EFFECT OF REBRANDING ON ORGANIZATIONAL CULTURE:
A CASE OF UNITED STATES INTERNATIONAL UNIVERSITY-
AFRICA

BY
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A Research Project Report Submitted to the Chandaria School of Business in Partial
Fulfillment of the Requirement for the Degree of Masters in Management and
Organizational Development (MOD)

UNITED STATES INTERNATIONAL UNIVERSITY -AFRICA

FALL 2018
STUDENT’S DECLARATION
I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than United States International University - Africa.

Signed: ________________________ Date: ________________________
Jane Muriithi-Thomas (ID No: 640113)

This research project report has been presented for examination with our approval as the appointed supervisors.

Signed: ________________________ Date: ________________________
Dr. Kefah Njenga

Signed: ________________________ Date: ________________________
Dean, Chandaria School of Business
ABSTRACT

The purpose of the study was to investigate the effect of rebranding on organizational culture among private universities in Kenya with a main focus on USIU-Africa. The study was guided by research questions that sought to examine the effect of brand equity on organizational culture, examine the effect of change management on organizational culture, and determine the effect of organizational communication on organizational culture.

The study utilized descriptive research design. The target population in this study was all USIU-Africa alumni, staff, faculty and students as at 2016 who were 9,016 in total. The sample frame for the study was the USIU-Africa fact sheet (2016) and was obtained from the university’s website. The sampling technique applied for this study was stratified random sampling method, because of the different categories that made up the university community. The sample size was derived from Yamane (1967) formula, which guided the selection of the appropriate sample size of 383 respondents. Primary data collection was utilized and collected through the administration of mainly pre-tested structured questionnaires. Data was analyzed using the Statistical Program for Social Sciences (SPSS). Descriptive and inferential analysis were applied on the data to determine the effects of brand equity, change management and communication on organizational culture, and these were presented in the form of tables and figures.

The study showed that the need for the university’s logo to change was relevant in the market in order to make the institution’s brand recognizable in the market. USIU-Africa had a positive brand name which aimed at taking the advantage of its new growth. The study indicated that USIU-Africa’s brand was procedural, to ensure operations were smooth as well as goal oriented with the aim of establishing market superiority. The university’s brand reflected its community as well as its service delivery.

The study revealed that the university community (staff, faculty, students and alumni) were aware of the logo change process and they agreed that the new logo showed the necessary changes required by the university to remain a premier institution. The new logo change had led to improved developments within the university since it had the best building infrastructure and technological infrastructure which had increased its visibility.
in Africa because the changes implemented were beneficial to improve the university’s performance.

The study showed that the university community (staff, faculty, students and alumni) frequently shared information with the communications department that assisted in improving the image of the university, and they receive information about the university about management actions, accomplishments and/or failures before they heard it from other sources, facilitating, their satisfaction with the amount and quality of information they got about university activities.

The study concludes that USIU-Africa leaders were open to change, and they encouraged stakeholders to do things differently and improve on processes and procedures because they had the self-drive and initiative to improve the university, and because information within the university in different departments or offices was consistent and accurate, and it was shared communally to make everyone feel as part of the family, and as a result, the whole USIU-Africa community believed that their actions impacted on the image of the university.

The study recommends USIU-Africa management to ensure that all stakeholders are involved during its change management process. They should also ensure that they listen to the views of its stakeholders so as to avert a situation where their changes are received negatively and thus leading the change in being detrimental to the organization.
ACKNOWLEDGEMENT

I would like to give my gratitude and thanks to the almighty God for giving me the resolution to embark on these studies and successfully complete this project.

I would also like to thank my supervisor, Dr. Kefah Njenga and the entire faculty that have given me advice and guidance in accomplishing this project. Thank you for your encouragement, feedback and wealth of knowledge that has aided in the accomplished of this research project report even when I felt it was not feasible.

To all my MOD classmates, it is the team spirit and being our brothers’ keepers that has kept me going. It has been a long MOD journey!

To my employer, USIU-Africa, thank you for availing education facilities that has enabled me purse my studies. I give thanks to Dr. Willie Butler, for being understanding in the pursuit of this degree. I also want to give a big thank you to my team members Dan Muchai and Wagikuyu Miring’u for carrying the work load, while I was away on study leave. I would also like to give thanks to friends and colleagues Christine Kamala and Gabriel Okello who have given me continuous encouragement and support to complete this project and have been my ever available proof readers and insight bearers.

May God continue to bless you all!
DEDICATION

I dedicate this research project report to my dear husband, Alvin Thomas, and our two children (Marissa and Maynard) for their sacrifice, prayers and for the continued support when I spent time away from them during my study and in preparation of this research project report. You are the center of my life and the most awesome people I know! God bless you all in your endeavors! I will forever support your dreams and ambitions.
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LIST OF ABBREVIATIONS AND ACRONYMS

CSOB: Chandaria School of Business
CUE: Commission of University Education
EBITDA: Earnings before Interest, Taxes, Depreciation and Amortization
IPA: Institutional Planning and Advancement
IT: Information and Technology
IUPS: International University of Professional Studies
KSPS: Kenya School of Professional Studies
MKU: Mount Kenya University
NASA: National Aeronautics and Space Administration
NDM: News Digital Media
NIC: National Industrial Credit
NPOs: Non-Profit Organizations
PMO: Participatory Market Orientation
PR: Public Relations
SPSS: Statistical Program for Social Sciences
STEM: Science, Technology, Engineering and Mathematical
UC: University of California
USA: United States of America
USIU: United State International University
USIU-Africa: United State International University – Africa
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

In today’s business world, for an organization to remain competitive change is necessary. However, transition brings out the fear of the unknown, which is often received with a level of distrust and anxiety for most people (Buchanan & Huczynski, 2010). This raises questions such as: Why is this change necessary? Will things really change or is it a management gimmick? How will we benefit from this change? Hence the need to investigate the effect of changes in an organization.

Presently, the success of any business organization is largely determined by the ability of these organizations to adopt the element of change in their business operations. Branding is a crucial component of any organization (Hatch & Schultz, 2008). A well branded organization stands better chances of acquiring more customers and maintaining the loyalty of the existing ones (Buchanan & Huczynski, 2010).

The university is the only platform where the essence of change in organizational brands is well explained. It is at this level of study that students are able to obtain knowledge and skills on how to determine the effectiveness of an organization’s brand in meeting the firm’s objectives in regards to customer satisfaction (Illia & Balmer, 2012). Studying rebranding and organizational culture at the university equips the students with the capability of making informed decisions when they go out in the field in areas of practice such as banking and other related fields (Krawford, 2010).

Buchanan and Huczynski (2010) noted that the Fisher model process of transition explained how people respond to change. This model identified eight stages that people follow in succession through a change process. These stages were identified as: anxiety and denial, happiness, fear, threat, guilt and disillusionment, depression and hostility, gradual acceptance and moving forward. Kreitner and Kinicki (2007) theories of organizational change came from the work of Lewin (1938) who defined the process of change management in three steps.
The first stage is unfreezing whereby the organization moves people from what they are used to doing, while striving to reduce the forces that want to maintain the status quo (Kreitner & Kinicki, 2007). The second stage is changing/movement or transition is about fostering new behaviors, values and attitudes and trying to reduce the level of confusion that takes place during the changing period. The last and final stage is refreeze, this is where the changes that have been established are firmed up and adapted as normal behaviors for the organization, because if not done the organization may revert to their old ways (Kreitner & Kinicki, 2007).

Change if managed poorly can fail to achieve its intended objective which is mainly improvement on some level: profits, market share, quality and customer satisfaction and improve on organizational culture (Krawford, 2010). Poorly managed change could lead to change fatigue across all levels of the organization even at management level (Buchanan & Huczynski, 2010). Strategic change tends to be radical in organizational design and function in order to cope with unpredictable changes in the wider environment (Pearce & Robinson, 2009). In essence change management is trying to manage this transition from the old position to the new position as smoothly as possible.

Branding is a key element for effective change in any organization. It usually holds the physical visible component of change and it shapes the users perception of the organization (Holt, 2003). Kotler and Keller (2012) note that, the change management process in marketing is known as rebranding, which is easily identifiable though the organization’s name change or logo change. In the rebranding process members of an organization and the external public can identify that strategic change has taken place. Aaker (1996) defines that a brand is the organizations identify that carries a persona that is visible and felt by the external and internal audiences. A good brand evokes positive feelings and association from all audiences. If a brand does not evoke positive feelings or association it will begin to lead to brand dilution and over time will not be able to compete effectively. Strategically branding (or rebranding) a company, is about discovering its identity, three criteria needs to be examined: 1) Where is the company now? 2) Where does it need to be? 3) How is it going to get there? (Jobber, 2012).
Rebranding is a common phenomenon in many organizations in the world and especially in the academic institutions of higher learning (Lunenburg & Ornstein, 2008). Universities do not always follow the process that are required to impact on culture change over and above just brand identity change (Maringe & Gibbs, 2009). There are various reasons why universities rebrand by implementing strategies that are not exactly standard. First, Universities want to increase their endowment. This can be done through re-energizing, re-focusing and re-imagining. This particular strategy has been employed by Harvard and it is proving to work (Lunenburg, 2010). Secondly, universities have developed the need to reach new frontiers. The exact constituents of this need include the urge to expand their reach, widen the nexus, obtain new markets and discover new revenue streams. Furthermore, the world has changed dramatically and universities still need to remain relevant. What people consider as being relevant has drastically changed (Lunenburg & Ornstein, 2008). This therefore, calls for the need of universities to articulate their respective brand values and brand experience for the new zeitgeist (Tsai and University of Chicago, 2013). There is a change in the methods used by the competitors and in order for universities to remain relevant, they need to reposition their brands.

In 2012, Stanford University rebranded by changing its logo’s look by modernizing its font type. The reason for this was articulated by Stampler (2012), saying that Stanford University has been known for producing the founders of the Silicon Valley; Google, Yahoo, Hewlett-Packard and their old logo did not reflect the digital flair of its human outputs. The logo did not effectively reproduce on digital mediums; the font was too thin and fine and had a tendency to disappear on these mediums. The new logo was developed with the university’s architecture in mind, the modern mediums it will be used with and the licensing of the trademark font that cannot be replicated by other academic institutions (Kaiser, 2012) noted that in line with the new logo change Stanford University began embracing technology in the delivery of their education. It was one of the first institutions to offer free courses over iTunes U - including the popular iOS App Development course. The university began to offer 16 free online courses, two of which were delivered via Class2Go, an open platform developed by engineers in the Stanford Computer Science department. Despite the fact that Stanford University has an extensive article in The Stanford Daily about the new logo “wordmark” (Farag, 2010), it can be
noted that on different social media platforms various stakeholders did not like the new logo change and they felt it was childish and did not live up to their perception of Stanford University.

TrueLocal.com.au is an online business directory services website in Australia. It operates as an independent unit under the umbrella of News Digital Media (NDM) organization. The unit was formed in 2005 and is based in in Sydney, with small sales branches in Brisbane and Melbourne (Tsai & University of Chicago, 2013). Since its inception organization change has taken place and has even seen senior management level replaced (Krawford, 2010). For TrueLocal change was realized when the world started a rapid shift in to the ‘digital age’ and consumers started looking for information online as opposed to print media. For TrueLocal the first phase of change was realized soon after it was formed, based on organizational cultural problems between them and the parent company. According to Krawford (2010), the existing of the organization was casual, employees came and left when they wanted to, the communication channels were all informal and people were employed based on friendship status rather than based on their skills set.

For the organization to meet its strategic objectives of increased growth and revenue, sales process and structures had to be put in place (Krawford, 2010). The new organizational values and beliefs were communicated from the parent company and staff were remunerated for living these values. TrueLocal restructured the organization reporting, operational systems and process and the sizes of teams and redefined/redesigned job titles, roles and remuneration based on tasks and skills required (Krawford, 2010). One of the job designs that took place was job enrichment, which is the increase and deepening of motivating factors built into a job (Wood et al., 2010).

According to Krawford (2010) the facilitation of simpler, clearer and faster communication channels enabled staff to work more efficiently and effectively which was aided by improved technology, this saw them record an increased growth rate of 5% per full time employee. The benefits of this organizational culture change lead to the employees to start collaborating in teams, using initiative and increased spontaneous communication while rules, procedures and close supervision was reduced creating a conducive and productive working environment (Tushman, Anderson & O’Reilly, 1997).
Organizational cultural change can take years according to Wood et al. (2010) however effective cultural change strategies can be used to shorten the period of change. One of which is explained by Oakland and Tanner (2007), it is important to align the culture to support the desired change in behavior. In this instance TrueLocal needed a professional, customer focused culture which required staff to develop professional skills and behavior. The result was all departments undertook a full training programme designed to increase awareness in communication, with a focus on questioning and empathy to improve the culture of the organization (Krawford, 2010).

In Africa and in Kenya organizational change was seen when Zain Telecommunications was bought by Bharti Airtel in 2010. Bharti Airtel is India’s largest telecommunications company which began from humble beginnings by out-sourcing services to reduce on the capital required to operate their business. This acquisition was fulfilling the company’s ambitions to spread their wings into other markets and the acquisition enterprise value was US$10.7 billion (Ribeiro, 2010). The acquisition saw the organization having to address issues on change management. These included the rebranding process, the integration of all Zain Africa operations which were operating as stand-alone units, taking over and managing the current debt of Zain which was amounting to US$1.7 billion, dealing with huge infrastructure costs and fierce competition in the various markets (Ribeiro, 2010).

In Kenya the organizational culture change from an Arab owned organization to an Indian owned organization brought in conflicts that were felt and raised by the Kenyan media houses. Business Daily (2010), noted that the said acquisition in Kenya will see an influx of Indian’s into the organization, which will lead to able Kenyan’s losing their jobs. Bharti Airtel responded to this by stating that the Indian management team will amount to only 40 who would be spread over the 15 African countries acquired to bring synergy within the operation units and increase revenue that will increase earnings before interest, taxes, depreciation and amortization (EBITDA) margins (Airtel Kenya, 2010).

Airtel Networks Kenya has undergone various changes in trying to meet their said objectives, some of these have included outsourcing of services like call centers, Information and Technology (IT) networks, replacing key positions with Indian
personnel, organizational re-structuring and reducing tariff rates (Airtel Kenya, 2010). From the reports by Business Daily on November 2013, Airtel Bharti has seen its profit fall by 12% due to increased costs, which is below the expected revenues (Business Daily, 2010).

