

Change Management And Performance Of Public Secondary Schools In Siaya Sub County

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ABSTRACT: The current focus on change management practices in the Public sector has been significantly induced by new public management paradigm shift that places heavy emphasis on managing for results. This is an emerging issue particularly in public secondary schools. The purpose of this study was to relate public secondary schools with the practice of generally established change management best practices. The specific objectives of the study were to establish change management practices adopted by Public Secondary Schools in Siaya Sub County. The study population consisted of all the 38 Public Secondary Schools in Siaya Sub County which necessitated the adoption of a descriptive cross-sectional survey design and the school managers were to respond to questionnaire items designed to address aspects of best change management practices. The researcher wanted to find out the extent to which the schools practiced these virtues. The school managers stated that they moderately practiced aspects of planning, committed leadership, workforce alignment, stakeholder involvement and had defined governance structures in their institutions. However, the extents were varying from one school to the next. Multiple regressions were run using the change management practices dimensions established against performance dimensions of student enrolment, participation in co-curricular activities, KCSE achievement, financial management, and provision of teaching and learning resources and development of school infrastructure. The study found out that change management practices adopted by the institutions significantly influenced performance. The study recommends that there is need to break from status quo and bureaucratic inefficiency associated with public institutions and be ready to implement comprehensive change management practices to maximize on resource utilization our public educational institutions. The study would contribute towards broadening the knowledge base of various education sector stakeholders towards embracing change management best practices which are result based. Further research could be conducted to establish how other change management practices other than the ones mentioned could influence performance. A larger target population could also be studied to make the findings more representative.

Key words: Management practices, Public schools, Change

1.1 Background of the Study

In today's world, business environments are undergoing continuous change more suddenly and frequently than before. Organizations around the world are putting tremendous energy into the process of change so that they are in a better position to compete in a global economy (Friedman, 2005). Burtonshaw-Gunn and Salameh (2011) note that change has now become a regular feature of business life as part of the desire for continual increased business performance and the ever important need to demonstrate increased stakeholder value however, successful management of resistance to change is the critical factor to achieve any degree of long-term and lasting success. Organizations are social systems in which two or more persons work in a co-ordinated manner to attain common goals (Norlin, 2009). This definition is useful, for it specifies several important features of organizations: they consist, ultimately, of people; they are goal directed in nature; attain their goals through some form of coordinated effort; and they interact with external environment. Organizations are open systems essentially, although the degree of interaction with their environment may vary.

According to open-systems theory, organizations constantly interact with their environments. They need to structure themselves to deal with forces in the world around them (Scott, 2008). Organizational Development, as defined by Bennis (1969, cited in Scott, 1992), views organizations as being reactive rather than proactive to change. Organizations respond to change as a complex educational strategy intended to change beliefs, attitudes, values and structure so as to better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself. Organizations are also viewed as complex systems. According to Simon (1996), a complex system is one made up of a large number of parts that have many interactions. Thompson (1967) described a complex organization as a set of interdependent parts, which together make up a whole that is interdependent with some larger environment. With every organizational change there comes a risk which usually manifests itself through deterioration in business performance (Burtonshaw-Gunn and Salameh, 2011). Performance management systems and their associated key performance indicators can be used to help management teams predict and mitigate the impact of change management programmes which inspire to re-align the culture and organizational targets. Organizational change is pervasive today as organizations struggle to adapt or face decline in the volatile environment. Winners respond to the pace and complexity of change. They adapt, learn and act quickly. Losers try to control and master change in the environment. Public secondary schools as organizations are mandated to transform the Kenyan youths through effective teaching and learning processes to equip their eventual products with the relevant skills, knowledge and attitudes to enable them serve the society either directly or after further training. To do this, the managers of these institutions, who are basically the change agents, must scan their environments to learn fast about the societal needs while embracing current trends in education which include but not limited to strategic

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planning, performance based management, performance contracting, ISO certification and performance appraisal. Public Secondary Schools in Siaya Sub County are no different and they have been involved in managing change to improve performance.

1.1.1 Concept of Change Management

Moran and Brightman (2001) define change as a process of continually renewing an organization's direction, structure, and capabilities to serve the ever changing needs of external and internal customers. Burnes (2004) views change as an ever present feature of an organization's life, both at an operational level and strategic level. Organizational change cannot be separated from organizational strategy or vice versa. Organizational change has also been referred to as organizational development and organizational transformation (Cummings and Worley, 2005). Due to the importance of organizational change, its management is becoming a highly required managerial skill (Senior, 2002). Graetz (2000) argues that against a back drop of increasing globalization, deregulation, the rapid pace of technological innovation, a growing knowledge force and shifting demographic trends, few would dispute that the primary task for management today is the leadership of organizational change. Hayes (2007) perceives management as being about modifying or transforming organizations in order to maintain or improve their effectiveness. This deliberate conscious use of strategies is a characteristic of change management. Change management is the use of systematic methods to ensure that an organization change can be guided in the planned direction, conducted in a cost effective manner and completed within the targeted timeframe and with the desired results (Davis and Holland, 2002). Todd (1999) perceives change management as a structured and systematic approach to achieving a sustained change in human behavior within an organization. Effective change management must focus on both the processes and the people within the organization. Whatever form change takes and whatever objective it seeks to achieve, organizations cannot expect to achieve success unless those responsible for managing it understand the different approaches on offer and can match them to their circumstances and preferences (Burnes, 2000). Stoner, Freeman and Gilbert (2009) noted that organizational routines and experiences inevitably set precedents that can become difficult to change if need arises. Senge (2006) warns that organization members can become so preoccupied with copying that they have no energy left to create new ideas, products and relationships. For any identified changes to be successfully adopted, merely introducing some new pieces of equipment, or a new process, is unlikely to have any major impact on the organizations performance unless introduced as part of an overall and coordinated change process. Kelvin (1992) identifies effective change management program as involving mission and strategy, stakeholder support, development of the right organizational structure and culture, introduction of new technology, designing of new individual roles, reward systems and management processes. Improved organizational performance is not only about the application of hard and fast rules for achievement. Change management objectives and

performance management targets should be seen to be interconnected and remotely achievable. A level of openness and engagement throughout the change management life-cycle which transcends policies, procedures and statutory obligations and carefully considers how critical the involvement of all employees is in helping deliver the change is necessary to enable the previously identified strategies to have the highest possible chance of success. Driving forces for organizational change are the result of the need to constantly improve productivity and efficiency (Arnetz, 2005).

