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Abstract

In Kenya, the pharmaceutical sector is vital to economic growth and healthcare delivery, making a substantial contribution to GDP and employment. However, it is also a fast-evolving sector that constantly faces challenges related to changes in health policies both within and outside Kenya. Yet, not studies have explored the interplay of continuous learning and change management in this particular sector. Therefore, this study examined how ongoing learning affects the application of change management in Kenyan pharmaceutical companies. Anchored on Lewin's Change Theory, the study employed a descriptive survey design, targeting 1,746 managers drawn from 586 registered pharmaceutical companies. A stratified random sample of 325 managers was surveyed using structured questionnaires, with data analyzed through descriptive statistics and regression to test variable relationships. The findings showed that the successful application of change management was significantly and favourably impacted by continuous learning ($R^2 = .111$, $\beta = .165$, $p < .01$). In particular, continuous learning improved task performance, encouraged skill development, and raised employee satisfaction, all of which are essential for effective change management in organizations. Therefore, to improve organizational resilience and change readiness, pharmaceutical companies should integrate structured learning programmes, support knowledge-sharing platforms, and match leadership practices with continuous learning initiatives.

Keywords: *Continuous learning, change management, pharmaceutical firms.*

1.1 Introduction

Implementing change within organizations, especially in industries as tightly regulated and fast-evolving as Kenya's pharmaceutical sector, demands far more than simple announcements or surface-level adjustments. The process is layered and deliberate: it involves assessing current conditions, crafting in-depth plans, engaging relevant stakeholders, maintaining transparent communication, developing robust training initiatives, and carefully monitoring progress to ensure the changes actually take hold, as highlighted by Hussein *et al.* (2016). This is not just bureaucratic box-ticking; rather, these steps are critical safeguards against resistance, organizational drag, and outright non-compliance. In an environment riddled with strict oversight and non-stop

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technological disruption, these structured change management approaches are not only recommended, they are indispensable to maintaining both regulatory compliance and a competitive edge. Ignoring them is a luxury organization in this space simply cannot afford.

Clear, transparent communication is absolutely fundamental when it comes to managing organizational change. It can make or break the whole process. If employees do not fully understand what is happening, why it matters, or what is expected of them, confusion and pushback are almost guaranteed (Carreño, 2024). Yet, research has shown that workers often feel cut out of these decisions, mostly because information flows in one direction, top-down, without room for genuine feedback or participation (Bleijenbergh *et al.*, 2020; Clavey, 2019). Organizations need to step up and bring employees into the loop early, give them a real voice, not just lip service. Open communication between leadership and staff does not just smooth out the process; it helps everyone get on the same page and reduces resistance to change.

Developing staff capacity and investing in meaningful training opportunities are genuinely essential when it comes to driving successful organizational change. As Dhiman and Madan (2020) point out, companies that prioritize strong training programs achieve a 25% higher success rate for change initiatives. In contrast, insufficient training has been flagged as a real obstacle for the adoption of new technologies and practices, especially in Kenya's pharmaceutical sector (World Bank, 2018).

Effective training does more than upgrade employees' technical knowledge; it also reduces resistance and builds confidence, both of which are critical during periods of transition. Creating an environment where ongoing learning, including workshops, mentorship, and various skill development programs, is part of the company's culture enables organizations to adapt more quickly and effectively to market shifts and regulatory updates (Alegre *et al.*, 2012; Andreou *et al.*, 2016). Investing in structured training is not just an HR formality; it strengthens the entire framework for change.

Employee involvement and leadership support are also important implementation factors. By giving change initiatives guidance, resources, and support, leadership plays a crucial role (Burnes & Bargal, 2017). Transitions go more smoothly when employees are empowered through autonomy and participation, which increases ownership and commitment (Hassan & Basit, 2018; García-Juan *et al.*, 2019). According to a study by Seibert *et al.* (2019), organizations with strong empowerment practices report less resistance and more innovation during transformation efforts.