The acquisition of Zain was intended to increases their revenues, in the foreseen potential in the African markets, this has taken some time to realize, during this period Airtel Kenya has seen a change of senior management and formed various partnerships with IBM, Ericsson, Nokia Siemens, Samsung, Google in the efforts to actualize their organization strategic objectives (Airtel Kenya, 2013). In July 2015, Bharti Airtel has entered into talks with Orange South Africa to sale four of its African subsidiaries in Burkina Faso, Chad, Congo Brazzaville and Sierra Leone, which have been making losses since its entry into the market in 2010 (Mankato, 2015). With the proposed sale, which is aimed at reducing company debt Bharti Airtel drove the company’s stock to a five-year high of an increase of 3.7% (Mankato, 2015).

In 2009 the famous Kenya School of Professional Studies (KSPS) changed its name to Inoorero University as the institution expanded from offering professional courses to university degree programs (Herbert, 2011). At the time of the rebranding the institution had over 3,000 student population, however the name change to “Inoorero University” did not sit well with the student population and the general public as it was seen as the university for Kikuyu ethnicity and also the new transition management brought in public university management style to a private university which led to reduction of student population to about 850 in 2011 (Herbert, 2011).

The mismanagement of the university has seen faculty and student recruitment and retention rates decline. In an effort to mitigate this university again re-branded in 2013 to International University of Professional Studies (IUPS). However, with the financial crisis the university is facing even with the change of brand name it is not enough to correct management past and continuous errors that lead to them having their accreditation license provoked by the Commission of University Education (CUE) after the sale of their prime property in Parklands to Mount Kenya University (MKU) (Ciuri and Andea, 2014; Herbert, 2011). IUPS was given a two year period to teach out its
current programs with its existing students, which was estimated to be 220 students in business degree programs and 300 students in IT programs (Ciuri and Andea, 2014).

In regards to United State International University (USIU), it came into existence in 1969 as one of the three private universities in Kenya with its main areas of concentration as Psychology and Business studies. As of 2014 there are over 67 universities in Kenya, this expansion of universities has mainly taken place in the last 6 years (CUE, 2015). During this period of its existence USIU has changed its logo four times (USIU-Africa, 2014). The new logo changes were implemented without any explanation, that is, why the logo has changed and what the change stood for. Kotter (2012) highlights this as a grave mistake, to implement change without establishing a sense of urgency in fellow managers and employees.

It is important to evaluate these aspects of change as the business world is non-static: organization’s change, product and service offerings evolve, top management change, new markets develop, and old markets transition or stop to exist (Jobber, 2012). USIU-Africa has found itself in this situation; more universities are competing in its main area of strength which was business courses. When USIU-Africa first started it was the only private university with a concentration in business and psychology courses in Kenya (Gudo, Olel & Oanda, 2011), the other two private universities; Daystar University had their main concentration in journalism courses and Catholic University’s main concentration was education courses, these universities required students to observe their religious beliefs as a condition for admission (Oanda, Chege & Wesonga, 2012).

USIU-Africa is competing in an environment of over 67 private and public universities in Kenya. In the face of this competition USIU-Africa has to really look at its unique selling points, utilize them to enhance its competitive advantage. According to Maringe and Gibbs (2009) appropriate marketing used effectively will resolve financial and competition crises that an organization faces in the sector it competes in. In this case, education is a service and the students are the consumers as noted by Eagle and Brennan (2007), and this is further highlighted with the adaption of payment of fees and thus the students are demanding for better service delivery and experience, for this to take root change management through operations and rebranding needs to be implemented.
effectively for it to lead to maximizing USIU-Africa’s competitive advantage in the highly viable and competitive higher education sector.

USIU has taken the insertion of Africa as an opportunity to rebrand and fully proclaim itself “as a premier private university in Africa, known for academic excellence, innovation and market driven curriculums and educating leaders who will build an effective multi-cultural society in a rapidly changing world (USIU-Africa, 2009). There is a need now for USIU to yet again change its logo and also revert back to having the Africa in its name. The university wants to portray its dominance in Africa and also the university is required to refer to itself as United States International University–Africa (USIU-Africa) when conducting any business in United States of America (USA). Therefore, there is a need for developing consistency in using Africa in all communication, especially in this day and age of the digital world where geographical barriers do not exist. In addition to this the Chandaria School of Business (CSOB) logo has a different brand feel in terms of font type, colors graphic elements that alienate itself from the umbrella brand (USIU-Africa, 2012).

As part of the rebranding process, an advertising agency was hired to develop new logo designs for USIU that will modernize the logo and build a brand synergy across the three current schools; Chandaria School of Business, School of Humanities, and School of Science and Technology (USIU-Africa, 2012). The branding process also has to ensure that the university still maintains the liberal academic virtues of tolerance, critical thinking, trust and benevolence (Maringe & Gibbs, 2009). Once various logo designs were established, focus groups were set up. The focus groups were made up of the university community, that is, alumni, faculty, staff and students and were asked to give their feedback on the logo they liked best and to recommend any changes to improve the logo. The logo that had the highest percentage was adopted by the university (USIU-Africa, 2013).

In various cases rebranding events that entail change in brand identity is either done silently, with media press releases, with a rebranding event with or without brand awareness campaigns on the new brand and what it stands for (Leipelt, 2014). The main aim when launching a new brand is introducing an image, presenting the value
proposition and communicating how the new brand differs from those in the market (Markgraf, 2015). The brand launch activities are determined by the extent of the change in brand identity and the budget for brand promotion; these include, social media, digital media, press releases, press conferences, corporate physical identity, advertising, brand event launch and brand publicity. This message for the brand story needs to continue and be consistency after the brand launch (Leipelt, 2014).

In May 2014, USIU launched the new logo and “word mark” USIU-Africa at an event on campus. The event was attended by various stakeholders: media, students, alumni, employees, media, suppliers, university board and management members and other invited guests. The theme for the launch event was “Unmasking-a Legacy and a Vision” to highlight the journey of USIU and the future of USIU-Africa. The new logo and word mark where marked with the promise to provide quality education through the development of facilities and the introduction of Science, Technology, Engineering and Mathematical (STEM) programs (Kairu, 2014).

The rebranding process managed through a series of advertisements, publicity on traditional media and digital media, the creation of uniformity and consistency of stationary across the university as the extent of the rebranding and the launch of STEM programs. The font type of the logo was modernized and the logo elements form into an arrow that depicts ‘forward’ movement (USIU-Africa, 2012). The unifying aspects of CSOB, bring in synergy across the university in the service delivery of education in Africa and the global spectrum. Having looked at the change processes in institutions, it seems to affect organizational cultures and behaviors hence the need to investigate the effect of these changes at USIU-Africa.

1.2 Problem Statement
In academic institutions it is not very clear on how rebranding plays a role in organizational culture over and above just communicating that a change has taken place. Change is a process and its impact is felt differently within an organizations. This process of change is planned and well-structured with proper follow through across various stakeholders for it to succeed (Cumming & Worley, 2009). With the case of KSPS the brand change to Inoorero university lead to loss of identity from a professional institution
to a “kikuyu university” by trying to change it to International University of Professional Studies was an attempt to bring back the identity of professional studies that resonated well with their stakeholders. (Herbert, 2011; Ciuri & Andae, 2014). A comprehensive review on rebranding in organizations especially universities is mainly journalistic in nature with very little information appearing in academic and marketing journals.

Studies have shown that there is a relationship between rebranding and organizational culture (Wood et al., 2010). These studies however have been done in other sectors such as banking, telecommunication, but they have not been done in universities (Wong & Merrilees, 2008). The studies have been done in other parts of the world such as USA (Rajagopalan & Spreitzer, 1996), Europe and some parts of Africa, however no such study has been undertaken in Kenya (Wong & Merrilees, 2008). With the increase trends of rebranding in universities it is vital we understand its impact over and above logo change to how it affects organizational culture for long term sustainability.

The essence of rebranding in regards to its effect on organizational culture cannot be underestimated. When John F. Kennedy visited the National Aeronautics and Space Administration’s (NASA) headquarters for the very first time in 1961, he met a janitor at the hallway and asked him what he did at NASA. The janitor proudly replied, “Sir, I am helping to put a man on the moon.” What the employees believe in constitutes the bulk of the organizational culture of any organization. If the employees buy into an organization’s brand, they are inspired by the operations of the firm and as such, they are proud to be brand ambassadors (Cumming & Worley, 2009).

From the background one can see those four previous times that USIU-Africa has changed its logo the reason for the change was never communicated to the external and internal stakeholders of the university. There is disconnect on how USIU-Africa rebrands and their utilization of using branding to facilitate and influence the university’s organization culture. There have been studies conducted on rebranding, but few studies have been conducted on university’s rebranding in Kenya and none has been conducted on USIU-Africa, and thus the need for this study that aimed to fill this study gap on the effect of rebranding on the organizational culture of USIU-Africa.
1.3 Purpose of the Study
The purpose of the study was to investigate the effect of rebranding on organizational culture among private universities in Kenya with a main focus on USIU-Africa.

1.4 Research Questions
1.4.1 What is the effect of brand equity on organizational culture?
1.4.2 How does the change management process while rebranding impact on organizational culture?
1.4.3 What is the impact of organizational communication on organizational culture?

1.5 Significance of the Study
1.5.1 USIU-Africa Board of Trustees and Management Council
This study would be relevant to the Management Council and the Board of USIU-Africa who were at the time undergoing a re-branding process. The study forms a foundational base where USIU-Africa may make an informed decision on how best to implement this change.

1.5.2 External Stakeholders
The study is relevant to external stakeholders who would want to see how USIU-Africa has undergone its rebranding process and the factors that have influenced this change and the impact it has had on organizational culture.

1.5.3 Institutions of Higher Learning
This study may be of significance to other institutions of higher learning that are going through changes and assist them to identify the importance and the role that rebranding has on organizational culture to improve organizational performance.

1.6 Scope of the Study
This research study was designed to test the theory of rebranding and organizational culture in a case study of USIU-Africa. The research utilized descriptive research design research with a case study approach of USIU-Africa. The study considered the population of USIU-Africa members i.e. students, staff, faculty and alumni who at the time amounted to 7,370. The study was carried out at the university’s premises off Thika road
on USIU road, Nairobi, Kenya where all their facilities were found from schools to hostels and within the period of August 2018 – October 2018. The Head of Marketing and Communication at USIU-Africa had access to information and participants at the institution which facilitated the study to be conducted within the stated period.

The scales of why organization re-brand and the effects it has were incorporated into a questionnaire that also collected data on the respondent’s demographics and the effect on how communication facilitated the change process at USIU-Africa. The time frame set aside to carry out this research was three months.

1.7 Definition of Terms
1.7.1 Brand
A brand is a name, term, sign, symbol or design, or a combination of them, intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of the competitors (Kotler & Keller, 2012).

1.7.2 Branding
Branding is the process by which companies distinguish their offerings from the competition (Jobber, 2012).

1.7.3 Culture
These are the set of beliefs and values about what is desirable and undesirable in a community of people, and a set of formal or informal practices to support these values (Kreitner & Kinicki, 2007).

1.7.4 Brand Equity
This is a value premium that a company generates from a product with a recognizable name, when compared to a generic equivalent (Kotler & Keller, 2012).

1.7.5 Internal Communication
Internal communication refers to exchange of information and ideas within the organization itself (Leipelt, 2014).
1.7.6 Rebranding
This is the process of changing the corporate image of an organization in which a new name, symbol, term, design or a combination thereof is created with the intention of developing a new, differentiated identity in the minds of consumers, competitors and other stakeholders (Jobber, 2012).

1.7.7 External Communication
External communication means exchange of information and ideas both within the organization itself and outside the organization (Leipelt, 2014).

1.7.8 Organizational Culture
This are the set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about, and reacts to it various environments (Kreitner & Kinicki, 2007).

1.8 Chapter Summary
This chapter highlighted the aspect of change management with a key emphasizes on rebranding as a change process and its effect on organization culture. This chapter gives a background of the problem, which leads to the problems statement of the study, research questions that are relevant for the study and the definition of terms. Chapter two provides the literature review organized in terms of the research questions. The following chapter three, lays the study’s research design, methodology, as well as the data type and the data collection instruments that were utilized. Chapter four provides the study’s findings in terms of descriptive and logic regression results based on the study objectives. Chapter five provides the study’s summary, its conclusions and recommendations.
2.0 LITERATURE REVIEW

2.1 Introduction

This purpose of this study was to investigate the effect of rebranding on organizational culture. The literature review determined the role and effect that rebranding in change management has on organizational culture and what issues needs to be addressed for it to have a positive impact on the organization. This chapter displays an empirical literature on factors that affect change management through branding. Section 2.2 discusses the effect of brand equity on organizational culture, section 2.3 discusses the process and factors that affect change management and organizational culture, section 2.4 discusses the impact of organizational communication on organizational culture, section 2.5 discusses the factors impacting organizational culture in rebranding, while section 2.6 draws a summary on the entire chapter.

2.2 Effect of Brand Equity on Organizational Culture

2.2.1 Brand Equity

Brand equity according to Kotler, Armstrong, Meggs and Bradbury (1999) is defined as the added value endowed on products and services. It can be seen from the way consumers perceive your brand, the brands market share, pricing strategy and the profitability that the brand commands for the organization. One has to build the right type of experiences around your brand, so that customers have specific, positive thoughts, feelings, beliefs, opinions, and perceptions about it (Kotter, 2012). When you have strong brand equity, your customers will buy more from you, they will recommend you to other people, they are more loyal, and you are less likely to lose them to competitors (Keller, 2012). In business environments that are highly competitive and ever changing building brand relationships with your consumers and your stakeholders will in turn lead to having a stronger competitive edge (Kotler et al., 1999).

In relationship to the brand equity and the environment that organizations work in, Kotter (2012) notes that in the new economy there is an increase in disposable income, larger variety of options of goods and services, information is free and flowing on anything, the process of interacting and placing orders are much easier and almost hassle free, consumers and critics can compare notes on the quality of services or product they are
receiving. This put the responsibility on the organization to enhance brand equity to succeed in this new ever-changing working environment.