1.1.3 Public Secondary Schools in Kenya

A public secondary school according to Basic Education Act (2013) is a government owned institution with at least ten students who are undertaking approved formal secondary school education. The institution must be formally registered by the Ministry of Education to qualify for government funding. Secondary schools in Kenya fall into two categories – Government funded (Public Secondary Schools) and privately funded (private owned secondary schools). The 3331 Government funded secondary schools in Kenya are further categorized into National, County (formerly Provincial Schools) and District levels. Private schools are run by private organizations or individuals. Under the current 8-4-4 system of Education, students attend secondary schools for four years before sitting for the school leaving examination (KCSE) at the end of the fourth year. In 2008, the Kenya Government introduced plans to offer free secondary education to all Kenyans. The aim of free secondary education was to relieve the already impoverished majority of Kenyan parents of the burden of paying school fees while at the same time ensuring uniformity in the provision of quality education to all school age children. Private secondary schools in Kenya are generally high cost, offering students an alternative system of education in some cases with better or more luxurious facilities compared to public schools. Secondary education was meant to transform an individual through a four year course into a holistically endowed product. Secondary education is pivotal in the achievement of national goals and millennium development goals (MOE Strategic Plan, 2006-2011). The government through the Ministry of Education has laid down policy framework to ensure higher rate of access, retention and completion of secondary education and the managers of these institutions are tasked with the responsibility of putting in place mechanisms that would achieve the desired objectives.

1.1.4 Public Secondary Schools in Siaya Sub-County

Siaya Sub-County has forty one (41) secondary schools of which thirty eight (38) are public secondary schools. Out of these one (1) is at National, four (4) at county and thirty three (33) at District level. The total enrolment of students stands at about 9900 (DEO Siaya EMIS, 2010). The Government has made efforts to subsidize secondary education and has laid down mechanisms of monitoring enrollment, textbook to student ratio, participation in co-curricular activities, payment of workers, improvement of school environment with respect to repair, maintenance and improvement funds through Quality Assurance and Standards Officers (QASO's) and Schools Auditors. School managers have been empowered through training and

capacity building workshops. All principals of secondary schools were sponsored by Government for a one year diploma course in Educational Management offered by Kenya Education Management Institute (KEMI) in 2011. Indeed the fairly timely release of FDSE funds to public secondary schools; recruitment of more teachers and provision of other selected government funded infrastructure through the Economic Stimulus Programme (ESP) to schools only pushes the public expectations on performance higher. Some public secondary schools in Siaya sub-county continue to underperform in terms of financial mismanagement, poor infrastructure, under enrolment and high turnover of staff, both teaching and non-teaching (DEO-Siaya Report). Academically, the inadequacies of instructional materials, poor staffing and lack of well managed educational programmes have pushed the performance by students at KCSE to below average at a mean score of 5.1667 in 2012 while the current quality index is averaged at 2.336 on a scale of 1-4 (DEO Records, 2013). Although efforts have been made to encourage Public Secondary School managers to embrace effective change management practices such as putting in place efficient work processes and people systems; fit-for-purpose structure; open and honest communication; employee empowerment; teamwork between departments; appropriate capacity building for relevant skills and provision of adequate teaching and learning resources all of which are entrenched in strategic plans, performance appraisals, performance contracts, ISO certification manuals and performance based management manuals; their implementation is questionable and this study would aim at establishing the change management practices adopted in these institutions and how they impact on their performance.

1.2 Research Problem

Although the successful management of change is accepted as a necessity in order to survive and succeed in today's highly competitive and continuously evolving environment (Luecke, 2003), Balogun and Hope (2004) report a failure rate of seventy percent of all change programs initiated. Poor success rate indicate a fundamental lack of a valid frame work on how to implement and manage change as what is currently available is a wide range of contradictory and confusing theories and approaches. Despite the efforts made to introduce change in the way Public Secondary Schools are managed, effective implementation of these changes and their management still remains questionable within Siaya Sub County. Poor execution of drivers of effective change management is still seen as a key hindrance towards achieving improved organizational performance. UNDP (2006) conducted a study on institutional reform and change management with focus on Managing Change in Public Sector Organizations. Case studies from across the globe were considered. It was concluded that public sector organizations, just like schools, are often perceived as resisting change due to the difficulty of precise definitions of their results and the uncertainty of their outcomes. Ngwili (2012) conducted a similar study to find out Factors Affecting Management of Change in Public Secondary Schools in Masinga District. In both of the above cases there was no focus on establishing the implication of

change management on organizational performance. Korir et al (2012) focused on change management and organizational performance in selected Hotels in Nairobi. This study is motivated by the fact that earlier studies carried out failed to focus on establishing change management practices in Public Secondary Schools and their effect on performance. Hence, what are the change management practices adopted by Public Secondary Schools in Siaya Sub County? Have the change management practices adopted by these Public Secondary Schools led to improved performance?

1.3 Research Objectives

This study was conducted with the aim of addressing two specific objectives. These were:

- i) To establish change management practices adopted by Public Secondary Schools in Siaya Sub-County.

