

Relationship between Workplace Technological Changes and Employee Morale in Private Universities in Western Kenya

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Abstract:- According to a survey conducted by the Human Resource Office of the Presbyterian University of East Africa (PUEA) in 2014, up to 50% of Kenyan private Universities' work force 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. However, it is not known whether these changes have a significant relationship with low employee morale in private universities in Kenya. This study therefore sought to determine how technological changes relate to employee morale in private universities in Western Kenya region. This study was anchored on Lewin's theory of Change Management. 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 respondents was carried out in order to determine the validity of the items in the research instruments. The ten respondents were not examined in the actual exercise. The findings revealed that technological changes had a positive effect ($\beta=.707$, $p<.05$) and accounted for significant variance (50.0%) in employee morale ($R^2=.500$, $p<.05$). It was concluded that technological changes have a significant effect on their morale. The study recommended that private universities prepare their employees in advance before any technological changes.

Keywords:- Workplace Technological Change, Employee Morale.

I. INTRODUCTION

A. Technological Changes

In Kenya, organizations have been evolving leading to a number of workplace technological changes. Most of these changes include those that are mostly affected by role and responsibilities, organizational structures and 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 technological 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 technological changes on performance was too broad to determine whether a link exists between the introduction of the digital era, and employee morale.

B. Private Universities in Kenya

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).

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: The increasing apprehension among parents regarding the standard of education, a heightened focus on college rankings, shifts in the demographic composition of the student body, and escalating expenses. Universities have endeavored to incorporate the subsequent modifications with the aim of enhancing their competitiveness within a global context: The proposed product exhibits superior quality compared to its competitors, owing to its utilization of sophisticated technological advancements. Additionally, the product incorporates effective communication methods to ensure seamless interactions with stakeholders. Furthermore, the product's work goals are well-defined and practical, contributing to its overall success. Lastly, the product offers a cost advantage over its competitors, hence enhancing its market competitiveness (Watson, 1996).

Despite the fact that Mathooko (2013), Boston (2000), and Watson (1996) attempted to explain some of the changes in higher education, factors leading to these changes and the intervening modalities, they failed to explain the relationship between workplace technological 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 technological 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 technological changes and employee morale in Kenyan private universities.

C. Employee Morale

Employee morale encompasses various factors, including the employee's perspective, positive mindset, self-perception, and confidence in both themselves and their organization. Additionally, it is influenced by the firm's mission objectives, established trajectory, day-to-day choices, and recognition of employees (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).

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 the HRO 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.

D. Statement of the Problem

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. Numerous investigations have been undertaken to examine the state of employee morale inside private Universities in Kenya. The majority of these studies have consistently indicated a prevailing issue of poor morale among employees in spite of the high expectations placed upon them by various stakeholders. Furthermore, there exists a deficiency in the management of customer relations, student interactions, and public engagement inside private universities in Kenya. It is not clear however what could be the cause 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, but what is not known is whether there is any relationship between these technological changes and employee morale, Hence the reason of this study.

E. Objective of the Study

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

F. Hypothesis of the Study

This study was directed by the following hypothesis:

H₀₁: There is no significant relationship between workplace technological changes and employee morale in Private Universities in western Kenya.

G. Conceptual Framework

The conceptual framework of this study included one independent variables and one dependent variable. The independent variable was workplace technological changes, Employee morale was the dependent variable as shown below.(see figure 1.0)

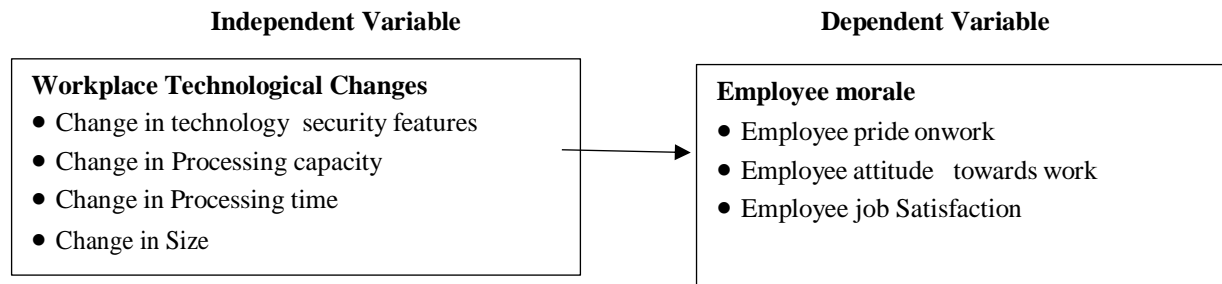


Fig. 1: Variables

H. 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 workplaces 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.