Brand equity is to a level determined by the brand friendship composition of the image. Keller (2012) states that, good, exclusive and strong relations are assumed to present a positive brand image which will generate a bias in the mind of consumers so increasing the brand equity. Pitta and Katsanis (1995) also affirmed that a unique, favorable and strong brand image allows the brand to be effortlessly differentiated and situated in the customers mind, thereby adding to the option of increased brand equity.

A study by Teh (2009), carried out in public and private higher education institutions in Malaysia that had been upgraded from colleges found out that rebranding (repositioning, redesigning, and communicating) influences brand equity. Repositioning and communicating is found positively influence brand equity but redesigning negatively influence brand equity. The study gathered two separated data from 371 students and 176 employees from public and private upgraded higher education institutions in Malaysia and exploratory research design and past literature was utilize in this study. This study borrows the techniques used by these scholars in conducting their research. Furthermore, the results obtained from their findings will be used as the building blocks for conducting research on the impact of brand equity on organizational culture in universities. What Teh’s (2009) and other similar studies failed to do was to focus on the impact of brand equity on organizational culture in universities.

2.2.2 Rebranding

The word “rebrand” is a neologism, which is made up of two well-defined terms: Re and brand. Re is the prefix to ordinary verbs of action sometimes meaning “again” or “anew”, implying that the action is done a second time (Muzellec & Lambkin, 2008). Companies whether in the manufacturing or in services sector brand themselves so that they can be distinguished and differentiated from their competitors and once established, provides a marketable identity (Lovelock, Patterson & Walker, 2007). According to Aaker (1996) a good brand is distinctive, relevant, memorable and flexible to the consumers and to the employees. Lovelock et al. (2007) have noted that in a well-managed organization, the
corporate brand is easily recognized by the customer and has meaning to the customer and consistently ensures that the brand promise and benefits are always delivered.

Tsai and University of Chicago (2013) conducted research on the effect of brand equity on organizational culture in the hospitality industry. In their findings, they postulate that brand equity determines the way everything is conducted in different sectors of the hospitality industry. First of all, customers will only seek hospitality services from firms which are well known and have a good reputation. Besides, the actions of the employees are largely affected by what the firm’s brand espouses as its core objective. In general, this research simply articulated that brand equity is the determinant of organizational success. The research by Tsai and University of Chicago (2013) did not offer any insights on the essence of brand equity in affecting private universities’ organizational culture. In light of this realization, this study unravels the impact of brand equity on universities’ organizational culture with specific focus on USIU-Africa.

In line with Werther and Chandler (2011), increased influence was noted to be among the first driving forces of rebranding. The dynamic nature of organizations today has increased the pressure to increase competitive advantage as a measure of staying relevant. Corporate embark on rebranding campaigns as a measure to gain product security, apart from social mileage. Globalization has been noted as a key external contributor that influences entities to rebrand. Werther and Chandler (2011) analysis of globalization goes further to discuss the extent that multinationals have been compelled to go in a bid to elevate their authority in their specific markets. Rebranding has been relied on as a stepping stone from the national level, into the international arena. Some of the elements targeted include the ability of the brands to be recognized in the diverse market place. Cultural aspects are considered to be highly placed while coming up with different rebranding strategies. Such moves are geared towards finding common grounds that are considered to be acceptable across the board. The diverse nature of stakeholders represented under the broadened globalized market deserves keen attention.

Malcolm (2013) strongly highlights that branding is the single most important element in relation to corporate success. This is linked to the fact that it is the epitome of consumers’ perception of the product or service being presented to them for consumption. Rebranding
comes out as a tool that if fully exploited, an entity can mold its way into maximizing the power of its brand. Rebranding re-enforces the brand through to a better position by not only improving on the brand’s power, but also align it to the efforts to sustain an attractive reputation.

The four main reasons why companies rebrand as identified by (Muzellec & Lambkin, 2008) are firstly change in the ownership structure, secondly change in the corporate strategy, thirdly change in competitive position and fourthly change in external environment. For this to take place the organization culture has to be clear and the values are projected by the people of the organization and if this is not the case rebranding will be required to facilitate that brand values are entrenched in the way we do business to delivery on the brand promise (Kuhn, 2008).

A list of some of the most influential forces behind corporate rebranding are listed in this section and it is important to note their worth. Notably, it is important to note that some corporations tend to focus on the external factors that drive them to rebrand, without doing an internal analysis (Tsai & University of Chicago, 2013). Having a holistic view of both internal and external forces pertaining to brand management is important in choosing the right path towards successful rebranding. The pool of knowledge and competencies possessed by the existing workforce ought to be listed among internal forces that drive companies to transform their brands (Malcolm, 2013).

### 2.2.2.1 Process of Rebranding

Refreshing and repositioning a brand through gradual, incremental modification of the brand proposition and marketing aesthetics can be considered a natural and necessary part of the mission of brand management in response to changing market conditions (Aaker, 1991). Changing a brand’s name, however, suggests the loss of all the values that the old name signifies which challenges whether it is wise to do so with regards to brand equity (Kapferer, 1998). A fundamental premise underpinning marketing education and practice is that strong brands are built through many years of sustained investment in a brand name which, if well judged, will yield a loyal consumer franchise, higher margins and a continuing stream of income for the brand owner (Kapferer, 1998; Keller, 2012).
Changing the brand name potentially nullifies those years of effort and can seriously damage or even destroy the equity of the brand. (Muzellec & Lambkin, 2008).

According to Kotter (2012), there is a journey that a brand goes through in its changes overtime. In his model, rebranding can be characterized as evolutionary and revolutionary. Evolutionary rebranding describes a fairly minor development in the company’s positioning and aesthetics that is so gradual that it is hardly perceptible to outside observers. All companies go through this process over time through a series of cumulative adjustments and innovations in a way that is not easily susceptible to study (Muzellec & Lambkin, 2008). In the case of National Industrial Credit (NIC) Bank it revamped its logo to give the company a fresher, more contemporary feel and amended its tagline to move to now. The tagline was borrowed from the very successful MOVE Account, which out shone the mother brand NIC and the purpose was to draw a clear correlation between the product brand and the mother brand. The rebranding was also aimed at mitigating the decline in the assets finance business and enhances competitive advantage in the sector (Anyanzwa, 2008). Revolutionary rebranding, on the other hand is seen as a major, identifiable change in positioning and aesthetics that fundamentally redefine the company. This change is usually symbolized by a change in name and so this variable is used as an identifier for cases of revolutionary rebranding (Muzellec & Lambkin, 2008).

There are seven main phases in the process in rebranding, and they are distinguished as: triggering, analyzing, and decision making, planning, preparing, implementing, evaluating and continuing (Keller, 2012). These processes take into consideration internal and external activities and they tend to overlap and intertwine in various stages. For the process to be a success the people running the process internally in the organization have to believe and be committed to the need to rebrand and live the narrative of the organization (Kotter, 2012).

### 2.2.3 Market Orientation

The organization-wide approach is based on the premise that the brand-building capacity and brand equity of the organization is determined by the combination of marketing, human resources, organizational culture, leadership and evaluation (Antorini & Andersen,
The main role of marketing in this is to connect these elements to optimize brand equity (Ind & Bjereke, 2007). In service industries it is the employees and their ability to build relationships with customers that determine brand value (Edvinsson & Malone, 1998). The outside-in, inside-out approach to brand building suggests the importance of aligning employees with the brand and in uncovering the meaning of the brand through participation. Brand equity is about building value and this is achieved in an organization that has a culture that is oriented towards its customers. It is important to note that culture drives behavior, but behavior also drives culture (Antorini & Andersen, 2005).

Jaworski and Kohli (1993) endorse the importance of leadership in their analysis of the antecedents of market orientation because of leaders’ ability to stimulate an external focus ‘through continual reminders to employees that it is critical for them to be sensitive and responsive to market development’. Gainer and Padanyi (2005) argue that researchers see market orientation as a cultural construct or a behavioral construct (separate or connected/correlated), or even a hybrid incorporating both cultural and behavioral aspects. Their study of Non-Profit Organizations (NPOs) showed that a positive relationship between market-oriented behaviors and organizational performance is mediated by market orientation.

The industry in moving towards Participatory Market Orientation (PMO) philosophy. A PMO philosophy aims to build brand capability and brand equity by involving employees, customers and other stakeholders in the development of the brand (Gainer & Padanyi, 2005). This suggests that the role of marketing as an organizational driving force is to help the organization become participatory, such that all investments in external and internal marketing activities should encourage participation and strengthen the brand (Ind & Bjereke, 2007).

Naveed (2013) carried out a research geared towards shading light on the impact of market orientation on a brand’s strength and performance. The case study focused on the beverage industry of Pakistan. The study tested whether elements of market orientation like customer orientation, competitor orientation and internal marketing function affects brand orientation in regards to brand performance in beverage industry of Pakistan. It is recognized fact amid academics and savvy practitioners that market orientation affects
brand performance of firms. Although in some of the studies no clear relationship between the two has been found, researchers generally agree that market orientation affects positively on firm performance and in the case of minimal performance, change mechanisms including rebranding can be implemented to reverse a negative trend (González-Benito & González-Benito, 2010). Depending on the situation, the influence can either be handled directly or indirectly. Market orientation is seen to have a constructive impact e.g. on profitability, taken as a whole, performance, employees’ organizational commitment, market share growth, percentage of new product sales to total sales and return on investment (Matsuno, Mentzer & Ozsomer, 2002).

The study by Naveed (2013), focused on the various elements of market orientation in the beverage industry in Pakistan which can be considered an exotic field of operation when compared to the field of education. This study borrowed the facts collected by Naveed (2013) and integrated them into the research regarding the constituents of market orientation in the educational sector with specific focus on private universities. His study on the effect of market orientation on brand performance only focused on the general overlying elements of business organizations. This study offers a more detailed analysis of the effects of market orientation on the underlying constituents of business operations in a university setting.

2.3 Effect of Change Management on Organizational Culture

2.3.1 Change Management

Buchanan and Huczynski (2010) noted that the Fisher model process of transition explained how people respond to change. Fisher identified eight stages that people follow in succession through a change process. These stages were identified as: anxiety and denial, happiness, fear, threat, guilt and disillusionment, depression and hostility, gradual acceptance and moving forward (ibid).

According to Kreitner and Kinicki (2007) theories of organizational change came from the work of Kurt (1995) who defined the process of change management in 3 steps; Unfreeze, Changing and Re-freeze. The first stage is unfreezing whereby the organization moves people from what they are used to doing while striving to reduce the forces that want to maintain the status quo. The second stage changing is about fostering new
behaviors, values and attitudes and trying to reduce the level of confusion that will take place. The last and final stage is refreeze, this is where the changes have to be firmed up and adapted as normal behavior for the organization, because if not done the organization may revert to their old ways (Kreitner & Kinicki, 2007).

It is important to note that change is important for organizations to remain relevant and competitive. The conditions that promote change are; economic crises, changes in law or regulations, social developments, global competition, demographic trends and explosive technology changes (Cummings & Worley, 2009). Change does not have to be a hair pulling agonizing process, as it may seem when observing the amount of failed change management initiatives with reports as low as 10% of researched success rates (Oakland & Tanner, 2007). When two successful change management strategies are utilized and planned, including effective communication strategies, operational alignment, readiness to change and implementation, these assist to lower and overcome resistance to change (Wood et al., 2010).

In 2012 Stanford University changed its logo. The reason for this was articulated in the business review journal Business Insider (Nov, 2012), Stanford has been known for producing the founders of the silicon valley; Google, Yahoo, Hewlett-Packard and their old logo did not reflect the digital flair of its human outputs. The logo did not reflect well on digital mediums the font was too thin and fine. The new logo was developed with the university’s architecture in mind, the modern mediums it will be used with and the licensing of the trademark font that cannot be replicated by other academic institutions.

Branding is a key element for effective change in any organization. It usually holds the physical visible component of change (Holt, 2003), and it shapes the users perception of the organization. The branding process can also be seen though the organization name change or logo change. Members of an organization and the external public can identify that strategic change has taken place. Aaker (1996) defines that a brand is the organizations identify that carries a persona that is visible and felt by the external and internal audiences. A good brand evokes positive feels and association from all audience. If a brand does not evoke positive feelings or association will begin to lead to brand dilution and over time will not be able to compete effectively (Jobber, 2012).
Companies realized the importance of including all the stakeholders when Coca-Cola embarked on a mission to rebrand. The company’s case study revealed how they almost lost their loyal customers when they opted to change their logo and flagship brand taste (Booker, 2013). The outrage expressed by consumers forced them to reverse the move. Decades later, they have never tried to change the logo in any way, a typical example how making an uninformed decision can be detrimental to the consumer base. Research is key to having a successful rebranding campaign (ibid).

2.3.2 Forces of Change
In a university education environment the leader’s has to continuously content with change (change in the physical environment, change in curriculum, change in faculty and staff, change in student body, unexpected change and change in the accreditation process of universities and degree programs) (Lunenburg, 2010). The Vice Chancellor must be the primary catalyst for the change to be both positive, impactful and lasting (Marzano & Waters, 2010). As we have seen earlier change is the movement of the organization from the current state towards a more desired state that will increase its effectiveness and competitive advantage (Cummings & Worley, 2009). The most important forces for resistance to change in the education sector are presented in Table 2.1.

Table 2.1: Forces for and Resistance to Organizational Change

<table>
<thead>
<tr>
<th>Forces for Change</th>
<th>Resistance to Change</th>
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</thead>
<tbody>
<tr>
<td><strong>External Forces</strong></td>
<td>• Uncertainty</td>
</tr>
<tr>
<td>• Social-Cultural</td>
<td>• Concern over personal loss</td>
</tr>
<tr>
<td>• Technology</td>
<td>• Group resistance</td>
</tr>
<tr>
<td>• Economic Changes</td>
<td>• Dependence</td>
</tr>
<tr>
<td><strong>Internal Forces</strong></td>
<td>• Trust in administration</td>
</tr>
<tr>
<td>• Administrative processes</td>
<td>• Awareness of weakness in the</td>
</tr>
<tr>
<td>• People problems</td>
<td>proposed change</td>
</tr>
</tbody>
</table>

Source: Lunenburg (2010)
2.3.2.1 External Forces

Socio-cultural factors affecting business include demographic trends, lifestyle changes, skills availability, attitudes to work and employment, attitudes to minority groups, gender issues, willingness and ability to move, concerned for the environment and business ethics (Senior & Fleming, 2006). Demographics can significantly affect both organizational inputs and outcomes. These trends provide important data about the population, societal values and thus help to translate data into business implications (Scott, 2014). Socio-cultural dynamics standout to play a major role when it comes to rebranding. Companies, especially multinationals are often faced with bigger budgets in an effort to be relevant in all the markets that they cover. A case study on Toyota in 1984 demonstrated how a company can be compelled to change the name of an internationally recognized brand. In the study, consumers did not purchase a product being that the international name had an offensive name in the native Cuban market. After rebranding of the product, the company realized a steady growth in the number of persons who purchased the product (Toyota, 1997).