1.4 Value of the Study

The study has its focus on aspects that are concerned with change management, which include both the processes and the people within Public Secondary Schools. The usefulness of this study in adding value to theory building cannot be over emphasized. The study establishes the extent of change management practices in public secondary schools and explains how these practices influence performance multi-dimensionally. The study gives numerical values of extent of relationships between the variables using a regression equation based on a developed model with fairly high degree of accuracy. The findings of this study will be of benefit to the Government of Kenya through the Ministry of Education, science and technology in the formulation of policies that would govern future management of educational institutions and guide Secondary school managers to embrace effective change management practices while fully aware of the impact this might have on performance. Change is not going away and all institutions need to respond to change appropriately. With clearly defined objectives, fully trained employees and timely and well communicated change at all levels, better performance is likely. This research serves to demystify the change process and highlight the key drivers that managers of educational institutions can use effectively to improve change management initiatives and results. This would help organizations to transform the complexity and confusion surrounding change management into a highly informed, integrated improvement process that is no longer out of reach.

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on identifying effective change management practice with a specific focus on the dimensions to develop a set of plans and actions to successfully manage change in Public Secondary Schools. The key areas are: The Theories underpinning the study, Change Management Approaches and Models

2.2 Theories Underpinning the Study

This research is anchored in the open systems theory. According to Scott (1992), organization theories and models are either rational, natural or open systems. The

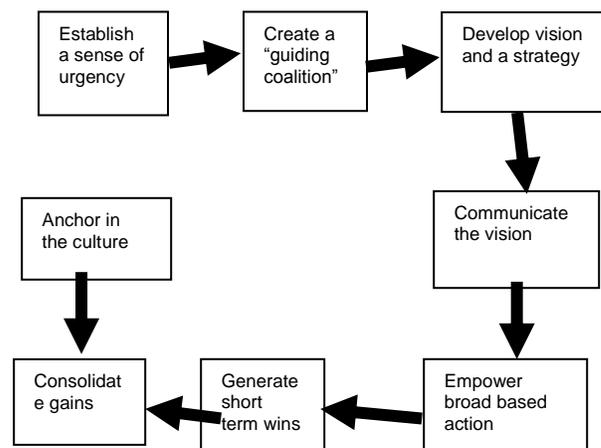
rational systems perspective focuses on structure as a significant tool for the efficient achievements of organizational goals. It emphasizes the role of management in deciding such structures and determining the specific goals that are to be achieved. Under this perspective, organizations are entities without people and the emphasis is on control (Bennis 1959, cited in Scott, 1992). The natural systems perspective places more emphasis on informal structures and goal complexity. It is concerned with the behavioral aspects of the organization and how participants act in the context of the organizational rules and structures. Bennis (1959, cited in Scott 1992) reinforces natural systems perspective by viewing organizations as groups of people pursuing their interest within an organizational context. Organizations are seen as “collectives whose participants share a common interest in the survival of the system and who engage in collective activities, informally structured, to secure this end” (Scott, 1992). Open systems perspective emphasis processes more than structure. Burnes (1996) argues that open systems theory posits that organizations are affected by a number of factors that occur in the external environment and that they can have an effect on factors that exist in the external environment. Scott (1992) views organizations under the open systems theory as “systems of interdependent activities linking shifting coalitions of participants; the systems are embedded independent on continuing exchanges with and continuing exchanges with and constituted by - the environments in which they operate”. Robbins and Barnwell (1998) point out that describing organizations as systems provides insights into their make-up. Since the open systems view of organizations began to diffuse in the 1960’s, complexity theory has been a central construct. Simon (1996) defines a complex system as one made up of a large number of parts that have many interactions. Thompson (1967) described a complex organization as a set of interdependent parts, which together make up a whole that is interdependent with some larger environment. Daft (1992) equates complexity with the number of activities or sub systems within the organization, noting that it can be measured along three dimensions – vertical complexity is the number of levels in an organizational hierarchy; horizontal complexity is the number of job titles or departments and spatial complexity is the number of geographical locations. Scott (1992) equates complexity with the number of different items or elements that must be dealt with simultaneously by the organization in its environment. Galbraith (1982) noted that organizational design tries to match complexity of its environment and technology. Perrow (1967) notes, “The more complex an organization is the less knowable it is and the more deeply ambiguous is its operation”. Organizational Development Theory proponents borrow from many of behavioural sciences including psychology, sociology, and economics. Organizational Development (OD), as defined by Bennis (1969, cited in Scott, 1992), views organizations as being reactive rather than proactive to change. Organizations respond to change as a complex educational strategy intended to change beliefs, attitudes, values and structure so as to better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself. Cummings and Worley (2005) define OD as a system

wide application and transfer of behavioural science knowledge to the planned development, improvement and reinforcement of strategies, structures, and processes that lead to organizational effectiveness. OD’s strength is that it draws from multiple disciplines that inform an understanding of Human systems, including the applied behaviour and physical sciences.

2.3 Change Management

According to Burnes (2004), there is no one widely accepted, clear and practical approach to organizational change management that explains entirely what changes organizations need to make and how best to implement them with optimal organizational performance. Lewin (1952) argues that a successful change project must involve the three steps of unfreezing the present level, moving to the new level and re-freezing this new level. Due to criticism leveled against planned approach to organizational change the emergent approach gained ground. Change is seen as driven from the bottom upwards (Burnes, 2004). Contingency and Choice Change supports the proposition that the structure and the performance of an organization are independent on the situational variables that it faces (Dunphy and Stace, 1993). No two organizations are alike, and will not necessarily face the same variables. This approach, however, it is argued, lacks the mechanisms of relating structure to performance and assumes that organizations and managers do not have any significant influence and choice over situational variables and structure (Burnes, 1996). Despite this criticism, Burnes (1996) suggests that an organization does not need to adapt to external environment, and advocates an approach of choice by suggesting that there is certainly evidence that organizations wishing to maintain or promote a particular managerial style can choose to influence situational variables to achieve this. Kotter (1996, 1998) developed a model which should be used at the strategic level of an organization to change its vision and subsequently transform the organization. Studies using this model here shown that the change process goes through a set of phases with each phase lasting a certain amount of time and mistakes at any phase can impact the success of the change.

