.

5.2.3 Relationship Between change work goals and employee morale in Private Universities in Western Kenya

From the findings, it merged that work goals that are not easily measurable leads to low employee morale in private universities in western Kenya Region as revealed by majority of the respondents New work goals that are unattainable were also indicated to reduce employee morale in private universities in westernKenya. The findings also shows that new work goals that are not specific decrease employee morale as indicated by majority of the respondents. Finally, the findings show that new unrealizable work goals contribute to low employee morale in private universities in western Kenya, which implies that respondents agreed on high rating on change on work goals.

5.3 Conclusions

The first objective of the study was to find out the relationship between technological changes and employee morale in private universities in western Kenya. Technological changes are good for employee performance. However, negative technological changes cannot have a positive impact on employee morale. Employees need slow introduction to new technology, including training. Therefore in the event that there is rapid technological change, some employees may find it extremely difficult to cope up with the changes. If the changes are friendly, employee morale improves. It can thus be concluded that technological changes has a significant effect on employee morale.

The second objective of the study was to establish the relationship between transfer of employees and employee morale in private universities. Transfer of employees could be important for some reasons, which would be good if it was at the will of employees or for their convenience. However,in the event of forceful transfer, then the affected employees end up losing their morale to work. In general, employee transfer could improve their morale of it was voluntary but will lower their morale if it is forced. It can thus be concluded that employee transfer has a significant effect on their morale.

The third objective of the study was to determine the relationship between change in work goals and employee morale. In any organization, change in communication in a positive manner will obviouslyimprove the organizational communication flow. However, this may not be beneficial to employees who are used to a particular way of communication. A good change in communication that is understandable to employees, with good motives may have a positive effect on their morale. It can therefore be concluded that employee morale is significantly correlated with change in communication.

The final objective of the study was to examine the relationship between change in work goals and the employee morale in private universities. From the final objective of the study, change in work goals is important for an organization as well as employees. This is because it can lead to improvement in performance at both organizational and employee level. However, it does not guarantee employee good morale to work. In the long run, it can derail employee morale and lead to poor organizational performance especially for the private universities. It can thus be concluded that employee morale is significantly correlated with change in work goals.

5.4 Recommendations

From the conclusion of objective one, the study recommends that before the private universities introduce new technology, they should seek employee participation, take them for training and if possible, give them more time to adjust. Employees should also not be forced to adapt to new technology but instead to encourage so as enhancing their morale to work. Whereas employee transfer is important for performance of private universities, the current study recommends that moreattention be given to transfer related to their occupation, where they can be given different tasks so as to enhance their morale to work.

From the conclusion of objective three, this study recommends that private universities should improve their communication structure to accommodate employees in a positive manner without rapid changes that lead to gaps in information flow which could create a poor morale. A good communication structure will enhance employee morale. From the conclusion of objective four, the study recommends a positive change in work goals that can encourage employees to work and improve on the employee morale. In this case, flexible work arrangements are important for good employee morale.

5.5 Suggestions for Further Studies

i.   The study suggests further studies on technological changes and employee performance in public universities

ii.   A study should be carried out on the effect of employee transfer on employee work life balanceamong employees in other organization

iii.   Studies should be carried out on the relationship between change in communication and employee satisfaction

iv.   Finally, a study can be carried out on the effect of organizational change in goals and employee performance in private universities.

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Appendix 1: Letter of Introduction

Kerangani James MaribaMaseno University

P.O. BOX Private Bag

MASENO

10th Oct. 2022

_____

_____

_____

_____

Dear Respondent,

RE: INVITATION TO PARTICIPATE IN A STUDY

I am a Maseno University student pursuing a Master of Science in Human Resource Management.This research is being conducted as part of the program's requirements. The purpose of this research is to determine the relationship between workplace changes and employee morale in private universities in western Kenya.

I kindly request that you fill out this questionnaire to provide the necessary data. All information provided will be kept confidential and used solely for this study.

Yours Sincerely,

Kerangani J. Mariba

Serial No…….