The age of information technology/ the internet are ever changing and its’ potential to feel limitless. In addition to this there are new production process, computerization of process and changes in transport technology (Senior & Fleming, 2006). It is important to note that technological forces are usually viewed by managers in two main dimensions i.e. product and process changes (Scott, 2014). Airtel usage review data on their consumers showed that the original usage of cellphones of making calls has changed over time to data usage. The majority of the consumer base has also increased to young adults aged 10 years to 22 years spend most of their time on Facebook and other data enabled activities (Airtel Kenya, 2010). In line with this technological innovations have created the need for change in schools (D’Agustino, 2011). Computers have made possible high-speed data processing and retrieval of information and have created the need for new positions and the way curriculum is taught.

According to Senior and Fleming (2006) the following economic factors competitors, suppliers, currency exchange rates, employment rates, wage rates, government economic policies, other countries’ economic policies, lending policies of financial institutions and changes from public to private ownership affect the environment that businesses operate
Economic changes affect the academic sector as well. During periods of recession, inflation, or downturns in the local or national economy, the attitudes and morale of some staff members suffer, which may hinder school performance (Brimley & Garfield, 2009).

2.3.2.2 Internal Forces
Various writers (Stewart, 1991; Paton & McCalman, 2006; Buchanan & Hucynski, 2010, Johnson, Scholes & Whittington, 2005) agree that there are internal factors that necessitate change. These forces are the ones that the organization has control over. These factors are an organization becoming unionized or de-unionized, a new chief executive or other senior manager, a revision of administration structures, the redesign of a group of jobs, the redesign of a factory or office layout, the purchase of new IT equipment, a new marketing strategy, a cut in overtime working, staff redundancies and strengthening of specific departments such as research and development. In the case of education sectors the pressures in internal environment that stimulate change are mainly administrative processes and people problems (Lunenburg, 2010).

The processes that act as pressures for change include administration processes that involve communications, decision making, leadership, and motivational strategies, to name only a few. Breakdowns or problems in any of these processes can create pressures for change. Communications may be inadequate; decisions may be of poor quality; leadership may be inappropriate for the situation; and staff motivation may be nonexistent. Such processes reflect breakdowns or problems in the school district/school and may reflect the need for change (Gibson et al., 2012).

Others include people. Some symptoms of people problems are poor performance levels of teachers and students; high absenteeism of teachers or students; high dropout rates of students; high teacher turnover; poor school-community relations, poor management-union relations; and low levels of staff morale and job satisfaction (Bulach, Lunenburg & Potter, 2008; Lunenburg & Ornstein, 2008). A teacher's strike, numerous employee complaints, and the filing of grievances are some tangible signs of problems in the internal environment (Alexander & Alexander, 2009). These factors provide a signal to school leaders that change is necessary. In addition, internal pressures for change occur in
response to organizational changes that are designed to deal with pressures for change exerted by the external environment.

2.3.3 Resistance to Change
Forces for change are a recurring feature of school life. It is also inevitable that change will be resisted, at least to some extent by both school leaders and staff. There is a human tendency to resist change, because it forces people to adopt new ways of doing things. In order to cope with this recurring problem, school leaders must understand why people resist change (Spector, 2011). The most powerful impediments to change include uncertainty, concern over personal loss, group resistance, dependence, trust in administration, and awareness of weaknesses in the proposed change (Fullan, 2009).

A case study carried out by Safaricom, the largest provider of both internet and telecommunication services experienced resistance when they introduced their most popular product, Mpesa. The older generation perception of the new technology was that they would be vulnerable if they accepted the product. The company was compelled to invest heavily in campaigns that made the product have a national outlook. With time, the older niche seemed to embrace the product in a cautious way (Cumming & Worley, 2009). Technology has always been seen as a risky and complicated by the older generation. As much as technology has been widespread in areas including media, resistance still exists in a major way (Forbes, 2013). Newsrooms and magazines have made major strides towards having an online platform. A wider niche of consumers seems to have preference for the actual newspapers, products that are now considered to be outdated.

Uncertainty is among the elements that facilitate resistance to change. Faculty and staff may resist change because they are worried about how their work and lives will be affected by the proposed change (Lunenburg & Ornstein, 2008). Even if they have some appreciable dissatisfaction with their present jobs, they have learned what their range of responsibilities are and what their administrator’s reaction to their behavior will be in certain situations. Any change creates some potential uncertainties (Lunenburg, 2010). According to Cumming and Worley (2009) the daily tasks performed by schools are somewhat uncertain. The uncertainty can create difficulties in task performance and can
complicate other problems, including those of coordinating activities and allocating resources, which routinely must be solved by all organizations, especially in moment of change.

Concerns over personal loss is another factor in resistance to change. Appropriate change should benefit the education institution as a whole, but for some staff members, the cost of change in terms of lost power, prestige, salary, quality of work, or other benefits will not be sufficiently offset by the rewards of change (Lunenburg & Ornstein, 2008). Organization members may feel change will diminish their decision-making authority, accessibility to information, autonomy, and the inherent characteristics of the job (Lunenburg, 2010).

Groups establish norms of behavior and performance that are communicated to members and thus group resistance is significant when it comes to change resistance (Lunenburg & Ornstein, 2008). This communication establishes the boundaries of expected behaviors. Failure to comply with such norms usually results in sanctions against group members by the group. If school leaders initiate changes that are viewed as threatening to the staffs’ norms, they are likely to meet with resistance. The more cohesive the staff is, the greater the resistance to change will be. This may explain partially what causes wildcat strikes by teachers when school districts introduce changes without proper notification and preparation (Lunenburg, 2010).

All humans begin life in a dependent state making dependence a vital factor in change resistance. Thus, dependence is instilled in all people to a certain extent. Dependency, in and of itself, is not all bad; but if carried to extremes, dependency on others can lead to resistance to change (Lunenburg & Ornstein, 2008). For instance, staff members who are highly dependent on their leader for feedback on their performance will probably not adopt any new methods or strategies unless the leader personally endorses their behavior and indicates how the proposed changes will improve the staff member’s performance (Lunenburg, 2010).
Trusting the administration is a key factor that influences change resistance. Schools vary substantially in the degree to which organization members trust the leader. On the one hand, if a change is proposed when trust is low, a natural first reaction is to resist it (Lunenburg & Ornstein, 2008). On the other hand, when trust is high, organization members are more likely to support a proposed change. Further, under conditions of distrust staff members often resist changes, even when they are understood and they can benefit from them (Lunenburg, 2010).

Awareness of weaknesses in the proposed changes also facilitate change resistance. Organization members may resist change because they are aware of potential problems in the proposed change (Lunenburg & Ornstein, 2008). If staff express their reasons for resistance to the leader clearly along with adequate substantiation, this form of resistance can be beneficial to the school district/school. Leaders can use these suggestions to make their change proposals more effective (Lunenburg, 2010). A given environmental trend or event, such as changes in the ethnic composition of a population or a technological innovation, typically has a much greater impact on some industries than on others (Lunenburg & Ornstein, 2008). A given trend or event may have a positive impact on some industries and a negative or neutral impact or none at all on others. Firms need to use scenario planning to anticipate and respond to volatile and disruptive environmental changes in order to turn hostile situation into favorable one (Scott, 2014).

2.4 Effect of Organizational Communication on Organizational Culture

2.4.1 Organizational Communication

External communication is the sharing of information between an organization and the company's outside environment (Juris, 2004). The external environment can include customers, potential customers, suppliers, investors, shareholders, and society at large (Kotler & Keller, 2012). For communication to be effective it needs to go through various channels to transmit it message. These channels include face-to-face communication, print media such as newspapers, magazines, fliers, and newsletters, broadcast media such as radio and television, and electronic communication such as websites, social media such as Facebook and Twitter, and email (Kotler et al., 1999). The mainly used strategies for external communication are advertising, public relation and media relations. The media
used will depend on which the objectives that the communication is to achieve, the intended target audience and the budgets available (Kotler & Keller, 2012).

Internal communication targets the internal members of an organization, including the superiors, the collaborators and the subordinates. It is viewed as an essential process, based on which the staff exchanges information, establishes relationships, forms a system of values, creates an organizational culture, harmonizes the activities, collaborates for the achievement of goals and develops formal and informal networks (Berger, 2009). Internal communication is a necessary activity to develop organizational culture and more so when the organization is going through a re-branding process (Juntunen, Saraniemi & Jussila 2009). Kitchen and Daly, (2002) notes that internal communication is relevant in moving employees from established systems towards an uncertain future. As earlier discussed the University of California underwent a multi-million dollar process change for its logo, whereby they wanted to portray a “forward-looking spirit”.

University of California (UC) in USA underwent a rebranding process. A report written by Oswald (2013) informed that UC one of the world’s largest public research universities, recently embarked on an effort to communicate its value proposition and confronted significant marketing hurdles along the way. The campaign, dubbed “Onward California,” was launched in the fall of 2012 and delivered a simple message: “Given all of the insights, inventions and innovations produced by UC students, staff and alumni, the university has played a part in your day”. The campaign was executed via external and internal communication.

However, the logo received online revolt from the students and the Alumni of UC. There were online petitions for the old logo to be restored. The internal audience viewed the logo as a scheme to make more money and not as an institution of higher learning. The officials were left at pains to explain that the seal was not being replaced, by the logo and that the new logo was to make the university able to facilitate communication on the Internet and also to reduce the confusion that is caused by the variations created by the ten individual UC campuses (Gordon & Stevens, 2012). It is important to note that when UC was carrying out the teaser campaign to the new logo the adverts looked like they were
replacing the seal and hence why their audience thought that it was the seal that was being changed (Oswald, 2013).

2.4.2 Communication and Brand Awareness

Wong and Merrilees (2008) have noted that by efficiently and coherently communicating the brand to all its stakeholder groups the organization is able to maximize brand equity. Jobber (2012) and Aaker (1996) denote that the name, the logo and the slogan of the organization are part of the organization’s corporate design. In addition to these visual signs, according to Reid (2002) and Holt (2003), every interaction with the stakeholders influences brand equity and increases the brands awareness and increases it as the more positive the experience, the stronger the brand is and the more positive a reputation the organization has.

Brand awareness can be explained as the degree of consumers’ experience with a brand. Aaker (2008) and Keller (2012) affirmed that brand awareness is a very important element of brand equity. Percy and Rossiter (1992) explain brand awareness as the ability of consumers to differentiate a brand amongst other brand. Keller in (2012) conceptualized brand awareness as comprise of brand recall and brand recognition. Keller said that “brand recognition may be more significant to the point that product decisions are to be made in the store”. Percy and Rossiter (1992) resulted that brand attitude and decision to purchase a product can only be urbanized through brand awareness.

Corporate communication is seen to be important in terms of its roles of maintaining favorable inter-organizational relationships with networks and groups that the company is dependent Cornelissen (2011); evaluating social trends and formulating corporate policies that can help the company innovate and proactively adapt to changes in society Bernays (1923); integrating all communications under one unique strategy so to support marketing activities and to promote brand awareness (Caywood, 1997). Corporate communications also represents the connection between the corporate identity and corporate reputation (Gray & Balmer, 1998).
2.4.2.1 Approaches for Communication

There are four approaches that can be applied to develop communication that positively influences marketing activities and these are public relations and one way and two ways perspectives, integrated marketing communications, total corporate communications, corporate communication gaps (Grunig, 1992). One-way and two-way perspectives is one mode of communication. Bernays (1923) a pioneer in corporate communication advised that it is used to evaluate social trends and formulate corporate policies that can help the company innovate and proactively adapt to changes in society. Public Relations (PR) has the role to “give to the client an interpretation of the public and give to the public an interpretation of the client thus shaping the client’s action and in turn contributes to shaping the public opinion” (Bernays, 1923).

In this approach it is important to first, find a balance between the one-way and the two-way communication approach (Grunig, 1992). Corporate communication management can be viewed as a one-way, whereby the aim is to disseminate accurate and favorable information about the company. The two-way approach, in contrast, entails conducting or commissioning research that determines the dimensions that can influence one or more key corporate audiences. The research reinforces the dimensions that can meaningfully inform two-way company/stakeholder dialogues, reinforcing that organization can and should learn from stakeholders. (Illia & Balmer, 2012). Secondly, it is key is to understand how public opinion is formed and how the media and other key stakeholders (e.g. activists) have important gate-keeping roles, such as the media operating in their communication behavior. Following this perspective, communication plays an important boundary-spanning role for companies to identify key stakeholders, publics, and issues in order understand who might create negative consequences and why as this aids to mitigate corporate crises (Grunig, 1992).

2.4.2.2 Integrated Marketing Communications

Corporate communication is seen to be part of a broader marketing function and forms a key part of the classic quadripartite marketing mix. As such, it is one of the four P’s of marketing, i.e. promotion (Caywood, 1997). It is important to note how to integrate all communications under one unique strategy so to support marketing activities and to necessity to understand consumers and suppliers, how their communication and identity is
related with the communication and identity of the company, and also deeply to
understand consumers’ values and their affinity to corporate brands (Kitchen & de
Pelsmacker, 2004). Theory of diffusion and innovation (Rogers, 2003), which permits an
understanding of how to fix communication objectives based on awareness, evaluation,
trial and the adoption objectives of marketing campaigns are important to note for
communication to be successfully integrated.

2.4.2.3 Total Corporate Communications
The much broader notion of total communications was expounded by Illia and Balmer,
(2012), where they noted that everything a company says, makes or does – de facto –
communicates something to its audience. Balmer and Gray (2003), concluded that
corporate communication should not merely be viewed as a functional activity but a
strategic activity and it also take into account that communications effects not only of
formal communications channels but also that of products, services, management actions,
and corporate behavior. It should be noted that an account of these activities should be
taken note of, are coordinated and aligned where possible. It also, importantly,
acknowledges the importance of third-party communication.