I. Scope of the Study

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 universities in 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. This study was conducted through a correlational study design. The target population was 1440 employees working in four different private universities in western Kenya.

II. THEORITICAL REVIEW

A. Lewin's Theory of Change Management

Lewin's change theory, a prominent change management paradigm, was formulated by Kurt Lewin, a renowned social scientist, during the 1940s. In this conceptual framework, Lewin elucidated the usual patterns of human responses to, resistance against, and adjustment to change across temporal dimensions. The individual successfully demonstrated the

concept by employing a three-step model, wherein each stage was symbolized by an ice block: unfreezing, changing, and refreezing. This paradigm is utilized by businesses to effectively arrange and monitor operational changes. As stated by Cummings (2016), the subsequent events take place during 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 a willingness 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 their vision and purpose for change with them, employees are concerned about what will happen, how it will happen, and what the future holds.

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.

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. Additionally, it gives little consideration to internal power struggles and conflicts among personnel. It is silent regarding the opposition, challenges, and issues that frequently arise when executing the change.

When change happens at the workplace, employees will try to resist in order to protect what they are 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 to job 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.

III. EMPIRICAL REVIEW

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 workplace changes 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 to a 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 of more 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.

IV. RESEARCH METHODOLOGY

The study employed a correlational research design. The chosen design was deemed suitable due to its comprehensive analysis of a contemporary, tangible occurrence within its specific contextual framework. The collection of correct data was facilitated by the utilization of questions designed to elicit respondents' ideas and sentiments regarding the issues that impact the study (Orwaru, 2014). 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 and study targeted employees of four private universities in this region. The target population of this study was 1440 employees working in four selected universities in western Kenya 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. It comprised 140 heads of departments, 230 supervisors and 1070 operational workers; both teaching and non-teaching staff. The targeted population was heterogeneous in terms of gender, age, ethnicity, work experience and educational backgrounds.

Stratified sample was employed in this study due to the inclusion of respondents from diverse employee types. It was imperative to guarantee that the samples obtained from each stratum were adequately represented in the total sample, maintaining proportionality to their respective numbers in the targeted population as a whole. The utilization of the stratified sampling technique aided the researcher in mitigating potential biases throughout the process of sample selection from the designated 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.

This study used a questionnaire on a Likert scale as the instrument for collecting primary data. This was therefore guided by the objectives of this study. The data in this study was gathered through the utilization of a self-administered questionnaire, as it was deemed appropriate due to the respondents' familiarity with the factors under investigation (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. For validity, the tools were evaluated by scholars with expertise in human resource management and higher education. The researchers employed the split-half approach in order to compute the coefficient of internal consistency for the surveys. The reliability was therefore 0.78 which was deemed reliable for data collection.

Data was analysed by use of regression model Adopted from Fairchild and Mackinon (2009) and Whisman and McClelland (2005).

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

- Where; Y = Employee morale in private universities
- β_0 = The constant or coefficient of intercept.
- X1 = Technological changes.
- ϵ = Error term
- β_1 = Corresponding coefficients for the respective independent variables.

V. FINDINGS

A. 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 1

Table 1: 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 university matters and hence eligible to provide reliable information.

B. 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 2 that follows.

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 in private 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 change in processing time of machines decreases employee morale in private 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

Table 2: Technological Changes
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 in private 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 in private 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.

➤ *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 “H₀1: 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 3 that follows.

Table 3: Relationship between Technological Changes and Employee Morale

Model Summary				Model R Adjusted Std. Error Change Statistics			
	Square R	of the Square	R Square F	df1	df2	Sig. F Estimate	Change
1	.707 ^a	.500	.498	.35877	.500	296.7711	.000

a. Predictors: (Constant), technological changes

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

a. Dependent Variable: employee morale
Source: (Field Survey, 2022)

From the findings, it emerged that technological changes account for a significant variance in employee morale, at least 50.0% as revealed by R square value, $R^2=0.500$, $F(1, 297)=296.771$, $p<.05$. However, using model coefficient results, it emerged that technological changes have a positive effect on employee morale ($\beta=.707$, $p<.05$). This implies that improving technological changes improves employee morale by a magnitude of 0.707 units. Following the findings, the 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. 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.

VI. 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.

VII. 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 more attention be given to transfer related to their occupation, where they can be given different tasks so as to enhance their morale to work.

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