RELATIONSHIP BETWEEN WORKPLACE CHANGES AND EMPLOYEEMORALE

IN PRIVATE UNIVERSITIES IN WESTERN KENYA REGION

Section A: Demographic Information

1. What is your gender? Put a Tick ✓ on one.

    a) Male ☐

    b) Female ☐

2. What is Your Highest Level of Education? Tick only one applicable

    a) PHD ☐

    b) Master's degree ☐

    c) Bachelor's Degree ☐

    d) Diploma Certificate ☐

3. What is the name of Your workplace/University?

    a) Baraton University ☐

    b) Kenya   Highlands University ☐

    c) Great Lakes University ☐

    d) Uzima University ☐

4. Indicate your occupation under the following categories

    a) HOD   ▢

    b) Supervisor   ▢

    c) Opertional worker   ▢

5. Indicate Your Experience in Years

    d) 1-5 Years   ▢

    e) 6-10 Years   ▢

    f) 10-15 Years   ▢

    g) Over 15 Years   ▢

Section B: Relationship between technological changes and employee morale

The statements 1 to 4 are on the relationship between technological changes and employee morale. Indicate by circling, on a scale of 1-4, the degree to which you agree with each of the following statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

No	Statement	Response			
1	Do you agree or disagree that change in security features in a machine leads to low employee morale in private universities in western Kenya?	1	2	3	4
2	Do you agree or disagree that change in processing capacity of a machines reduces employee morale in private universities in western Kenya?	1	2	3	4

3	Do you agree or disagree change in processing time of a machines decreases employee morale inprivate universities in western Kenya?	1	2	3	4
4	Do you agree or disagree that change in size of a machine lead to low employee morale in private universities in western Kenya?	1	2	3	4

Section C: Relationship between transfer of employees and their morale

The statements 5 to 8 are on the relationship between transfer of employees and their morale. Indicate by circling, on a scale of 1-4, the degree to which you agree with each of the following statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

No	Statement	Response			
5	Do you agree or disagree that new supervision leads to low employee morale in privateuniversities in western Kenya?	1	2	3	4
6	Do you agree or disagree that moving employees to new work offices reduces their morale in private universities in western Kenya?	1	2	3	4
7	Do you agree or disagree that shifting employees to new roles decreases their morale inprivate universities in western Kenya?	1	2	3	4
8	Do you agree or disagree that working with new and unfamiliar co-workers reduces employee morale in private universities in western Kenya?	1	2	3	4

Section D: Relationship between change in communication and employee morale

The statements 9 to 12 are on the relationship between changes in communication processes with employee morale. Indicating by circling on a scale of 1-4, the degree to which you agree with each of the following statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

No	Statements	Response			
9	Do you agree or disagree that unclear communications contribute to employee low morale in private universities in western Kenya?	1	2	3	4
10	Do you agree or disagree that holding important information for long by managers reduces employee morale in private universities inwestern Kenya?	1	2	3	4
11	Do you agree or disagree that using unfavorable skills of communication decreases employee morale in private universities in western Kenya?	1	2	3	4
12	Do you agree or disagree that use of outdated tools of communication contributes tolow employee morale in private universities in westernKenya?	1	2	3	4

Section E: Relationship between change in work goals and employee morale

The statements 13 to 16 are on the relationship between change in and employee morale. Indicating by circling on a scale of 1-4, the degree to which you agree with each of the following statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

No	Statements	Response			
13	Do you agree or disagree that work goals which are not easily measurable lead to low employee morale in private universities in western Kenya?	1	2	3	4
14	Do you agree or disagree that new work goals which are unattainable reduce employeemorale in private universities in western Kenya?	1	2	3	4
15	Do you agree or disagree that new work goals that are not specific decrease employeemorale in private universities in western Kenya?	1	2	3	4
16	Do you agree or disagree that new unrealizable work goals contribute to low employeemorale in private universities in western Kenya?	1	2	3	4

Section F: Employee morale at work place

The statements 17 to 20 are on employee morale at workplace. Indicate by circling, on a scale of 1-4, the degree to which you agree with each of the following statements: where: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

No	Statement	Response			
17	Do you agree or disagree that most employees in private universities in western Kenyaare less proud of their work region	1	2	3	4
18	Do you agree or disagree that most employees in private universities in western Kenyaare less willing to attain their job objectives?	1	2	3	4
19	Do you agree or disagree that most employees in private universities in western Kenyaare less satisfied with their jobs (e.g. Salary & benefits)	1	2	3	4
20	Do you agree or disagree that most of the workplace relationships in privateuniversities in western Kenya are less motivated	1	2	3	4

Thank you for participating in this study