Further, performance gains are maintained and changes are institutionalized through monitoring, technology adoption, and reinforcement. Monitoring enables businesses to keep tabs on developments, spot problems, and take swift corrective action. Given the global push for digitization, adoption of technology increases efficiency and aligns operations with international best practices, two things that Kenya's pharmaceutical companies desperately need (Frost & Sullivan, 2019). In line with Lewin's refreezing stage, reinforcement via rewards, acknowledgment, and ongoing feedback guarantees that the new behaviours and procedures become the "new normal" (Cummings *et al.*, 2016). When combined, these actions provide a thorough strategy that not only accomplishes but maintains organizational change, allowing pharmaceutical companies to maintain their competitiveness in a fast-paced, heavily regulated market.

Empirical studies conducted in different contexts, such as Peters (2016) in South Africa and Kasumba (2018) in Uganda found that learning-based interventions improved change implementation and public-sector performance. Additionally, research on digital transformation reveals that learning cultures strengthen adoption of new technologies and related change outcomes (Gupta *et al.*, 2022). Other studies (such as Abdi *et al.*, 2018; Budhiraja, 2019) demonstrate that organizational learning and continuous learning increase creativity, innovation, and readiness for change in manufacturing and SME contexts. These complementary studies highlight how institutionalizing continuous learning can facilitate change across multiple sectors.

According to Dhiman and Madan (2020), pharmaceutical companies with strong training programs were 25% more successful in putting change initiatives into action than those with less training. A study by the Kenya Association of Manufacturers (2019) revealed that fostering a culture of knowledge sharing improved change management processes by 30%, a benefit attributed to collaborative creativity and shared expertise. This evidence implies that the development of a learning culture increased the level of personal expertise, as well as the level of shared problem-solving. This subsequently allows pharmaceutical firms better adjust to changing policies or technology changes.

According to recent investigation, there are significant risks to be taken into account in case of poorly organized or alienated learning programmes. In particular, Zhang *et al.* (2020) observe that training activities cannot be relevant without a set connection to corporate goals because they become disengaging among organizational members. Hughes (2018) also cautions about a form of learning fatigue when the employees lose interest in training, when it is too intensive and/or at the wrong time. In line with these issues, the current research examined how aspects of organizational learning are being leveraged to support change implementation by Kenya's pharmaceutical firms.

Bryant and Stensaker (2011) point out that many middle managers struggle balancing between their daily operational tasks and the requirements of creating a learning culture, an issue that is likely the reason why there is such a variety of opinions represented in their research. It will not do to add more learning programmes to busy working schedules of people; burnout is a real danger. The only thing that really works is integrating learning into the overall tempo of business, and intensive supervision and oversight on the part of the management as well as the regulation requirements. This is how the continuous learning process becomes integrated into the ecosystem of the organization and is no longer an additional requirement or burden.

1.1.1 Continuous Learning

According to Abdi *et al.* (2018), continuous learning is an ongoing and self-driven process, which entails individual learning and development of new skills. The process facilitates professional and personal growth and can be either through formal or informal and self-directed experiences. It is not just a one-time project but one that by taking time and dedication, it has to be undertaken. The contemporary business world, the sphere of pharmaceuticals included, requires employees to regularly advance their knowledge and remain competitive in a rapidly developing world of work to keep up with the market and legislation changes. Continuous learning assists organizations to address new challenges successfully by fostering curiosity, flexibility, and commitment to a lifelong learning. It incorporates such things as structured training programs, on-the-job training,

mentoring and independent study, which enhance the capability of the workers to perform their jobs effectively and contribute to the success of the company.

Continuous learning is supported by the Organizational Learning Theory which is based on the principle that organizations learn and change through acquisition, analysis, and integration of knowledge into their practices and culture (Argyris & Schoen, 1978). By using single-loop learning and double-loop learning, organizations can improve their strategies and focus more on correcting the common mistakes. This will help them learn deeper about the organization, and they can both rectify errors but also make changes to the assumptions that would be underlying when needed. Ongoing education can assist the employees keep abreast, be innovative, and reduce resistance to change in the Kenyan pharmaceutical sector that is characterized by stiff regulatory regimes and rapid technological changes. Continuous learning, according to Easterby-Smith and Lyles (2011), is a necessary source of business competitiveness because it allows the business to sustain future growth and be flexible to external opportunities.