Illia and Balmer (2012), note the importance of and argue for the need to consider both
horizontal and vertical modes of communication integration in terms of congruency not
only through channels but – sometimes – over time. The three dimensions of total
corporate communications are demarcated as: primary communications (the
communications effects of products, services, management, staff and corporate behavior,
secondary communications) the communication effects of controlled forms of
communications (similar to integrated communications), and tertiary communications –
the communications effects of communication given by third parties such as competitor
and media commentary, the media and that from interest groups. This then assists to build
the bridge between an organization’s identity and corporate image and reputation. In
short, it represents the connection between corporate identity and corporate reputation
(Gray & Balmer, 1998).
It is vital to understand organizations per se and all gaps related to its actions and communications. The company is not treated as a black box; the company and its internal and external dynamics are the main focus (Illia & Balmer, 2012). The aim of corporate communication is to include stakeholders’ conversations about who the company is within the company (Hatch & Schultz, 2008); also, it is also to assure that no gaps emerge between how the company behaves and its communications, so as to build a strong reputation and awareness and assure that ethical and social responsible decisions are taken (Illia & Balmer, 2012). These authors also note that corporate communications represents one type of institutional reality. This is a reality that needs to be in alignment with institutional reality, corporate culture, stakeholder perception(s), corporate strategy, and management vision.

2.5 Chapter Summary
This chapter gives an extensive review of literature relating to rebranding, brand equity, change management and external and internal communication and its effects on organizational culture. The review aided in developing an informed and focused study of rebranding and its effects on organizational culture in universities. Chapter three covers the research design and the methodology utilized which was formed based on the literature view undertaken, thus clearly highlighting the design and methodological issues that was adopted for this study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This section of the project describes the overall methodology that was used in carrying out the research project. It discusses the geographic region where the research was undertaken, the research design, the population and sample design, the research procedure, the data collection, including methods to maintain validity and reliability of the instrument and data analysis methods.

3.2 Research Design
The project utilized descriptive research with a case study approach. Gillham (2010) defines case study as an approach that is used to answer certain situational research based questions from different sources. This project utilized this strategy to review USIU-Africa climate survey that was carried out in 2012 and the rebranding logo focus groups that was carried across all the university community in 2014. This gave the researcher an understanding of the background of the events that have taken place and the processes that they have undergone in the past at USIU-Africa.

The review of these studies enabled the researcher to identify any gaps in the study and additionally gave a guide on how to develop the questionnaire for this research. According to Saunders, Lewis and Thornhill (2013) the purpose of descriptive research is to depict an accurate profile of persons, events or situations and in business research it is important in providing scenarios for analytical end analysis. This type of research addresses the: who, what, when, where and how question. There are precise steps involved in a descriptive project; selection of a precise hypothesis, selection of appropriate methodology to collect information, selection of appropriate sampling methods, analysis and reporting of findings (Kothari, 2004).

This design was chosen to meet the objectives of the project, namely to determine the knowledge and views of the alumni, faculty, staff and students with regards to the effect of rebranding (independent variables) on organizational culture (dependent variable), with a main focus being United States International University-Africa.
3.3 Population and Sampling Design

3.3.1 Population

Kothari (2004) refers to population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Peck, Olsen and Devore (2009) defines a population as all elements, individuals, or units that meet the selection criteria for a group to be studied, and from which a representative sample is taken for detailed examination. The target population in this study was all USIU-Africa alumni, staff, faculty and students as at 2016 who were 9,016 in total, and were distributed as shown on Table 3.1.

Table 3.1: Population Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>1,758</td>
<td>100</td>
</tr>
<tr>
<td>Faculty</td>
<td>268</td>
<td>100</td>
</tr>
<tr>
<td>Staff</td>
<td>355</td>
<td>100</td>
</tr>
<tr>
<td>Students</td>
<td>6,635</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,016</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: USIU-Africa Fact Sheet (2016)

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

The sampling frame is a list of elements from which a sample may be drawn (Zikmund et al., 2010). According to Cooper and Schindler (2008), a sample frame is a set of information used to identify a sample population for statistical treatment. The sample frame for the study was the USIU-Africa fact sheet (2016) and was obtained from the university’s website.

3.3.2.2 Sampling Technique

Sampling is defined as any procedure that draws conclusions based on measurements of a portion of the population (Zikmund et al., 2010). The sampling technique applied for this study was stratified random sampling method, because of the different categories that made up the university community, that was, alumni, faculty, staff and students, who represented the total USIU-Africa population. Despite the fact that the university has
various groups forming the total population, all the groups had a direct interaction with the university, the rebranding process that took place, and how it affected the university’s organizational culture, thus making them significant to the study.

3.3.2.3 Sample Size

A sample size is a section that is selected from a population in a way that ensures that every different possible sample of the desired size has the same chance of being selected (Peck et al., 2009). According to Kothari (2004) if the population is heterogenous, a large sample size is required. The sample size was derived from Yamane (1967) formula, which guided the selection of the appropriate sample size for the USIU-Africa population giving the study a sample size of 383 and was distributed as shown on Table 3.2.

\[ n = \frac{N}{1 + N(e)^2} \]

Where \( n \) was the sample size, \( N \) was the population size, \( 1 \) was the constant and \( (e)^2 \) was the margin of error, which was 0.05 for 95% confidence level.

Therefore, sample size calculation was:

\[
\begin{align*}
    n &= \frac{9016}{1 + 9016 (0.05)^2} \\
    n &= \frac{9016}{1 + 22.54} \\
    n &= \frac{9016}{23.54} \\
    n &= 383
\end{align*}
\]

<table>
<thead>
<tr>
<th>Table 3.2: Sample Size Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>Alumni</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
3.4 Data Collection Methods

Primary data collection was utilized and collected through the administration of mainly pre-tested structured questionnaires. Questionnaires were the ideal tools for use since they reduced the incidence of missing data and low rate of return from the respondents. The researcher developed the questionnaire as per the research questions. The questionnaire made use of a Likert scale where respondents were required to measure their response using the scale that was provided.

The questionnaire was divided into four parts that were as follows: section one targeted demographic information, section b examined the effect of brand equity on organizational culture, section c examined the change management process and organizational culture, and finally section d examined the impact of external and internal communication on organizational culture.

3.5 Research Procedures

In order to test the validity of the questionnaire, a pilot test- adhering to the fundamentals attested by Cooper and Schindler (2008), who state its importance as being a tool that can be utilized so as to detect weaknesses in the research design and the instruments on 10 percent of the total population was conducted. The pilot conducted utilized a sample from the three strata; students (3), employees (1), and Alumni (3) that assisted to verify the validity of the research tool and amends were made wherever applicable based on the feedback provided. The pilot study provided the researcher with pertinent information that assisted in providing a guide on the possible questions to include in the questionnaire to cater for any gaps observed and also verify responses given by respondents during these studies and thus improve the questionnaire tool.

After the questionnaire had been improved on based on the pilot test feedback, the researcher distributed the amended questionnaires to the target population. For students, staff and faculty that were in USIU-Africa, the researcher used a drop and pick method. For alumni, the researcher applied the online method where questionnaires were sent via emails. To guarantee good response rates, the researcher adopted a variety of measures such as the endorsement of the research study by the Institutional Planning and Advancement (IPA) office, a concise cover letter to accompany a friendly questionnaire.
3.6 Data Analysis Methods

Data editing and coding was done by the researcher to reduce on errors during the data entry stage and ensure that clean data is used for analysis. The data from the pilot and the actual project was entered into Statistical Program for Social Sciences (SPSS) by the researcher as the data was received. Descriptive analysis was applied on the data to present statistics of percentage frequencies, means and standard deviations which were presented using tables and figures to facilitate the ease in the understanding ability, analysis and interpretation of the results. Inferential analysis of correlation and regression analysis was done to determine the effects of brand equity, change management and communication on organizational culture. The regression model shown below was used to determine the effect of rebranding on organizational culture.

\[ y = \beta_0 + \beta_1 x_1, i = 1,2,3 \]

Where;
\[ y = \text{Organizational Culture} \]
\[ x_1 = \text{Brand equity} \]
\[ x_2 = \text{Internal and External Communication} \]
\[ x_3 = \text{Change Management} \]

3.7 Chapter Summary

The purpose of this chapter was to describe the overall research design used and define the population and sampling plan. The data collection methods and research procedures applied have been described, along with the data analysis methods applied. It chapter also looks at the data collection tool used to obtain information to answer the research questions that are the basis of this project and it also provides an explanation of the statistical procedures used to analyze the data. The analysis of the data was relevant to USIU-Africa in determining the long term effects of rebranding and organizational culture to the institution at the present and for the future. Chapter four presents the study findings and interpretations that were collected using the questionnaires administered.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

In this chapter, the results and findings of the study are presented. Descriptive analysis of the demographic data are presented first, followed by the results of the first, second and third research questions respectively.

4.1.1 Response Rate

Out of the three hundred and eighty three (383) questionnaires that were distributed for data collection, 287 individuals filled and submitted the questionnaire, representing a response rate of 74.9%. The demographic data was analyzed in terms of type of respondent, age, academic qualification which enabled deeper understanding of branding and organizational culture. Figure 4.1 depicts response rate of the study’s data collection tool.

![Figure 4.1: Response Rate](image)

4.2 Demographics

The first part of the questionnaire sought to find out some of the basic information of the respondents. The following are some the results that were obtained with regard to the general information about the type of the respondent, classification of respondents by age, respondents level of education, year of graduation for the alumni of USIU-Africa, respondents’ number of years of working at USIU-Africa for staff and faculty only, and the respondents gender.
4.2.1 Type of the Respondent
Figure 4.2 shows the results obtained when the respondents were asked to indicate their association with USIU-Africa; 70% indicated that they were USIU-Africa students, 21.3% indicated they were USIU-Africa’s alumni, 5.2% were staff, and 3.5% indicated that they were staff.

![Figure 4.2: Type of Respondent](image)

4.2.2 Classification of Respondents by Age
The respondents were asked to indicate their age. Majority of respondents 48.4% were in the age bracket 17-25 years, followed by 22.6% that were above the age of 51 years, 21.3% were in the 26-40 year age bracket, and only 7.7% were in the 41-50 year age bracket as indicated on Figure 4.3.

![Figure 4.2: Age Bracket of Respondent](image)
4.2.3 Respondents Level of Education

Figure 4.4 represent the findings on the respondents’ level of education. Most of the respondents 66.9% were undergraduates or were at the time perusing their undergraduate degree, 21.6% had attained their Master’s degrees or were at the time perusing their Master’s degree, 8% had attained their doctorate degrees, and 3.5% had attained their PhDs or were at the time perusing their PhD.

Figure 4.4: Respondents Level of Education

4.2.4 Year of Graduation for USIU-Africa Alumni

The alumni respondents were requested to indicate the year that they graduated. The findings in Figure 4.5 indicates that most of the USIU-Africa alumni 31.2% had graduated between 1995-2005, 29.5% were grandaunts of 2006-2014, 26.2% were grandaunts of 1984-1994, and 13.1% were grandaunts of 1973-1983.

Figure 4.5: Year of Graduation for USIU-Africa Alumni
4.2.5 Staff and Faculty Number of Years of Working at USIU-Africa
The respondents who were working for USIU-Africa were asked to indicate the number of years they had worked for the university. The findings shows that most of the respondents 40% had worked for USIU-Africa for 16 years and above, 24% had equally worked for 6-10 years and 11-15 years respectively, and 12% had worked for USIU-Africa for 0-5 years, as shown on Figure 4.6.

![Figure 4.6: Staff and Faculty Years Worked at USIU-Africa](image)

4.2.6 Respondents Gender
The respondents who participated in the study were asked to indicate their gender. The findings as indicated in Figure 4.7 shows that there were more male respondents 51.9% than female 48.1%.

![Figure 4.7: Respondents Gender](image)
4.3 Effect of Brand Equity on Organizational Culture

This section of the study sought to establish the effect of brand equity on organizational culture at USIU-Africa, in line with the first research question.

4.3.1 Descriptive Analysis for Brand Equity and Organizational Culture

The respondents were required to indicate the level of agreement with the measures of brand equity on a scale of 1 to 5. The scale respectively represented: strongly disagree, disagree, neutral, agree and strongly agree. The data was analysed using descriptive statistics of percentages the findings are shown in Table 4.1.

Table 4.1 indicates that majority of the respondents 43.9% disagreed to the old logo being about change, and that forward movement was and being relevant in the market (mean 2.73, standard deviation 1.315). The new logo being about change, forward movement and being relevant in the market was agreed to by 57.8% (mean 3.54, standard deviation 1.228). USIU-Africa brand is easily recognized was agreed to by 75.6% (mean 3.96, standard deviation 1.223). USIU-Africa has a positive brand name was agreed to by 77% (mean 4.07, standard deviation 1.217). The USIU-Africa brand being loyal, its interpersonal cohesion is traditional, with the aim to develop moral was agreed to by 71.7% (mean 3.85, standard deviation 1.260).