Figure 1: Kotter's eight step approach to change management



Adopted from 'Leading Change', pg. 21, by Kotter, J.P, 1996, Boston: Harvard Business School Press

The eight stages are each associated with fundamental errors which Kotter believes undermine efforts at transforming organizations. This contains useful advice for managers on trying to overcome inwardly focused cultures and paralyzing bureaucracy. Shield's (1999) model builds on the idea that when change fails, it is because of insufficient attention to the human and cultural aspects of business. He suggests that there are critical components that are necessary for leaders to change an organization i.e. clearly understanding the strategies to be changed and defining critical success factors; communicating the strategic change objectives to the work force and finally reviewing each of the work elements to identify their degrees of alignment into support of the business strategy. Pryor, Taneja, Humphreys, Anderson and Singleton (2008) suggest the 5 P's model for change noting that the most profitable change is re-invention of the future not response to the present. They note that the five elements in this model are: Purpose, Principles, Processes, People and Performance. The purpose (Strategic thrust), Principles, Processes, People and Performance systems should be in place so that the organization can operate at the highest possible levels of efficiency and effectiveness (Pryor, Humphreys, Taneja and Moffitt, 2007). The early approaches and theories to organizational change management suggested that organizations could not be effective or improve performance if they were constantly changing (Rieley and Clarkson, 2001). According to Luecke (2003), people need routines to be effective and able to improve performance. However, it is now argued that it is of vital importance to organizations that people are able to undergo continuous change (Burnes, 2004). While Luecke (2003) suggests that a state of continuous change can become a routine in its own right, Leifer (1989) perceives change as a normal and natural response to internal and environmental conditions. The pace of change is categorized by the rate of occurrence. This could be discontinuous (Luecke, 2003), incremental (Burnes, 2004), or continuous (Balogun and Hope, 2004). Grundy (1993:26) defines discontinuous change as change which is marked by rapid shifts in strategy, structure or culture, or in all three. This sort of rapid change can be triggered by major internal problems or by considerable external shock (Senior, 2002).

2.4 Change Management Practices

There may be no one best way to manage change which is effective in all situations, but there are certain important aspects of change to consider when attempting to plan or stimulate change. These will now be discussed because these factors to change are examined in this research. Culture may be below the surface but it exerts tremendous power and must be understood. According to Schein (2004), culture is both a dynamic phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with others and shaped by leadership behavior, and a set of structures, routines, rules and norms that guide and constrain behaviour. When managers try to change the behaviour and attitudes of staff, they are likely to encounter inertia or outright resistance,

which may seem unreasonable. Leaders must learn to be aware of and decipher the culture of the organization and groups at the various levels of artifacts, espoused beliefs and values, and basic underlying assumptions, Schein (2004). Schein (2004) believes that culture change in itself is not usually a valid goal but that it will become involved in organizational changes. His key principles are that survival anxiety or guilt must be greater than learning anxiety. The latter should be reduced rather than the former increased by providing a positive, compelling vision, formal and informal training, feedback, positive role models, support groups, reward and discipline systems, and relevant structures; the change goal must be defined concretely in terms of the specific problem to be fixed and not just as culture change. Old cultural elements need to be destroyed but new ones will only be learned if new behaviour leads to success and satisfaction; a period of unlearning is always needed which will be psychologically painful. The role and quality of leadership plays an important part in change. Leaders need to inspire, sell, mobilize, enable and navigate effectively to make change happen, but leadership has increasingly been seen as a team as well as an individual (Audit Commission, 2001). Leaders need clarity of vision and values, the ability to communicate these by what they say and do, and emotional resilience. There are many competing definitions of leadership but the following is relevant in this study. Leadership is the creation of new realities (Dunphy et al, 2007). Leaders need to develop themselves and learn from and admit to mistakes. They need to be aware of and allow organizational members to make progress through the natural process of human adaptation using empathy, encouraging engagement, energizing staff, and reinforcing the changes (Marks, 2007). Leaders are warned not to declare victory prematurely or lose focus, but instead to make change stick starting with themselves, reinforce appropriate behaviour and performance, and provide training and support (Longenecker and Rieman, 2007). It is generally regarded as impossible to impose or enforce change effectively. An entirely top-down approach may lead to unexpected results, inertia, or reluctant compliance at best. Research by Parish et al (2008) demonstrates that antecedents to change such as fit with vision, employee-manager relationship quality, job motivation, and role autonomy all influence commitment to change. Significant effective commitment had the greatest impact on implementation success and improved performance. They refer to other writers who claim that there is a scarcity of research on employee reaction to change. When participation is effective it produces beneficial outcomes for individuals and organizations, but authentic participation is needed and individuals need to be prepared adequately to be competent to participate (Pasmore and Fagans, 1992). Some organizations have benefited from creating a critical mass of change actors through provision of space for reflection and dialogue and building networks of change-minded staff, (Bruch and Sattelberger, 2001). Closely related to important aspects of change set out above is the key role of effective communication. According to Armenakis and Harris (2001), persuasive communication of a consistent change message is required to help an organization create readiness for a major re-organization. Kotter (1996) describes one of eight common errors in organizational change efforts as under-