Based on a large set of local and global evidence, the significance of lifelong learning is undeniable. According to the research by Gupta *et al.* (2022) and Truant *et al.* (2021), continuous learning, especially when accompanied by organizational digitization, has a quantifiable positive effect on resilience and adaptability during the process of transformations. Besides, studies by Peters (2016) in South Africa and Kasumba (2018) in Uganda highlight the paramount importance of a well-organized learning intervention in highly regulated industries, showing that such a strategy is the key to successful and sustainable organizational change. Expanding on these results, according to Dhiman and Madan (2020), the effectiveness of change initiatives in companies with well-developed training programs has increased by 25 percent in relation to the success of introducing change initiatives in companies with low training resources.

Constant training, although necessary, should not be an ongoing tiring process that overworks the staff and makes them burnout. A key point that Hughes *et al.* (2018) note is that excessive learning activities may cause fatigue and decreased productivity because they are overloaded with learning instead of actual organizational objectives. Similarly, Zhang *et al.* (2020) emphasize that training activities should be purposeful, i.e., not implemented haphazardly but with the aim of accomplishing anything. Good learning programs are designed, applicable, and responsive to the organizational needs and resource limitations, and it is particularly important in the environments with the scarcity of resources, as it is in the case of Kenya. A carefully planned approach to a continuous learning practice could empower employees, support innovation, and enhance long-term organizational development. However, it is critical that these programs are really linked to real strategic requirements, and not just trying to pursue innovation as a buzzword.

1.1.2 Pharmaceutical Firms in Kenya

The pharmaceutical sector in Kenya is a real minefield, with heavy regulation, fast-paced technologies, and patient needs that constantly evolve. If organizations are not updating their knowledge and skills, they are basically shooting themselves in the foot. Researchers like Argyris and Schön (1978) argue that organizations that encourage employees to reflect on mistakes, whether that means tweaking a process or totally rethinking their approach, end up more resilient. That sort of culture ties in pretty neatly with Lewin's Change Theory. Learning helps people realise they cannot keep doing everything the same way ("unfreezing"), gives them what they need to

actually try new methods ("changing"), and then helps them lock in those improvements ("refreezing") (Burnes, 2020). There is also concrete evidence on the table (Abdi *et al.*, 2018; Budhiraja, 2019). Companies that push continuous learning are quicker at adapting to change. They are better at shifting gears when rules change or when the competition suddenly pulls ahead.

Maintaining a culture of continuous learning is vital in the pharmaceutical field, where regulations are dense and science evolves fast. The sheer pace of technological adoption, including AI, digital health tools, and advanced manufacturing, makes it almost a survival tactic to keep everyone learning, as Clavey (2019) recognized. Effective education takes more than random workshops. Dhiman and Madan (2020) emphasize that when learning programs line up with organizational aims, employees not only deepen their own expertise but also collaborate better as teams. Purposeful, well-aligned development efforts deliver actual, measurable improvements in performance. They also help curb the risk of burnout that comes from scattered or excessive training. In short, structured, goal-oriented learning sustains innovation and resilience across the workforce.

1.2 Statement of the Problem

Kenya's pharmaceutical companies remain noticeably behind in the adoption of structured staff development programmes, which are crucial for both regulatory compliance and business performance. Recent data shows that around 60% of firms experience setbacks in product registration, much of it tied to failing to meet regulatory standards. A big part of the problem is inadequate staff training, as reported by the Kenya Association of Manufacturers (2020). A survey of World Bank (2018) revealed that 45% of the employees in the pharmaceutical sector did not believe they had access to enough training opportunities. The implication of this in practice is that technologies and processes are not rolled out so easily, operational effectiveness suffers a blow, and there is increasing opposition to change. Unless these companies have strong learning constructs, they will continue to fall behind in an already rapidly changing healthcare environment.