The USIU-Africa brand being flexible, takes risks with the aim to take advantage of new growth was agreed to by 65.8% (mean 3.69, standard deviation 1.239). The USIU-Africa brand being procedural, with the aim to ensure operations are smooth was agreed to by 66.2% (mean 3.72, standard deviation 1.173). The USIU-Africa brand being goal oriented with the aim to establish market superiority was agreed to by 69.6% (mean 3.85, standard deviation 1.194). USIU-Africa brand reflects me as an individual was agreed to by 65.8% (mean 3.68, standard deviation 1.268). USIU-Africa having the best service delivery was agreed to by 67.3% (mean 3.73, standard deviation 1.260). USIU-Africa appreciates its members of community was agreed to by 69.4% (mean 3.85, standard deviation 1.207). USIU-Africa values its stakeholders was agreed to by 69.7% (mean 3.81, standard deviation 1.183). USIU-Africa involving me in decision making was agreed to by 55.4% (mean 3.43, standard deviation 1.379).
Table 4.1: Descriptive Analysis for Brand Equity and Organizational Culture

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The old logo was about change, forward movement and being relevant in the market</td>
<td>24</td>
<td>19.9</td>
<td>26.1</td>
<td>18.8</td>
<td>11.1</td>
<td>2.73</td>
<td>1.315</td>
</tr>
<tr>
<td>The new logo is about change, forward movement and being relevant in the market</td>
<td>9.8</td>
<td>9.1</td>
<td>23.3</td>
<td>33.4</td>
<td>24.4</td>
<td>3.54</td>
<td>1.228</td>
</tr>
<tr>
<td>The USIU-Africa brand is easily recognized</td>
<td>8.4</td>
<td>5.2</td>
<td>10.8</td>
<td>33.4</td>
<td>42.2</td>
<td>3.96</td>
<td>1.223</td>
</tr>
<tr>
<td>USIU-Africa has a positive brand name</td>
<td>8.0</td>
<td>3.8</td>
<td>11.1</td>
<td>27.5</td>
<td>49.5</td>
<td>4.07</td>
<td>1.217</td>
</tr>
<tr>
<td>The USIU-Africa brand is loyal, its interpersonal cohesion is traditional, with the aim to develop moral</td>
<td>9.8</td>
<td>5.2</td>
<td>13.2</td>
<td>33.4</td>
<td>38.3</td>
<td>3.85</td>
<td>1.260</td>
</tr>
<tr>
<td>The USIU-Africa brand is flexible, takes risks with the aim to take advantage of new growth</td>
<td>10.1</td>
<td>5.9</td>
<td>18.1</td>
<td>36.2</td>
<td>29.6</td>
<td>3.69</td>
<td>1.239</td>
</tr>
<tr>
<td>The USIU-Africa brand is procedural, with the aim to ensure operations are smooth</td>
<td>8.0</td>
<td>6.3</td>
<td>19.5</td>
<td>38</td>
<td>28.2</td>
<td>3.72</td>
<td>1.173</td>
</tr>
<tr>
<td>The USIU-Africa brand is goal oriented with the aim to establish market superiority</td>
<td>8.0</td>
<td>4.5</td>
<td>17.8</td>
<td>33.4</td>
<td>36.2</td>
<td>3.85</td>
<td>1.194</td>
</tr>
<tr>
<td>USIU-Africa brand is reflects me as an individual</td>
<td>9.8</td>
<td>9.1</td>
<td>15.3</td>
<td>34.8</td>
<td>31</td>
<td>3.68</td>
<td>1.268</td>
</tr>
<tr>
<td>USIU-Africa has the best service delivery</td>
<td>9.8</td>
<td>7.3</td>
<td>15.7</td>
<td>34.5</td>
<td>32.8</td>
<td>3.73</td>
<td>1.260</td>
</tr>
<tr>
<td>USIU-Africa appreciates its members of community</td>
<td>8.7</td>
<td>3.5</td>
<td>18.5</td>
<td>32.8</td>
<td>36.6</td>
<td>3.85</td>
<td>1.207</td>
</tr>
<tr>
<td>USIU-Africa values its stakeholders.</td>
<td>8.4</td>
<td>4.5</td>
<td>17.4</td>
<td>37.3</td>
<td>32.4</td>
<td>3.81</td>
<td>1.183</td>
</tr>
<tr>
<td>USIU-Africa involves me in decision making</td>
<td>15.3</td>
<td>9.4</td>
<td>19.9</td>
<td>28.2</td>
<td>27.2</td>
<td>3.43</td>
<td>1.379</td>
</tr>
</tbody>
</table>
4.3.2 Correlation Analysis for Brand Equity Factors and Organizational Culture

Correlational analysis was used to find out if there was a relationship between brand equity factors and organizational culture. The findings from Table 4.2 shows that there was a strong and significant positive relationship between brand equity and organizational culture ($r=0.426$, p-value $< 0.01$). There was a strong and significant positive relationship between rebranding and organizational culture ($r=0.448$, p-value $< 0.01$). There was a strong and significant positive relationship between market orientation and organizational culture ($r=0.449$, p-value $< 0.01$).

Table 4.2: Correlations between Brand Equity Factors and Organizational Culture

<table>
<thead>
<tr>
<th></th>
<th>Organizational Culture</th>
<th>Brand Equity</th>
<th>Rebranding</th>
<th>Market Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture</td>
<td>1</td>
<td>.426**</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>Brand Equity</td>
<td>.426**</td>
<td>1</td>
<td>.778**</td>
<td>.655**</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.699**</td>
<td>.699**</td>
</tr>
<tr>
<td>Rebranding</td>
<td>.448**</td>
<td>.778**</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Market Orientation</td>
<td>.449**</td>
<td>.655**</td>
<td>.699**</td>
<td>1</td>
</tr>
</tbody>
</table>

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

4.3.3 Regression Analysis for Brand Equity and Organizational Culture

The study conducted a regression analysis to determine the effect of the independent variables on the dependent variable. A regression analysis was done to establish the effect of brand equity on organizational culture. The value of variance $R^2 = 0.182$ on Table 4.3, shows that 18.2% of the variance in organizational culture is explained by brand equity.

Table 4.3: Model Summary for Brand Equity and Organizational Culture

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.426</td>
<td>.182</td>
<td>.179</td>
<td>.73752</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Brand Equity
The values of $F (1, 285) = 63.275$, $P<0.01$ on Table 4.4, shows that brand equity is a statistically significant predictor of the organizational culture (i.e. the regression model is a good fit of the data). The value of brand equity is thus, statistically significant and it affects organizational culture.

**Table 4.4: ANOVA for Brand Equity and Organizational Culture**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>34.418</td>
<td>1</td>
<td>34.418</td>
<td>63.275</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>155.022</td>
<td>285</td>
<td>.544</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>189.440</td>
<td>286</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Brand Equity  
b. Dependent Variable: Organizational Culture

The regression model explaining the relationship between brand equity and organizational culture is shown on Table 4.5 and is given by:

\[
\text{Organizational Culture} = 2.398 + 0.386 \times \text{Brand Equity}
\]

The model shows that brand equity positively affects organizational culture, i.e. a unit mean index increase in brand equity increases the organizational culture by a positive unit mean index value of 0.386, percentage wise, it means that a unit of brand equity increases organizational culture by 38.6%.

**Table 4.5: Coefficients for Brand Equity and Organizational Culture**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.398</td>
<td>.181</td>
<td>13.212</td>
<td>.000</td>
</tr>
<tr>
<td>Brand Equity</td>
<td>.386</td>
<td>.049</td>
<td>.426</td>
<td>7.955</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Organizational Culture
4.4 Effect of Change Management on Organizational Culture

The second research question sought to establish the effect of change management process on organizational culture at USIU-Africa.

4.4.1 Descriptive Analysis for Change Management and Organizational Culture

The respondents were required to indicate the level of agreement with the measures of the effect of change management on a scale of 1 to 5. The scale respectively represented: strongly disagree, disagree, neutral, agree and strongly agree. The data was analysed using descriptive statistics of percentages the findings are shown in Table 4.6.

Table 4.6 shows that respondents were aware of the logo change process as agreed to by 46.4% and disagreed to by 38.4% (mean 3.00, standard deviation 1.286). The new logo shows the necessary change required by the university to remain premier as agreed to by 46.3% and disagreed to by 28.9% (mean 3.20, standard deviation 1.284). The new logo change has led to improved developments within the university as agreed to by 47.7% and disagreed to by 24.7% (mean 3.28, standard deviation 1.229).

USIU-Africa has the best building infrastructure as agreed to by 73.2% (mean 3.92, standard deviation 1.189). USIU-Africa has the best technological infrastructure as agreed to by 79.8% (mean 4.10, standard deviation 1.072). USIU-Africa has increased their visibility in Africa: newspapers, digital media and website as agreed to by 76.7% (mean 4.09, standard deviation 1.069). The changes implemented are beneficial to improve university performance as agreed to by 74.2% (mean 4.04, standard deviation 1.044).

USIU-Africa leaders are open to change as agreed to by 64.9% (mean 3.79, standard deviation 1.156). Respondents were encouraged to do things differently and improve on processes and procedures as agreed to by 70.1% (mean 3.77, standard deviation 1.172). Respondents have self-drive and initiative to improve the university as agreed to by 74.2% (mean 3.89, standard deviation 1.142).
Table 4.6: Descriptive Analysis for Change Management on Organizational Culture

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was aware of the logo change process</td>
<td>19.2</td>
<td>19.2</td>
<td>17.8</td>
<td>38</td>
<td>8.4</td>
<td>3.00</td>
<td>1.286</td>
</tr>
<tr>
<td>The new logo shows the necessary change required by the university to remain premier</td>
<td>14.3</td>
<td>14.6</td>
<td>24.7</td>
<td>29.6</td>
<td>16.7</td>
<td>3.20</td>
<td>1.284</td>
</tr>
<tr>
<td>The new logo change has led to improved developments within the university</td>
<td>11.8</td>
<td>12.9</td>
<td>27.5</td>
<td>31</td>
<td>16.7</td>
<td>3.28</td>
<td>1.229</td>
</tr>
<tr>
<td>USIU-Africa has the best building infrastructure</td>
<td>7.7</td>
<td>4.9</td>
<td>14.3</td>
<td>34.5</td>
<td>38.7</td>
<td>3.92</td>
<td>1.189</td>
</tr>
<tr>
<td>USIU-Africa has the best technological infrastructure</td>
<td>5.2</td>
<td>3.1</td>
<td>11.8</td>
<td>35.5</td>
<td>44.3</td>
<td>4.10</td>
<td>1.072</td>
</tr>
<tr>
<td>USIU-Africa has increased their visibility in Africa: newspapers, digital media and website</td>
<td>4.5</td>
<td>3.5</td>
<td>15.3</td>
<td>32.1</td>
<td>44.6</td>
<td>4.09</td>
<td>1.069</td>
</tr>
<tr>
<td>The changes implemented are beneficial to improve university performance</td>
<td>4.2</td>
<td>2.8</td>
<td>18.8</td>
<td>33.1</td>
<td>41.1</td>
<td>4.04</td>
<td>1.044</td>
</tr>
<tr>
<td>USIU-Africa leaders are open to change</td>
<td>6.6</td>
<td>5.6</td>
<td>23</td>
<td>32.1</td>
<td>32.8</td>
<td>3.79</td>
<td>1.156</td>
</tr>
<tr>
<td>I am encouraged to do things differently and improve on processes and procedures</td>
<td>8</td>
<td>6.3</td>
<td>15.7</td>
<td>40.8</td>
<td>29.3</td>
<td>3.77</td>
<td>1.172</td>
</tr>
<tr>
<td>I have self-drive and initiative to improve the university</td>
<td>7.3</td>
<td>4.5</td>
<td>13.9</td>
<td>40.8</td>
<td>33.4</td>
<td>3.89</td>
<td>1.142</td>
</tr>
</tbody>
</table>

4.4.2 Correlation Analysis for Change Management and Organizational Culture
Correlational analysis was used to find out if there was a relationship between change management factors and organizational culture. The findings from Table 4.7 shows that there was a strong and significant positive relationship between change management and
organizational culture (r=0.475, p-value<0.01). There was a strong and significant positive relationship between forces of change and organizational culture (r=0.497, p-value<0.01). There was a strong and significant positive relationship between resistance to change and organizational culture (r=0.591, p-value<0.01).

**Table 4.7: Correlations between Change Management and Organizational Culture**

<table>
<thead>
<tr>
<th></th>
<th>Organizational Culture</th>
<th>Change Management</th>
<th>Forces of Change</th>
<th>Resistance to Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change Management</td>
<td>.475**</td>
<td>1</td>
<td>.566**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td></td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>Forces of Change</td>
<td>.497**</td>
<td>.566**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resistance to Change</td>
<td>.591**</td>
<td>.577**</td>
<td>.631**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

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

**4.4.3 Regression Analysis for Change Management and Organizational Culture**

The study conducted a regression analysis to determine the effect of the independent variables on the dependent variable. A regression analysis was done to establish the effect of change management on organizational culture. The value of variance $R^2 = 0.225$ on Table 4.8, shows that 22.5% of the variance in organizational culture is explained by change management.

**Table 4.8: Model Summary for Change Management and Organizational Culture**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.475</td>
<td>.225</td>
<td>.223</td>
<td>.71763</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Change Management

The values of $F (1, 285) = 82.853$, $P<0.01$ on Table 4.9, shows that change management is a statistically significant predictor of the organizational culture (i.e. the regression model is a good fit of the data). The value of change management is thus, statistically significant and it affects organizational culture.
Table 4.9: ANOVA for Change Management and Organizational Culture

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>42.668</td>
<td>1</td>
<td>42.668</td>
<td>82.853</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>146.772</td>
<td>285</td>
<td>.515</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>189.440</td>
<td>286</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Change Management
b. Dependent Variable: Organizational Culture

The regression model explaining the relationship between change management and organizational culture is shown on Table 4.10 and is given by:

\[
\text{Organizational Culture} = 2.314 + 0.444 \times \text{Change Management}
\]

The model shows that change management positively affects organizational culture, i.e. a unit mean index increase in change management increases the organizational culture by a positive unit mean index value of 0.444, percentage wise, it means that a unit of change management increases organizational culture by 44.4%.

Table 4.10: Coefficients for Change Management and Organizational Culture

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.314</td>
<td>.169</td>
<td>.169</td>
<td>13.721</td>
</tr>
<tr>
<td>Change Management</td>
<td>.444</td>
<td>.049</td>
<td>.475</td>
<td>9.102</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Organizational Culture

4.5 Effect of Organizational Communication on Organizational Culture

The third research question sought to establish the effect of the impact of external and internal communication on organizational culture at USIU-Africa.