communicating the vision by a factor of ten or one hundred or even one thousand. He urges those leading change to use creatively every method and vehicle possible to communicate constantly the new vision and strategy, keep the message simple, use metaphor and analogy, and have the guiding coalition role model the behaviour expected of employees. Managers need to align employees' expectations of the change communication with understanding of the change goal to create change receptivity (Frahm and Brown, 2007). Training and development are key parts of any change project. This may be in relation to new skills, attitudes and behaviours required, but it also may aim to give staff the understanding and confidence to empower them to pursue continuous improvement (Burnes, 2004; Kotter, 1996). A comprehensive training program should be established with systems in place for evaluation and feedback. The role and skills of the change agent are crucial in delivering or facilitating change effectively. According to Buchanan and Boddy (1992), the change agent has to support the performance of rationally considered, logically phased and visibly participative change with backstage activity in the recruitment and maintenance of support and in seeking and blocking resistance. The change agent must have a two dimensional expertise combining managerial judgment and a tool kit of core competences (Buchanan and Boddy, 1992). The former includes diagnostic skills, judgmental capability, and behavioural flexibility while the latter comprises a series of competences in five clusters concerned with goal setting, role specification, communication, negotiation, and managing upwards. Balgun et al (2008) stress that change directors need to understand the difficult but pivotal role of middle managers and provide them with the necessary skills and support, because they are the shock absorbers in change who have to look two ways at once and carry out unscripted, unacknowledged and often emotional work. This study includes an examination of the role, skills and support given to the change agents. Resisting change is a common reaction with the particular form depending on the individual's personality, competing commitments, the nature of the change, attitudes towards it and forces deriving from the group, the organization and its environmental context. The form of resistance may vary from passive resignation to indifference, passive resistance, and active resistance (Carnevale, 2003). It is a common theme in the literature of change, but it should not always be seen as completely negative and can help to modify and translate the change into something which becomes more effective and workable (Fronza and Moriceau, 2008). Much of what we refer to as resistance to change is really resistance to uncertainty (Carnall, 2003). Resistance is often believed to be an inevitable human reaction to imposed change, but it may also result from the methods used to effect change and to what may be perceived as cynical use or misuse of grand ideas for personal or group interests (Diefenbach, 2007). It may arise from distorted perception, interpretation barriers, and vague strategic priorities, low motivation for change, and lack of a creative response in the formulation stage, political and cultural deadlocks, leadership inaction, embedded routines, lack of capabilities, and sheer cynicism in the implementation stage (Pardo del Val and Fuentes, 2003). Ford et al (2002) propose that much research

ignores resistance as a socially constructed reality in which people are responding more to the background conversations in which change is being initiated than to the change itself. Change agents should understand that change creates uncertainty, stress, and anxiety, even for those managing change, and that there is a relationship between self-esteem, performance and stress. People will react and behave differently at different points in the cycle of accepting and adopting change (Carnall, 2003). Managers must combine a number of approaches based on a careful analysis of the situation and as part of a clearly considered strategy (Kotter and Schlesinger, 2008). These approaches include education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion. This study looks at resistance to change and how it is handled. School managers can use performance measurement as part of management strategy to evaluate, control mentor, motivate, budget, promote, celebrate, direct, plan, learn and improve their learning institutions. This is because performance measurement generates critical information such as information about inputs, activities, output, outcome and impact (Behn & Robert, 2003, Carroll et al, 2002 and Halachmi et al, 2005). The reason why performance measurement would be of critical use to school managers was that, it assists the school managers to set goals, develop objectives which are legitimate, equitable, adoptable, customer focused, all inclusive, consistent, applicable, stable, measurable, numerical, profitable, specific and time bound. It also assists in stock taking to be able to measure capacity in terms of knowledge skills and infrastructure. This is because performance measurement is pegged on unsentimental assessment of tools at hand. Performance indicators or measures were developed as standards for assessment. It is the generic term encompassing the quantity basis by which the objectives were established and gauged (Dewaal, 2007 & Cole, 2004). It was also the use of quantitative measures of capacities process and outcomes to develop information about critical aspects of activities, including their effects on the public. It was about analyzing the success of a program and the effects of comparing data or what actually happened and what was planned (Kathrine, 1997). We need performance indicators for control, self-assessment, continuous improvement and management assessment. According to Beatham et al (2006) business performance is measured in financial terms, profit and turnover. These financial measures of performance have been the sole measures of a company's success. However, recent research findings in performance management is advocating for emphasis on both financial and non-financial dimensions such as competitiveness, service quality, customer satisfaction, school flexibility, resource utilization and technology. Neely (1998) argues that managers measure performance for two main reasons. Either they want to know where they are and what they have to do to improve; or they want to influence their subordinates' behaviours. Beatham et al (2006) concluded that performance measurement is only part of the business improvement process. Unless action is taken based on the results attained then the measures are meaningless, costing money to obtain and not adding value to the business, Bourne et al., (2000). Performance

measurement therefore, must be part of a system, which reviews performance, decides on actions and changes the way in which the business operates. Education sector stakeholder pressures challenge managers to achieve competence in their managerial performance. Competent managerial qualities are needed to determine strategic directions for a school to take and to creatively solve business problems, Scheule and Sneed, (2001).

3.1 Introduction

This section identifies the procedures and techniques that were used in the collection, processing and analysis of data. Specifically, the following sub-sections were included: research design, population of study, data collection and data analysis.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Sellitz et al, 1965). The study adopted a descriptive cross-sectional research design. A cross-sectional study involves the study of different organizations or groups of people to look at similarities or differences between them at any one particular time. It involves a close analysis of a situation at one particular point in time to give a 'snap shot' result. A descriptive survey was preferred for it is used to obtain information concerning current status of a phenomenon and purpose of this method is to describe what exists with respect to situational variable, that is, it looks at relationship between and among variables (Mugenda and Mugenda, 2003).

3.3 Population of the Study

The target population consisted of all the thirty eight (38) public Secondary Schools in Siaya Sub County. All the schools were be targeted, thus a census survey. The schools targeted included one Girls' National boarding school; two Girls' boarding county level schools; two Boys' boarding county level schools; and thirty three mixed day Sub County level schools. (See Appendix 2 attached for List of Schools)

3.4 Data Collection

Primary data were collected using a structured questionnaire. The questionnaire was divided into two sections. Section contained demographic information of the respondent while section B focused on change management practices within the institution. For each criterion, respondents were asked to evaluate the extents of practice on a five point scale (5 – Very large extent, through 1 – Very small extent). The drop and pick method was used to administer the questionnaire. In each public secondary school, the respondent was the Head teacher of the school. Secondary data on performance were obtained from the records at DEO's office in Siaya Sub County.