The pharmaceutical sector in Kenya is an extremely vital aspect to make sure that the country has access to vital drugs and that the economy improves. However, there is still a major challenge of bringing out effective change management techniques in this field. The barriers faced like complexities in the regulations, organization resistance and lack of infrastructural barriers still remain in the way. Despite these obstacles, the significance of the sector to the welfare of the citizens in terms of health and financial stability cannot be exaggerated. Regulatory bottlenecks, lack of technological adoption, and a lack of workforce capacity are one of the problems faced by pharmaceutical companies despite the fact that the industry is expanding at an average of about 11% per year (Pharmacy and Poisons Board, 2024). Studies have found that half of the businesses have not yet adopted advanced manufacturing technologies such as automation and data analytics, and half of the business found that it takes longer to register a product (KAM, 2020; Frost & Sullivan, 2019). Besides, training and development opportunities are lacking (World Bank, 2018), which further undermines their efforts to implement new technologies and innovations. These challenges indicate that pharmaceutical corporations do not have well-developed systems of continuous learning, which limits the ability of the industry to enhance the performance of the tasks, development of the skills, and involvement of the employees, which are the necessary factors to effectively implement the change (Abdi *et al.*, 2018).

1.3 Research Question

To what extent does continuous learning significantly predict the implementation of change management in pharmaceutical firms in Kenya?

1.4 Research Hypothesis

H₀: Continuous learning does not significantly influence implementation of change management in pharmaceutical firms in Kenya.

2.0 Theoretical Framework

Drawing on Organizational Learning Theory (Argyris & Schön, 1978), the study situated continuous knowledge acquisition, interpretation, and integration as pivotal processes in the adaptability of organizations. In the pharmaceutical sector, a landscape defined by stringent regulation and rapid innovation, embedding continuous learning within organizational culture is not merely advantageous but essential for maintaining competitiveness and meeting regulatory standards. Through ongoing learning, firms enhance their capacity to anticipate regulatory developments, adopt emerging technologies, and improve operational efficiency (Abdi *et al.*, 2018; Chang & Lee, 2018). Notably, this theoretical framework positions continuous learning as an ongoing, dynamic process foundational to both change management and organizational transformation, rather than a single, isolated event.

Despite its age, Kurt Lewin's Change Theory is still highly relevant to the pharmaceutical companies today. The model, with its three steps of unfreezing, changing and refreezing, breaks organizational transformation into something even seasoned executives can digest. That first stage, unfreezing, is as tricky as it sounds. Organizations need to layer in opportunities for staff to not just keep up, but actually adapt, whether that's through better compliance training or levelling up everyone's tech skills (because, yes, pharma tech changes basically every time you blink). Research, for instance, Dhiman and Madan (2020), has shown that companies that treat learning as a core part of change rollouts typically have a way smoother ride than those that scramble last minute or offer half-hearted programmes. Therefore, in a world where pharmaceutical environments shift all the time, steady, ongoing education is not just helpful; it is a serious requirement for successful transformation.

3.0 Research Methodology

The study employed a descriptive survey targeting 1,746 managers from 582 pharmaceutical companies in Nairobi County. Using Yamane's (1967) formula at a 5% margin of error, a sample size of 325 was determined. Stratified random sampling was then applied to ensure representativeness at a 95% confidence level. The social sciences generally accept an accuracy error of 0.05. The following is the formula:

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

Where:

n refers to the sample size

N is the population

E is the margin of error– 5%.

Table 1 gives a summarized distribution of the sampled respondents.

Table 1: Distribution of Sample Size

Pharmaceutical Company Category	Number of Pharmaceutical Companies	Number of Managers	Percentage
Local Pharmaceutical Companies	35	20	6%
Global R &D Pharmaceutical Companies	46	26	8%
Generic Pharmaceutical Companies	501	279	86%
Total	586	325	100%

Data for the study was collected using a structured questionnaire, administered to managers from officially registered pharmaceutical companies throughout Nairobi County. The data was summarized using descriptive statistics in terms of mean, standard deviation, frequencies, and percentiles. Additionally, inferential statistical methods were applied in analysing the relations between the independent and dependent variables. Multiple linear regression models were then used to establish the direction and the level of such relationships in the data.

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \text{ -----1}$$

Where:

Y = Implementation of Change Management

X₁ = Continuous Learning

ε = Error term

4.0 Findings

4.1 Descriptive Statistics for Continuous Learning

In this section, the study presented results for the descriptive statistics. Specifically, results on the relationship between continuous learning and change management were as documented in Table 2 below.