4.5.1 Descriptive Analysis of Communication on Organizational Culture

The respondents were required to indicate the level of agreement with the measures of the effect of organizational communication on a scale of 1 to 5. The scale respectively represented: strongly disagree, disagree, neutral, agree and strongly agree. The data was analysed using descriptive statistics of percentages the findings are shown in Table 4.11.
Table 4.11: Descriptive Analysis for Communication and Organizational Culture

<table>
<thead>
<tr>
<th></th>
<th>SD D N A SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university effectively promotes/advertises its products and services to outside consumers.</td>
<td>5.2 12.9 16 34.8 31</td>
<td>3.74</td>
<td>1.179</td>
</tr>
<tr>
<td>USIU-Africa is viewed as a premier university by external consumers.</td>
<td>5.2 6.6 15.7 35.2 37.3</td>
<td>3.93</td>
<td>1.124</td>
</tr>
<tr>
<td>USIU-Africa has a positive image among stakeholders</td>
<td>5.6 5.2 17.4 33.8 38</td>
<td>3.93</td>
<td>1.125</td>
</tr>
<tr>
<td>USIU-Africa logo change was communicated effectively to external consumers.</td>
<td>13.6 8.4 23 32.1 23</td>
<td>3.43</td>
<td>1.301</td>
</tr>
<tr>
<td>I frequently share information with the communications department that can assist in improving the image of the university</td>
<td>14.6 15.7 27.5 25.8 16.4</td>
<td>3.14</td>
<td>1.282</td>
</tr>
<tr>
<td>I receive information about USIU-Africa about management actions, accomplishments and/or failures before I hear the information in the news or from an outsider</td>
<td>14.6 13.2 22 31.7 18.5</td>
<td>3.26</td>
<td>1.308</td>
</tr>
<tr>
<td>I am satisfied with the amount and quality of information I get about university activities</td>
<td>10.5 15 20.6 37.6 16.4</td>
<td>3.34</td>
<td>1.219</td>
</tr>
<tr>
<td>Information within the university in different departments or offices is consistent and accurate</td>
<td>10.5 11.8 21.6 37.3 18.8</td>
<td>3.42</td>
<td>1.220</td>
</tr>
<tr>
<td>The information shared by USIU-Africa makes me feel part of the family</td>
<td>8 10.5 21.6 36.9 23</td>
<td>3.56</td>
<td>1.183</td>
</tr>
<tr>
<td>I believe that my actions impact on the image of the university</td>
<td>7.7 6.3 17.4 34.1 34.5</td>
<td>3.82</td>
<td>1.196</td>
</tr>
</tbody>
</table>

Table 4.11 shows that the university effectively promotes/advertises its products and services to outside consumers as agreed to by 65.8% (mean 3.74, standard deviation 1.179). USIU-Africa is viewed as a premier university by external consumers as agreed to
by 72.5% (mean 3.93, standard deviation 1.124). USIU-Africa has a positive image among stakeholders as agreed to by 71.8% (mean 3.93, standard deviation 1.125). USIU-Africa logo change was communicated effectively to external consumers as agreed to by 55.1% (mean 3.43, standard deviation 1.301).

Respondents frequently share information with the communications department that can assist in improving the image of the university as agreed to by 42.2% and disagreed by 30.3 (mean 3.14, standard deviation 1.282). Respondents receive information about USIU-Africa about management actions, accomplishments and/or failures before they hear the information in the news or from an outsider as agreed to by 50.2% (mean 3.26, standard deviation 1.308). Respondents were satisfied with the amount and quality of information they got about university activities as agreed to by 54% (mean 3.34, standard deviation 1.219).

Information within the university in different departments or offices is consistent and accurate as agreed to by 56.1% (mean 3.42, standard deviation 1.220). The information shared by USIU-Africa makes respondents feel as part of the family as agreed to by 59.9% (mean 3.56, standard deviation 1.183). Respondents believe that their actions impact on the image of the university as agreed to by 68.6% (mean 3.82, standard deviation 1.196).

4.5.2 Correlation Analysis for Communication and Organizational Culture
Correlational analysis was used to find out if there was a relationship between organizational communication and organizational culture. The findings from Table 4.12 shows that there was a strong and significant positive relationship between organizational communication and organizational culture (r=0.532, p-value<0.01). There was a strong and significant positive relationship between communication of brand awareness and organizational culture (r=0.596, p-value<0.01).
Table 4.12: Correlations between Communication and Organizational Culture

<table>
<thead>
<tr>
<th></th>
<th>Organizational Culture</th>
<th>Organizational Communication</th>
<th>Communication of Brand Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>.532**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Communication of Brand Awareness</td>
<td>.596**</td>
<td>.658**</td>
<td>1</td>
</tr>
</tbody>
</table>

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

4.5.3 Regression Analysis for Communication and Organizational Culture

The study conducted a regression analysis to determine the effect of the independent variables on the dependent variable. A regression analysis was done to establish the effect of organizational communication on organizational culture. The value of variance $R^2 = 0.283$ on Table 4.13, shows that 28.3% of the variance in organizational culture is explained by change management.

Table 4.13: Model Summary for Communication and Organizational Culture

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.532</td>
<td>.283</td>
<td>.281</td>
<td>.69021</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Organizational Communication

The values of $F (1, 285) = 112.656$, $P<0.01$ on Table 4.14, shows that organizational communication is a statistically significant predictor of the organizational culture (i.e. the regression model is a good fit of the data). The value of organizational communication is thus, statistically significant and it affects organizational culture.

Table 4.14: ANOVA for Communication and Organizational Culture

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>53.668</td>
<td>1</td>
<td>53.668</td>
<td>112.656</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>135.771</td>
<td>285</td>
<td>.476</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>189.440</td>
<td>286</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Organizational Communication
b. Dependent Variable: Organizational Culture
The regression model explaining the relationship between organizational communication and organizational culture is shown on Table 4.15 and is given by:

\[
\text{Organizational Culture} = 2.078 + 0.474 \times \text{Organizational Communication}
\]

The model shows that organizational communication positively affects organizational culture, i.e. a unit mean index increase in organizational communication increases the organizational culture by a positive unit mean index value of 0.474, percentage wise, it means that a unit of organizational communication increases organizational culture by 47.4%.

**Table 4.15: Coefficients for Communication and Organizational Culture**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>2.078</td>
<td>.167</td>
<td>12.428</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.474</td>
<td>.045</td>
<td>.532</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Organizational Culture

**4.6 Chapter Summary**

In this chapter, the results and findings of the study have been presented. Descriptive analysis of the demographic data have been presented first, this was followed by the results of the first, second and third research questions respectively.
CHAPTER FIVE
5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
In this chapter, the researcher provides a discussion on the findings of the research compared to the findings in the literature review, the summary of the study and recommendations on effects of rebranding on organizational culture. The conclusion is based on the discussion of the research questions.

5.2 Summary
The purpose of the study was to investigate the effect of rebranding on organizational culture among private universities in Kenya with a main focus on USIU-Africa. The study was guided by research questions that sought to examine the effect of brand equity on organizational culture, examine the effect of change management on organizational culture, and determine the effect of organizational communication on organizational culture.

The study utilized descriptive research design. The target population in this study was all USIU-Africa alumni, staff, faculty and students as at 2016 who were 9,016 in total. The sample frame for the study was the USIU-Africa fact sheet (2016) and was obtained from the university’s website. The sampling technique applied for this study was stratified random sampling method, because of the different categories that made up the university community. The sample size was derived from Yamane (1967) formula, which guided the selection of the appropriate sample size of 383 respondents. Primary data collection was utilized and collected through the administration of mainly pre-tested structured questionnaires. Data was analyzed using the Statistical Program for Social Sciences (SPSS). Descriptive and inferential analysis were applied on the data to determine the effects of brand equity, change management and communication on organizational culture, and these were presented in the form of tables and figures.

The study showed that the need for the university’s logo to change was relevant in the market in order to make the institution’s brand recognizable in the market. USIU-Africa had a positive brand name which aimed at taking the advantage of its new growth. The study indicated that USIU-Africa’s brand was procedural, to ensure operations were
smooth as well as goal oriented with the aim of establishing market superiority. The university’s brand reflected its community as well as its service delivery. The institution appreciates its community members and it also values its stakeholders, thus it ensures that they are involved in its decision making process.

The study revealed that the university community (staff, faculty, students and alumni) were aware of the logo change process and they agreed that the new logo showed the necessary changes required by the university to remain a premier institution. The new logo change had led to improved developments within the university since it had the best building infrastructure and technological infrastructure which had increased its visibility in Africa because the changes implemented were beneficial to improve the university’s performance. USIU-Africa leaders were open to change, and they encouraged stakeholders to do things differently and improve on processes and procedures because they had the self-drive and initiative to improve the university.

The study showed that the university effectively promoted its products and services to outside consumers even though it was viewed as a premier university by external consumers. The university had a positive image among stakeholders and its logo change was communicated effectively to external consumers. The university community (staff, faculty, students and alumni) frequently shared information with the communications department that assisted in improving the image of the university, and they receive information about the university about management actions, accomplishments and/or failures before they heard it from other sources, facilitating, their satisfaction with the amount and quality of information they got about university activities.

5.3 Discussions
5.3.1 Effect of Brand Equity on Organizational Culture
USIU-Africa’s old logo was not about change, and forward movement, and was not relevant in the market, while the new logo was about change, forward movement and being relevant in the market. Similar observations were made by Nov (2012) who while studying the logo change of Stanford university realized that the logo did not reflect well on digital mediums the font was too thin and fine. The new logo was developed with the
university’s architecture in mind, the modern mediums it will be used with and the licensing of the trademark font that cannot be replicated by other academic institutions.

USIU-Africa brand is easily recognized. This concurs with Toyota (1997) who note that a company can be compelled to change the name of an internationally recognized brand, and after rebranding of the product, the company realized a steady growth in the number of persons who purchased the product. USIU-Africa has a positive brand name. This agrees with Kapferer (1998) and Keller (2012) who state that, a fundamental premise underpinning marketing education and practice is that strong brands are built through many years of sustained investment in a brand name which, if well judged, will yield a loyal consumer franchise, higher margins and a continuing stream of income for the brand owner.

The USIU-Africa brand is loyal, its interpersonal cohesion is traditional, with the aim to develop moral. This concurs with Keller (2012) who observed that, when you have strong brand equity, your customers will buy more from you, they will recommend you to other people, they are more loyal, and you are less likely to lose them to competitors. The USIU-Africa brand is flexible, takes risks with the aim to take advantage of new growth, and according to Aaker (1996) a good brand is distinctive, relevant, memorable and flexible to the consumers and to the employees.

The USIU-Africa brand is procedural, with the aim to ensure operations are smooth, and it is goal oriented with the aim to establish market superiority. This is in tandem with Tsai and University of Chicago (2013) conducted research on the effect of brand equity on organizational culture and found that brand equity determines the way everything is conducted in different sectors of the industry.

USIU-Africa brand reflects the community as individuals. This agrees with Lovelock et al. (2007) have noted that in a well-managed organization, the corporate brand is easily recognized by the customer and has meaning to the customer and consistently ensures that the brand promise and benefits are always delivered. USIU-Africa has the best service delivery. This concurs with Malcolm (2013) who strongly highlights that branding is the single most important element in relation to corporate success. This is linked to the
fact that it is the epitome of consumers’ perception of the product or service being presented to them for consumption.

USIU-Africa appreciates its members of the community. This results agree with those of Malcolm (2013) who states that, the pool of knowledge and competencies possessed by the existing workforce ought to be listed among internal forces that drive companies to transform their brands. USIU-Africa values its stakeholders, and involves the community in decision making. This disagrees with Lunenburg (2010) who states that, organization members may feel change will diminish their decision-making authority, accessibility to information, autonomy, and the inherent characteristics of the job.

5.3.2 Effect of Change Management on Organizational Culture

USIU-Africa community were aware of the logo change process. This is compatible with findings by Wood et al. (2010), that, when two successful change management strategies are utilized and planned, including effective communication strategies, operational alignment, readiness to change and implementation, these assist to lower and overcome resistance to change.

The new logo shows the necessary change required by the university to remain premier. According to Holt (2003), branding is a key element for effective change in any organization. It usually holds the physical visible component of change, and it shapes the users perception of the organization, since branding process can also be seen though the organization name change or logo change.

The new logo change has led to improved developments within the university. This is confirmed by Aaker (1996) who defines that a brand is the organizations identify that carries a persona that is visible and felt by the external and internal audiences. A good brand evokes positive feels and association from all audience. If a brand does not evoke positive feelings or association will begin to lead to brand dilution and over time will not be able to compete effectively (Jobber, 2012).

USIU-Africa has the best building infrastructure and the best technological infrastructure. This is confirmed by Lunenburg (2010) who states that, in a university education
environment the leader’s has to continuously content with change (change in the physical environment, change in curriculum, change in faculty and staff, change in student body, unexpected change and change in the accreditation process of universities and degree programs).

USIU-Africa has increased their visibility in Africa: newspapers, digital media and website. This concurs with Holt (2003) who states that, branding usually holds the physical visible component of change. Aaker (1996) defines that a brand is the organizations identify that carries a persona that is visible and felt by the external and internal audiences. A good brand evokes positive feels and association from all audience.

The changes implemented are beneficial to improve university performance. Marzano and Waters (2010) observed that, the Vice Chancellor must be the primary catalyst for the change to be both positive, impactful and lasting. According to Cummings and Worley (2009), the movement of the organization from the current state towards a more desired state that will increase its effectiveness and competitive advantage. USIU-Africa leaders are open to change. This agrees with Jaworski and Kohli (1993) endorse the importance of leadership in their analysis of the antecedents of market orientation because of leaders’ ability to stimulate an external focus ‘through continual reminders to employees that it is critical for them to be sensitive and responsive to market development’.

USIU-Africa’s community is encouraged to do things differently and improve on processes and procedures. This coincide with Kotter (2012), that for the process to be a success the people running the process internally in the organization have to believe and be committed to the need to rebrand and live the narrative of the organization. USIU-Africa’s community has the self-drive and initiative to improve the university. This relates with observations made by Antorini and Andersen (2005), that, brand equity is about building value and this is achieved in an organization that has a culture that is oriented towards its customers. It is important to note that culture drives behavior, but behavior also drives culture.
5.3.3 Effect of Organizational Communication on Organizational Culture
The university effectively promotes/advertises its products and services to outside consumers. This concurs with Juris (2004) who states that, external communication is the sharing of information between an organization and the company's outside environment. Kotler and Keller (2012) state that, the external environment can include customers, potential customers, suppliers, investors, shareholders, and society at large. USIU-Africa is viewed as a premier university by external consumers. This agrees with Wong and Merrilees (2008) who have noted that by efficiently and coherently communicating the brand to all its stakeholder groups the organization is able to maximize brand equity. According to Reid (2002) and Holt (2003), every interaction with the stakeholders influences brand equity and increases the brands awareness and increases it as the more positive the experience, the stronger the brand is and the more positive a reputation the organization has.
USIU-Africa has a positive image among stakeholders. This agrees with Aaker (2008) who states that, brand awareness can be explained as the degree of consumers’ experience with a brand. Keller (2012) affirmed that brand awareness is a very important element of brand equity. Percy and Rossiter (1992) explain brand awareness as the ability of consumers to differentiate a brand amongst other brand. USIU-Africa logo change was communicated effectively to external consumers. This results agree with Cornelissen (2011), that, corporate communication is seen to be important in terms of its roles of maintaining favorable inter-organizational relationships with networks and groups that the company is dependent); evaluating social trends and formulating corporate policies that can help the company innovate and proactively adapt to changes in society.