3.5 Data Analysis

Before actual data analysis, questionnaires were checked for completeness and consistency. Data were analyzed using descriptive statistical techniques such as frequency distributions and percentages. Multiple regression analysis was done using SPSS software to establish the regression

equations linking change management practices (X_1 to X_5) to performance (P) by finding the estimated values of β_0 , β_1 , β_2 , β_3 , β_4 , β_5 , and ϵ in each case. Results were presented using tables. The model equation summary was:

$P = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$ where P is performance measure,

β_0 , β_1 , β_2 , β_3 , β_4 and β_5 are constants.

x_1 = Practicing effective planning

x_2 = Exhibiting committed leadership

x_3 = Keeping stakeholders informed through effective communication

x_4 = Aligning the workforce to organizational goals

x_5 = Establishing a defined governance; and ϵ is the error term.

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on the analysis of data collected based on the questionnaires administered to principals of Public secondary schools in Siaya Sub County. Firstly, the results of analyzed data are presented in form of tables which address the first objective of identifying the change management practices in Public Secondary Schools. The researcher focuses on the extent of practice of the already identified generally acceptable best practices for an effective change process. Secondly, the researcher carries out multiple regression analysis to establish the influence that the change management practices have on performance with the correlation coefficients summarized in tabular form. The results obtained form the basis of discussion that highlights the research findings in relation to what other scholars pinpoint. Siaya Sub County had thirty eight (38) public secondary schools. Whereas all the schools were targeted, only thirty (30) appropriately responded by submitting completed and consistent questionnaires representing a population of 78 % for this study. In all the tables, the following five point scale was used: (5 – Very Large Extent, 4 – Large Extent, 3 – Moderate Extent, 2 – Small Extent and 1 – Very Small Extent).

4.2 Change Management Practices in Public Secondary Schools in Siaya Sub-County

There may be no best way to manage change which is effective in all situations but there are certain important aspects of change to consider when attempting to plan or stimulate change. For any dynamic organization whether public or private, change is inevitable for them to remain relevant in the manner they offer services and give results. Good planning is an essential ingredient to effect change in an organization regardless of the size of the organization. Strategic planning is a basic requirement in an academic environment for sustained competitive advantage. Planning helps managers to view things from a wider perspective, facilitating collaboration between middle level management and top management. A strategic plan defines vision, mission and future goals; identifies suitable strategies to achieve the goals; improves awareness of external environment; reduces resistance to change; strengthens organizational performance and makes the organization

more proactive than reactive. Respondents were required to indicate the extent to which they had put into practice four (4) aspects that were considered indicators of good planning.

Table 4.1.1: Embracing of strategic planning as a current management trend

Response	Frequency	% Response	Mean Extent, μ	Standard deviation, σ
Very large extent	10	33%	4.2667	0.2728
Large extent	18	60%		
Moderate extent	2	7%		
Total	30	100%		

The findings in Table 4.1.1 indicate that majority (60%) of Public Secondary Schools in Siaya Sub-County practiced strategic planning to a large extent. The findings imply that most of the Public Secondary Schools had embraced the requirement by the MOE that all Secondary Schools develop strategic plans to guide their development agenda. The standard mean indicates that the schools practiced this aspect of management to a large extent although the level of disparities among the schools was significant. The respondents were also asked to rate their extent of implementation of the strategic plan already developed.

Table 4.1.2: Implementation of Strategic Plan

Response	Frequency	% Response	Mean Extent, μ	S.D, σ
Very large extent	9	30	4.1000	0.2601
Large extent	15	50		
Moderate extent	6	20		
Total	30	100		

The findings in Table 4.1.2 indicate that majority (50%) of Public Secondary schools in Siaya Sub-County implement their strategic plan to a large extent. These findings imply that the strategic plans developed by the schools were being put into practice by most of the schools to a large extent as indicated by the mean extent of (4). Respondents were required to rate the extent of the developed plan in focusing to achieve school's vision.

Table 4.1.3: Change Plan 'focused' to achieve school's vision

Response	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	30	100	5	0
Total	30	100		

The findings in Table 4.1.3 indicate that all the Public Secondary Schools (100%) had to a very large extent developed change plans focused to achieve the school vision. The findings imply that all the Public Secondary

Schools had deliberately crafted change plans that were geared towards achieving the school vision. Respondents were required to indicate the extent to which planning had been embraced within other levels of the institution with set targets to be achieved within set time lines.

Table 4.1.4: Embracing change plan at other levels of management

Response	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	6	20	3.4667	0.4084
Large extent	4	13		
Moderate extent	18	60		
Small extent	2	7		
Total	30	100%		

The findings in Table 4.1.4 indicate that majority of the Public Secondary Schools embraced the planning at other levels of the institution with set targets to be achieved within set time lines to a moderate extent. The findings imply that the school administration did not enjoy full support in the implementation of the change plan because other levels of management had not fully embraced the intended change plan but only moderately. Role and quality of leadership plays an important part in change. Leaders need to inspire, sell, mobilize, enable and navigate effectively to make change happen, but leadership has increasingly been seen as a team as well as an individual. Respondents were required to rate their extent of success of their change leadership.

Table 4.1.5: Extent of success of change Leadership

Response	Frequency	% Response	Mean extent, μ	SD, σ
Very large extent	4	13	3.3333	0.4128
Large extent	3	10		
Moderate extent	22	73		
Small extent	1	7		
Total	30	100		

The findings in Table 4.1.5 indicate that majority (73%) of the Public Secondary Schools in Siaya Sub-County had moderate level of success in the leadership provided by their managers. The findings therefore implied that most of the Secondary Schools principals were not practicing effective leadership in their management of change. The respondents were asked to rate the extent of readiness by school workforce to change.

Table 4.1.6: Readiness for change by workforce

Response	Frequency	% Response	Mean Extent, μ	SD, σ
Large extent	4	13	3.0667	0.2591
Moderate extent	24	80		
Small extent	2	7		
Total	30	100		

The findings in Table 4.1.6 indicate that majority (80%) of the Public Secondary Schools in Siaya Sub-County had their workforce ready for the change programmes to a moderate extent. The findings indicate that the change leadership had not played the all important role in ensuring that the workforce accepted the need for change and were fully ready for the outcome through ownership of the entire change process. This was an indicator of significant resistance to change. Respondents were asked to rate the extent of engagement between them and members of the school community regarding their change initiatives.