Table 2: Mean and Standard Deviation on Continuous Learning

	Descriptive Statistics		
	N	Mean	Std. Deviation
Continuous learning influence lead change initiatives	280	3.60	1.193
On-the-job training provides individuals with the chance to continue learning and developing	280	3.46	1.182
Continuous learning promotes innovative ideas of the group	280	4.04	1.093
Continuous learning strengthens psychological empowerment, build self-efficacy, and unfreeze negative beliefs	280	4.04	1.093
Continuous learning exhibit excellent communication skills, both written and verbal	280	3.11	1.265
Continuous learning enhances the ability to build and motivate individuals	280	3.71	.883
Continuous learning enables managers' capabilities to represent the needs and interests of all functional areas	280	2.68	1.393
Continuous learning enhances the ability to plan and execute activities with creativity and simplicity	280	3.66	1.331
Continuous learning successfully supports the development of an individual's capacity for change	280	3.38	.903
Continuous learning support employee creativity and innovation	280	3.70	.889

Source: Field data (2025)

Based on the results in Table 2, respondents somewhat agreed that continuous learning has a positive impact on change management, with an aggregate mean of 3.54 and a standard deviation of 1.12. The comparatively high standard deviation suggests that the sampled respondents' perceptions varied. The items with the highest means were those that strengthened psychological empowerment and self-efficacy ($M = 4.04$, $SD = 1.093$) and promoted innovative ideas through continuous learning ($M = 4.04$, $SD = 1.093$). Other positive scores were obtained for improving planning and execution ($M = 3.66$, $SD = 1.331$), encouraging employee creativity ($M = 3.70$, $SD = 0.889$), and boosting motivation ($M = 3.71$, $SD = 0.883$). The areas that might need strategic improvement were highlighted by the comparatively lower means found for managers' ability to represent cross-functional needs ($M = 2.68$, $SD = 1.393$) and for continuous learning enhancing communication skills ($M = 3.11$, $SD = 1.265$).

These results were consistent with earlier research that emphasizes the value of lifelong learning in fostering creativity and flexibility. Alegre *et al.* (2012) and Andreou *et al.* (2016), for example, found that companies with strong learning cultures were more innovative and resilient when it

came to change management. In a similar vein, Gupta *et al.* (2022) and Truant *et al.* (2021) demonstrated that the integration of digitization and continuous learning improves organizational adaptability in dynamic industries. Learning practices has been found to significantly improve change management outcomes, according to regional evidence from Peters (2016) in South Africa and Kasumba (2018) in Uganda.

However, some academics warn against placing too much emphasis on lifelong learning. Zhang *et al.* (2020) contended that unless learning is strategically aligned, it may be viewed as irrelevant, while Hughes (2018) emphasized the danger of “learning fatigue,” in which employees become overwhelmed by too much training. The relatively low communication and cross-functional representation scores in this study are consistent with Bryant and Stensaker's (2011) observation that middle managers frequently find it difficult to strike a balance between operational duties and learning initiatives.

Overall, the findings support the notion that ongoing education fosters creativity, self-determination, and flexibility in Kenya's pharmaceutical industry, which is consistent with the majority of regional and international empirical research. To optimize effectiveness, learning initiatives must be strategically embedded, leadership support must be provided, and contextual tailoring must be done, as evidenced by the conflicting opinions and lower ratings on communication and cross-functional leadership.

4.2 Inferential Statistics

4.2.1 Correlation Analysis

Correlation is a statistical concept that examines if, and how strongly, two variables move together or in opposite directions. The strength and direction of this relationship gets summed up in a coefficient, represented by “r.” This value ranges from -1 to +1. A coefficient close to +1 signals a strong positive association; when one variable increases, so does the other. If it is near -1, the variables move in opposite directions: as one rises, the other falls. A coefficient around zero means there is little to no detectable connection between the variables.