The USIU-Africa’s community frequently shares information with the communications department that can assist in improving the image of the university. This concurs with Kitchen and de Pelsmacker (2004) who state that, it is important to note how to integrate all communications under one unique strategy so to support marketing activities and to necessity to understand consumers and suppliers, how their communication and identity is related with the communication and identity of the company, and also deeply to understand consumers’ values and their affinity to corporate brands. The USIU-Africa’s community receives information about management actions, accomplishments and/or failures before they hear the information in the news or from an outsider. This concurs
with Illia and Balmer (2012), that corporate communications represents one type of institutional reality. This is a reality that needs to be in alignment with institutional reality, corporate culture, stakeholder perception(s), corporate strategy, and management vision.

The USIU-Africa’s community was satisfied with the amount and quality of information they got about university activities. This agrees with Balmer and Gray (2003) who concluded that corporate communication should not merely be viewed as a functional activity but a strategic activity and it also take into account that communications effects not only of formal communications channels but also that of products, services, management actions, and corporate behavior. Information within the university in different departments or offices is consistent and accurate. According to Illia and Balmer (2012), note the importance of and argue for the need to consider both horizontal and vertical modes of communication integration in terms of congruency not only through channels but – sometimes – over time.

The information shared by USIU-Africa makes its community feel as part of the family, and that, USIU-Africa’s community believes that their actions impact on the image of the university. This results agree with Illia and Balmer (2012) that, it is vital to understand organizations per se and all gaps related to its actions and communications. The company is not treated as a black box; the company and its internal and external dynamics are the main focus.

5.4 Conclusions

5.4.1 Effect of Brand Equity on Organizational Culture

The study concludes that the need for the university’s logo to change was relevant in the market in order to make the institution’s brand recognizable in the market. USIU-Africa had a positive brand name which aimed at taking the advantage of its new growth. The study concludes that USIU-Africa’s brand was procedural, to ensure operations were smooth as well as goal oriented with the aim of establishing market superiority. The university’s brand reflected its community as well as its service delivery. It can be concluded that the institution appreciates its community members and it also values its stakeholders, thus it ensures that they are involved in its decision making process.
5.4.2 Effect of Change Management on Organizational Culture

The study concludes that the university community (staff, faculty, students and alumni) were aware of the logo change process and they agreed that the new logo showed the necessary changes required by the university to remain a premier institution. The new logo change had led to improved developments within the university since it had the best building infrastructure and technological infrastructure which had increased its visibility in Africa because the changes implemented were beneficial to improve the university’s performance. The study concludes that USIU-Africa leaders were open to change, and they encouraged stakeholders to do things differently and improve on processes and procedures because they had the self-drive and initiative to improve the university.

5.4.3 Effect of Organizational Communication on Organizational Culture

From the study findings, it can be concluded that the university effectively promoted its products and services to outside consumers even though it was viewed as a premier university by external consumers. The university had a positive image among stakeholders and its logo change was communicated effectively to external consumers. The university community (staff, faculty, students and alumni) frequently shared information with the communications department that assisted in improving the image of the university, and they receive information about the university about management actions, accomplishments and/or failures before they heard it from other sources, facilitating, their satisfaction with the amount and quality of information they got about university activities. The study concludes that information within the university in different departments or offices was consistent and accurate, and it was shared communally to make everyone feel as part of the family, and as a result, the whole USIU-Africa community believed that their actions impacted on the image of the university.

5.5 Recommendations

5.5.1 Recommendations for improvement

5.5.1.1 Effect of Brand Equity on Organizational Culture

The study recommends USIU-Africa management to ensure that its rebranding efforts are focused on re-enforcing the USIU-Africa’s brand through a better position by not only improving on the brand’s power, but also aligning it to the efforts that will sustain an attractive reputation.
5.5.1.2 Effect of Change Management on Organizational Culture
The study recommends USIU-Africa management to ensure that all stakeholders are involved during its change management process. They should also ensure that they listen to the views of its stakeholders so as to avert a situation where their changes are received negatively and thus leading the change in being detrimental to the organization.

5.5.1.3 Effect of Organizational Communication on Organizational Culture
The study recommends USIU-Africa management to ensure that its corporate communication facilitates a satisfactory inter-organizational relationships within the institution. This may facilitate the management to become aware of the emerging social trends, and thus, formulate corporate policies that can help the institution innovate and proactively adapt to changes in the society.

5.5.2 Recommendations for Further Study
The current study investigated on the effects of rebranding on organizational culture. The study recommends that future researchers can carry out a study on how the brand power can be used to influence more publics and at the same time have a proposed working trickle-down effect from employees in regards to brand equity and compare the similarities or differences of the results in the institutions of higher learning. The products and services should be put out as unique and reliable with respect to customer needs and satisfaction. Future research should not be biased as is the case with current research. There is need to pay more attention on the areas that have not been fully exploited as far the discussion on similar subject matter is concerned.
REFERENCES


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Teh, G. M. (2009). *Rebranding and Impact toward Brand Equity?* School of Business Infrastructure, Kuala Lumpur Infrastructure University College


APPENDICES
APPENDIX I: RESEARCH QUESTIONNAIRE COVER LETTER

October 23rd, 2016.

To whom it may concern,

RE: REQUESTING PARTICIPATION IN SURVEY

As part of the partial completion of the requirements for the Masters in Management and Organizational Development at the United States International University-Africa, I would like for you to participate in this questionnaire. This questionnaire will analyze best way to facilitate this change through communication. This activity will assist the university to make informed decisions on how to successfully implement this change. The questionnaire will focus in 3 key areas: Brand Equity; Change Management, External and Internal Communication and Organizational Culture.

This is therefore to request you to kindly complete the short questionnaire that we have sent in the hands of our assistant and return for analysis.

Your continued support is highly appreciated.

Yours sincerely,

Jane Muriithi-Thomas
MOD Student
United States International University-Africa
APPENDIX II: QUESTIONNAIRE

This questionnaire seeks to assess the effect of rebranding on organizational culture at United States International University-Africa (USIU-Africa). All the information you provided will be treated with confidentiality and used for academic purposes ONLY. Your support in this study is highly appreciated and your feedback is very important to us.

*Please take a few minutes to complete this questionnaire.*

**SECTION A: DEMOGRAPHIC INFORMATION**

*Please tick appropriately*

1. **Type of respondent**
   - [ ] Alumni
   - [ ] Faculty
   - [ ] Staff
   - [ ] Students

2. **Age bracket of respondent (to the nearest full year)**
   - [ ] 17-25 years
   - [ ] 26-40 years
   - [ ] 41-50 years
   - [ ] Above 50 years

3. **Highest Education Level of respondent**
   - [ ] Undergraduate or Currently perusing Undergraduate degree
   - [ ] Masters Level or Currently pursuing a Master’s degree
   - [ ] Doctoral Level or Currently pursuing a Doctoral degree

Any other please specify .................................................................

4. **Year of graduating for Alumni from USIU-Africa**
   - [ ] 1984-1994
   - [ ] 1995-2005
   - [ ] 2006-2014

5. **Years worked for Faculty and Staff at USIU-Africa**
   - [ ] 0-5 Years
   - [ ] 6-10 Years
   - [ ] 11-15 Years
   - [ ] Above 16 Years

6. **Gender of respondent**
   - [ ] Male
   - [ ] Female
SECTION B: BRAND EQUITY

Brand equity is the perception that individual have of USIU-Africa in comparison to its competitors in the market.

Please state the extent to which you agree or disagree with the following statements regarding brand equity and its effect on organizational culture.

[[1 strongly Disagree], [2 Disagree], [3 Neutral], [4 Agree] and [5 strongly Agree]]

<table>
<thead>
<tr>
<th>BRAND EQUITY ON ORGANIZATIONAL CULTURE</th>
<th>LEVELS OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The old logo was about change, forward movement and being relevant in the market.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. The new logo is about change, forward movement and being relevant in the market.</td>
<td></td>
</tr>
<tr>
<td>3. The USIU-Africa brand is easily recognized.</td>
<td></td>
</tr>
<tr>
<td>4. USIU-Africa has a positive brand name.</td>
<td></td>
</tr>
<tr>
<td>5. The USIU-Africa brand is loyal, its interpersonal cohesion is traditional, with the aim to develop moral</td>
<td></td>
</tr>
<tr>
<td>6. The USIU-Africa brand is flexible, takes risks with the aim to take advantage of new growth</td>
<td></td>
</tr>
<tr>
<td>7. The USIU-Africa brand is procedural, with the aim to ensure operations are smooth</td>
<td></td>
</tr>
<tr>
<td>8. The USIU-Africa brand is goal oriented with the aim to establish market superiority</td>
<td></td>
</tr>
<tr>
<td>9. USIU-Africa brand is reflects me as an individual.</td>
<td></td>
</tr>
<tr>
<td>10. USIU-Africa has the best service delivery.</td>
<td></td>
</tr>
<tr>
<td>11. USIU-Africa appreciates its members of community.</td>
<td></td>
</tr>
<tr>
<td>12. USIU-Africa values its stakeholders.</td>
<td></td>
</tr>
<tr>
<td>13. USIU-Africa involves me in decision making.</td>
<td></td>
</tr>
</tbody>
</table>

14. How else has brand equity affected USIU-Africa organization Culture?
SECTION C: CHANGE MANAGEMENT

Change management is the process of identifying and implementing procedures that are utilized by an organization to remain relevant and have a competitive edge.

Please state the extent to which you agree or disagree with the following statements regarding outsourcing of computer maintenance services and operating cost.

{[1 strongly Disagree], [2 Disagree], [3 Neutral], [4 Agree] and [5 strongly Agree]}

<table>
<thead>
<tr>
<th>CHANGE MANAGEMENT PROCESS ON ORGANIZATIONAL CULTURE</th>
<th>LEVELS OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was aware of the logo change process</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. The new logo shows the necessary change required by the university to remain premier</td>
<td></td>
</tr>
<tr>
<td>3. The new logo change has led to improved developments within the university</td>
<td></td>
</tr>
<tr>
<td>4. USIU-Africa has the best building infrastructure</td>
<td></td>
</tr>
<tr>
<td>5. USIU-Africa has the best technological infrastructure</td>
<td></td>
</tr>
<tr>
<td>6. USIU-Africa has increased their visibility in Africa: newspapers, digital media and website</td>
<td></td>
</tr>
<tr>
<td>7. The changes implemented are beneficial to improve university performance</td>
<td></td>
</tr>
<tr>
<td>8. USIU-Africa leaders are open to change</td>
<td></td>
</tr>
<tr>
<td>9. I am encouraged to do things differently and improve on processes and procedures</td>
<td></td>
</tr>
<tr>
<td>10. I have self-drive and initiative to improve the university</td>
<td></td>
</tr>
</tbody>
</table>

11. How else has the change management process affected the USIU-Africa’s culture?

________________________________________________________________________________________

________________________________________________________________________________________

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SECTION D: ORGANIZATIONAL COMMUNICATION
External and internal communication is interacting with external and internal consumers effectively and efficiently.

Please state the extent to which you agree or disagree with the following statements regarding external communication by USIU-Africa.

{[1 strongly Disagree], [2 Disagree], [3 Neutral], [4 Agree] and [5 strongly Agree]}

<table>
<thead>
<tr>
<th>EXTERNAL AND INTERNAL COMMUNICATION ON ORGANIZATION CULTURE</th>
<th>LEVELS OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The university effectively promotes/advertises its products and services to outside consumers.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. USIU-Africa is viewed as a premier university by external consumers.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. USIU-Africa has a positive image among stakeholders</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. USIU-Africa logo change was communicated effectively to external consumers.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I frequently share information with the communications department that can assist in improving the image of the university</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I receive information about USIU-Africa about management actions, accomplishments and/or failures before I hear the information in the news or from an outsider</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I am satisfied with the amount and quality of information I get about university activities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Information within the university in different departments or offices is consistent and accurate</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. The information shared by USIU-Africa makes me feel part of the family</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. I believe that my actions impact on the image of the university</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
11. Pick the **most frequent source** of information you received about USIU-Africa

| ☐ Radio | ☐ Newspaper/Magazine | ☐ Website | ☐ TV | ☐ Social Media |
| ☐ Word of Mouth | ☐ Notice Boards/E-boards | ☐ Billboard | ☐ Emails | ☐ Brochures |

12. Which are your **preferred source of information** for information about USIU-Africa.

| ☐ Radio | ☐ Newspaper/Magazine | ☐ Website | ☐ TV | ☐ Social Media |
| ☐ Word of Mouth | ☐ Notice Boards/E-boards | ☐ Billboard | ☐ Emails | ☐ Brochures |

**SECTION E: ORGANISATIONAL CULTURE**

Organizational culture is the shared beliefs, values and attributes that everyone in the organization adapts to.

Please state the extent to which you agree or disagree with the following statements regarding USIU-Africa organization culture from your general understanding.

{[1 strongly Disagree], [2 Disagree], [3 Neutral], [4 Agree] and [5 strongly Agree]}

<table>
<thead>
<tr>
<th>ORGANIZATIONAL CULTURE</th>
<th>LEVELS OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The main culture qualities of USIU-Africa are Teamwork, Sense of family, Participation</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. The main culture qualities of USIU-Africa are Creativity, Adaptability</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. The main culture qualities of USIU-Africa are Order, Rules &amp; Regulations, Uniformity</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. The main culture qualities of USIU-Africa are Competitiveness and Goal Achievement</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
5. I am committed to the positive reputation and growth of the university

6. My counterparts share and believe in the values of the university

7. The new logo/branding portrays a university that is constantly moving forward

8. The university students portray a university that is progressive

9. The university alumni portray a university that is progressive

10. Is change necessary for the university to continue to grow and have positive impact globally

11. What else describes the organization culture of USIU-Africa?

________________________________________________________________________

________________________________________________________________________

Thank you for your Participation!
APPENDIX III: COMMUNICATION AND BUSINESS ENVIRONMENTS

Source: From Balmer and Gray (1999, p. 175)