Table 4.1.7: Engagement with School Community

Response	Frequency	% Response	Mean extent, μ	SD, σ
Very large extent	5	17	3.5000	0.3028
Large extent	5	17		
Moderate extent	20	66		
Total	30	100%		

The results from Table 4.1.7 indicate that majority (66%) of the Public Secondary Schools engaged the members of the school community to a moderate extent. These findings imply that there was still a gap in the level of engagement between the other members of the school community and the school administration. This moderate level of engagement on change issues may explain the significant level of resistance to change already observed. The Principals were also required to rate their intervention role as leaders to resolve change related issues so as to keep the change process on course.

Table 4.1.8: Extent of intervention in conflicts on change related issues

Response	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	3	10	4.1000	0.16533
Large extent	27	90		
Total	30	100		

The findings in Table 4.1.8 indicate that majority (90%) of the Public Secondary Schools had the Principals intervening in conflicts related to change issues to a large extent to keep the change plan on course. These findings imply that the school managers as leaders had proposed to initiate, implement and manage the change process. They exhibited the spirit of achieving intended end results and would do what it takes to reduce stress levels in the system as much as possible. The school managers were also required to rate the level of commitment to change initiative by the other leadership within the institution other than themselves.

Table 4.1.9: Extent of Commitment to change by other change agents

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	3	10	3.2667	0.4170
Large extent	4	13		
Moderate extent	21	70		
Small extent	2	7		
Total	30	100		

The findings in Table 4.1.9 indicate that majority (70%) of the Public Secondary Schools had moderate level of commitment by other leadership in the schools apart from the Principals. These results indicate that most of the schools had high chances of failing in their change initiatives due to lack of total commitment from other key leaders. Stakeholder communication involves encouraging the stakeholder participation and commitment to the change, by employing open and consultative communication approaches to create awareness and understanding of the change throughout the organization. The school Principals were required to rate the extent to which they know and involve their key stakeholders in the change initiatives.

Table 4.1.10: Knowing and involving stakeholders (stakeholder analysis)

Response	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	1	3	3.6000	0.4099
Large extent	19	63		
Moderate extent	7	23		
Small extent	3	11		
Total	30	100		

The findings in Table 4.1.10 indicate that majority (63%) of the Public Secondary Schools in Siaya Sub-County had their managers knowing and involving key stakeholders to a large extent. These results imply that key stakeholders were involved in the change management process. The school managers made an analysis of who their key stakeholders were in the change initiative and implementation and kept them involved. The principals were also required to rate their level of communication to key stakeholders about their vision, benefits and impacts of the change program.

Table 4.1.11: Extent of communication of vision, benefits and impacts to key stakeholders.

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	9	30	4.1000	0.2601
Large extent	15	50		
Moderate extent	6	20		
Total	30	100%		

The findings in Table 4.1.11 indicate that majority (50%) of the Public Secondary Schools in Siaya Sub-County communicated their vision, benefits and impacts of the change to the key stakeholders to a large extent. This finding meant that in the schools where stakeholders were aware of the benefits and impacts of the change performance, there was more ownership and readiness for change. Resistance to change was more likely to be reduced. The respondents were required to rate the extent to which they monitored the stakeholders' responses after communicating to them.

Table 4.2.12: Monitoring of Communication Responses to Stakeholders

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	7	23.33	3.5667	0.4090
Large extent	4	13.33		
Moderate extent	18	60		
Small extent	1	3.33		
Total	30	100		

The findings in Table 4.1.12 indicate that the majority (60%) of the schools in Siaya Sub-County monitored their communication to the stakeholders for responses to a moderate extent. This implies that despite the communication being made, some of the stakeholders' responses were hardly taken into account during the change management process. Only moderate consideration was done. The respondents were required to indicate the extent to which they considered other modes of communication to stakeholders other than commonly used school channels.

Table 4.1.13: Extent of use of other modes of communication

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	2	6.67	2.6000	0.6000
Large extent	3	10		
Moderate extent	8	26.67		
Small extent	15	50		
Very small extent	2	6.67		
Total	30	100%		

The findings in Table 4.1.13 indicate that the majority (50%) of the Public Secondary Schools in Siaya Sub-County used other modes of communication to stakeholders to a small extent. The findings imply that the school managers relied on the traditional channels of communication without considering the advancement in technology and the level of effectiveness of such traditional methods. Some of the stakeholders may not access information as quickly leading to ineffective implementation of the intended change. Strong governance and associated reporting arrangements need to be established to drive and monitor change. In change projects separate roles and/ or lines of

responsibility for the change are often established resulting in the normal hierarchy of control being broken or modified. Governance involves establishing appropriate roles, responsibilities and a structure to ensure a successful change. All the respondents were required to respond to whether they had established formal governance structures in their schools. All the thirty (30) schools indicated a "YES" indicating 100% response. The respondents who indicated "YES" were further required to indicate the extent to which the various levels of management established understood their roles and responsibilities.

Table 4.1.14: Understanding of roles and responsibilities:

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	1	3.33	3.1667	0.4260
Large extent	6	20		
Moderate extent	20	66.67		
Small extent	3	3.33		
Total	30	100		

The findings in Table 4.1.14 indicate that majority (66.67%) of the Public Secondary Schools in Siaya Sub-County had their middle level managers understanding their roles and responsibilities to a moderate extent. This implies that the change process could not be fully successful due to a significant gap in knowledge of roles and responsibilities of the implementers of the change plan. Success was expected to be moderate arising from either role conflict or errors of commission or omission. The respondents were required to rate the extent of support they received from the established governance systems.