Table 3: Correlation analysis on Continuous Learning and Change Management

		Continuous Learning	Change Management
Continuous Learning	Pearson Correlation	1	.333**
	Sig. (2-tailed)		.000
	N	280	280
Change Management	Pearson Correlation	.333**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

Source: Field data (2025)

A Pearson correlation analysis between continuous learning and the execution of change management initiatives is shown in Table 3. A moderate and statistically significant positive relationship between change management and continuous learning was found by the correlation

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analysis ($r = 0.333$, $p < 0.01$). This implies that businesses are better able to successfully execute change when they incorporate ongoing learning into their operations. Employees can continuously update their knowledge, abilities, and attitudes through continuous learning, which improves adaptability and lowers resistance to change. Employees who receive continuous learning are better prepared to accept and maintain change initiatives, which is important for pharmaceutical companies in Kenya that deal with strict regulations, rapid technological advancements, and changing market dynamics.

Theoretically, these results are consistent with Organizational Learning Theory (Argyris & Schön, 1978), which highlights that when individuals identify and fix mistakes through both single-loop and double-loop learning, organizations learn collectively. Businesses that promote continuous learning not only enhance task performance but also gain a deeper capacity to reframe assumptions and strategies in times of change. Research clearly shows that successful change management relies on continuous learning throughout the process. When individuals consistently build new skills and understanding, organizational change is not just a theoretical concept - it translates into effective, practical outcomes. Continuous learning is the support of carrying out lasting change. Another closely related approach is Change Theory presented by Lewin (1947): the phenomenon of continuous learning would involve making workers realize the necessity of change to occur in the context of the unfreezing stage, and it would also prepare them with knowledge and attitude to attempt adopting new procedures in the context of a changing stage.

Applying continuous learning to organizational processes is not an ideal ideology, but this concept is currently vital to the long-term effectiveness of institutional change, at least in the context of the traditional change model developed by Lewin. In the real world, the long-term viability of any kind of change is virtually impossible, if employees do not, in fact, cultivate and constantly revise, the skills and attitudes which the organization requires. Active learning is essentially the key that ties all transformative processes together since the new behaviours and mentality do not just accumulate as punctualities.

Empirical evidence strongly supports the role of continuous education in enhancing organizational adaptability and innovation, particularly during transitional stages. Studies by Abdi et al. (2018) and Budhiraja (2019) demonstrate that sustained learning enables organizations to better navigate structural shifts, while Peters (2016) in South Africa and Kasumba (2018) in Uganda found that learning-focused interventions improved change management in public institutions. Gupta et al. (2022) similarly highlight that digital transformation is more successful in enterprises with entrenched learning cultures. Nonetheless, critical perspectives caution that learning activities disconnected from organizational strategies may be disregarded or perceived as irrelevant (Zhang et al., 2020), and poorly designed or misaligned training can lead to “learning fatigue” (Hughes, 2018). These observations suggest that for continuous learning to be effective, it must be deliberately integrated into organizational strategy and culture. Overall, the findings affirm that continuous education fosters positive change management by equipping employees with essential competencies and knowledge, aligning with Lewin’s change model and organizational learning theory, both of which emphasize the centrality of a learning-oriented culture in achieving sustainable organizational transformation.

4.2.2 Multiple Linear Regression for Continuous Learning

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In this subsection, the study presented findings on the regression analysis. In particular, results on model summary, ANOVA, and coefficients are presented in the following tables.

Table 4: Model Summary for Continuous Learning

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333 ^a	.111	.108	.288
a. Predictors: (Constant), Continuous Learning				
b. Dependent Variable: Change Management				

Source: Field data (2025)

Table 4 outlines the results from a straightforward linear regression, looking at how continuous learning impacts change management, specifically in pharma companies. The R value is 0.333, pointing to a moderate positive link: those who engage more in ongoing learning seem to do a bit better when it comes to handling change. It is not a strong relationship, but it is not negligible, either.

Looking at the R Square, at 0.111, around 11% of the variation in how well companies manage change boils down to whether people keep up their learning. Nothing earth-shattering, but notable. The adjusted R Square, clocking in at 0.108, basically confirms that this effect holds steady even after adjusting for the model's effect. As for the standard error, at 0.288, it suggests there is some wiggle room between the predicted values and what actually happened, not massive, but enough to keep things in perspective.

Given the circumstances, continuous learning does seem to play a statistically significant, though mildly modest, role in driving successful change management in the pharmaceutical sector. Not exactly a significant change on its own, but definitely a factor worth paying attention to.

Table 5: ANOVA for Continuous Learning

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.882	1	2.882	34.689	.000 ^b
	Residual	23.097	278	.083		
	Total	25.979	279			

a. Dependent Variable: Change Management

b. Predictors: (Constant), Continuous Learning

Source: Field data (2025)

Table 5 presents the ANOVA results assessing the relationship between continuous learning and change management. The regression sum of squares is 2.882 with 1 degree of freedom, while the residual sum of squares is 23.097 with 278 degrees of freedom. Altogether, the total sum of squares stands at 25.979. The F-statistic is notably high at 34.689, and the corresponding p-value is .000, significantly below the conventional alpha threshold of 0.05. These findings demonstrate that the regression model is statistically significant, indicating that continuous learning has a meaningful and measurable impact on change management within pharmaceutical companies.

Table 6: Coefficients for Continuous Learning

Table 6. Coefficients for Continuous Learning						
		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.790	.101		27.681	.000
	Continuous Learning	.165	.028	.333	5.890	.000

a. Dependent Variable: Change Management

Source: Field data (2025)

Table 6 provides a clear demonstration of the significant relationship between continuous learning and change management. Specifically, the unstandardized coefficient (B) for continuous learning is 0.165, with a relatively small standard error of 0.028, and a standardized beta of 0.333. The t-value stands at 5.890, supported by a p-value of .000, this strongly suggests statistical significance at the 0.01 level. In practical terms, every unit increase in continuous learning is associated with a 0.165-unit improvement in change management, assuming all other variables remain constant. The constant value of 2.790 reflects the baseline level of change management in the absence of continuous learning. Together, these results indicate continuous learning plays a notable and positive role in driving effective change management.

4.3 Hypothesis Test Results

The study carried hypothesis test to determine if there is any relationship between *continuous learning and implementation of change management in pharmaceutical firms in Kenya*. The null hypothesis tested was: H_{01} : Continuous learning does not significantly influence the implementation of change management in pharmaceutical firms in Kenya.

Based on the results, the null hypothesis was strongly rejected by the results of the multiple linear regression. An unstandardized coefficient of $B = 0.271$ and a standardized beta of 0.547 ($p < 0.001$) indicated that continuous learning had a statistically significant and favourable impact on change management. This suggests that since it encourages the acquisition and application of new knowledge that helps businesses adapt to changing environments, continuous learning is a major force behind the implementation of change. H_{01} was rejected due to the high t-value (22.474), which further supports the significance of ongoing learning in promoting successful change.

The study found that change management and continuous learning were found to be positively and statistically significantly correlated by the study. According to regression analysis, a significant amount of the variance in change outcomes could be explained by continuous learning, underscoring its significance as a factor in organizational adaptability. The findings affirmed Lewin's Change Model and Kolb's Experiential Learning Theory, which highlight ongoing learning as a basis for successful transformation.

The results support the claims made by Argyris (1999), Senge (2006), Alegre *et al.* (2012), and Andreou *et al.* (2016) that ongoing education fosters creativity, adaptability, and problem-solving during changes. Strong learning cultures also improve change outcomes, according to regional studies (Peters, 2016; Kasumba, 2018). Scholars like Hughes (2018) warn against "learning fatigue," but Zhang *et al.* (2020) stress that learning needs to be strategically matched with organizational objectives. This balance is highlighted by the resource-constrained pharmaceutical industry in Kenya, where businesses must create organized, goal-aligned training programs to prevent overburdening staff.

5.0 Conclusion

Continuous learning has a beneficial impact on change management. Nevertheless, continuous learning is not the only factor in successful change management. Both dissenting and supporting scholars have emphasized the need for learning to be institutionally embedded, culturally supported, and strategic. The ramifications for Kenyan pharmaceutical companies are obvious: learning to drive change effectively requires a comprehensive approach that integrates operations, strategy, leadership, and culture into a coherent system that values knowledge as a transformational lever.

6.0 Recommendations

Through official training programs, opportunities for on-the-job learning, and performance feedback systems, pharmaceutical companies should institutionalize continuous learning. To align staff development with strategic change objectives, management should make investments in learning technologies and cultivate a culture that values experimentation, curiosity, and lifelong learning.

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