Table 4.1.15: Extent of support from governance structures

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Very large extent	2	6.67	3.4667	0.3084
Large extent	10	3.33		
Moderate extent	18	60		
Total	30	100		

The findings from Table 4.1.15 indicate that majority (60%) of the Public Secondary Schools in Siaya Sub-County received moderate support from the governance structures that they had established. This result implies that despite the existence of formal structures set up to implement change, the school managers did not get full support thus making the change implementation only moderate. This indicates aspects of resistance to change. Alignment of the workforce involves the identification of the human impacts of the change, and developing plans to align the workforce to support the changing organization. Respondents were required to rate the extent to which they allowed members of the school community to participate in decision making.

Table 4.1.16: Decision Making Opportunities

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Large extent	12	40	3.3333	0.2788
Moderate extent	16	53.33		
Small extent	2	6.67		
Total	30	100%		

The results in Table 4.1.16 indicate that the majority (53.33%) of Public Secondary Schools in Siaya Sub-County have allowed decision making opportunity to other members of the school community to a moderate extent. This result implies that majorly decision making is still restricted to top level management while the other middle level cadre staffs are only involved moderately. This weighs down on the pace of change process. Respondents were also required to rate the extent to which the workforce had acquired job-relevant knowledge and skills necessary to accomplish organizational goals.

Table 4.1.17: Job-relevant knowledge and Skills

Responses	Frequency	% Response	Mean Extent, μ	SD, σ
Response	18	60	3.5333	0.3083
Response	10	33.33		
Response	2	6.67		
Total	30	100%		

The results in Table 4.1.17 indicate that majority (60%) of the Public Secondary Schools in Siaya Sub-County have a workforce that has the job-relevant knowledge and skills to accomplish organizational goals to a large extent. The findings imply that the school managers have ensured that before a successful change process the staff has the necessary training to acquire the knowledge and skills as a prerequisite for successful implementation.

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of the research project was to establish change management practices in Public Secondary Schools in Siaya Sub County as well as establish the influence of these change management practices on performance of the institutions. This chapter contains a summary of the results as presented in the previous chapter and gives conclusions and recommendations based on the findings of the study; finally the study has provided suggestions for further research.

5.2 Summary

The underlying basis of change management is that people's capacity to change can be influenced by how change is presented to them. Public secondary schools have planned for the change for a long period as a requirement by the Government through the Ministry of Education. The organizations also have developed and documented the objectives to be achieved by the change and the means to achieve it. This has been successful through strategic planning. Having established a case for

change, the execution of change plans was done by all schools to a large extent. The drawn plans were focused towards achieving the set school vision in all the schools under this study. However, there was evident failure by the schools to totally embrace the change initiatives which was only done in moderation. Whereas all principals confirmed that they had knowledge and skills on educational management after being sponsored to undertake management courses, 73% of them were only moderately successful as change agents. Their inadequacy in change leadership was reflected in the 80% moderate readiness for change by the school community indicating significant level of resistance to change in most schools. The extent of engagement was also done in moderation implying that there was a likelihood of information gap which could increase resistance. However, the principals as change agents and leaders readily intervened to a large extent in situations of conflict on change issues to maintain the change process inertia. Commitment to change was observed to be moderate. Most of the schools under study were initiated by the members of the community within their localities. The school managers had the moral obligation of identifying the schools with the stakeholders, which they practiced to a large extent. However, other dynamics may have played role to explain the moderate level of commitment to change and failure of engagement to a large extent. Moderate communication of vision, benefits of change and the likely impacts of change had been done. However, monitoring of the responses of the communication had not been done to a large extent in most of the schools. Feedback seemed not to be of importance to most principals yet it is a crucial element in change management process. Most school managers had adopted the traditional ways of communication despite changes in information communication technology. Majority of the principals confirmed that they only practiced the use of other modes of communication to a moderate extent which may have led to the observed moderate to small extent of commitment to change. Decision making was largely done by the school managers allowing only moderately for second opinion. Seven percent of the schools only allowed decision making at other levels to a small extent. This scenario meant that ownership of the change program was minimal thus increasing resistance. It was, however, evident that 60% of the managers had allowed their workforce to acquire the relevant skills and knowledge for accomplishing organizational goals. In all the schools studied, the principals had established a formal governance structure. However, the roles and responsibilities were well defined and understood in 67% of the schools while it was still a major challenge in 10% of the schools. With low understanding of roles and responsibilities in the change process, the result was the observed moderate and small extent of support that the school principals received from their governance structure.

5.3 Conclusion

Change is an inherent characteristic of any organization and like it or not, all organizations whether in the public or private sector must change to remain relevant. In conclusion, change is inevitable and change is development. Secondary School education is a service on the move and has reached a point where there is need to

exceedingly invest in some research and development as it becomes more competitive and hence a need to be in the know at all times. From the studies conducted the most successful change efforts have focused very heavily on the best practices of change management. Public Secondary Schools in Siaya Sub County have realized and carefully institutionalized the change to develop organizational capabilities so that the change becomes a robust feature of the organizational context. Of much importance, organizational leaders must continuously monitor the ongoing change process. Frequent employee surveys and administrative walk-around are some means by which principals of schools, that are basically the change agents, may keep track of the sustainability of change. Successful change management strategies require not only an awareness of human behavior, but also workplace evolutionary trends. As a final point, for a successful change process the managers of Public Secondary Schools in Siaya Sub County should commence change monitoring and evaluation process immediately while at the same time embracing the best practices of change management, not moderately as is the situation currently, but in totality.

5.6 Suggestions for Further Research

In addition to the conclusions that the scope of this study has allowed me to draw, my findings have also yielded several recommendations for further research on this topic. There being not much research conducted on the management of change and performance in the Public Secondary Schools' context, it is hoped that this study will act as a catalyst for further research. There is need to further research on other change management practices that this research may not have established and their influence on performance in other Sub Counties for comparison purposes. This study also presents a research opportunity which can include a similar study conducted in Private Secondary Schools and both Public and Private Primary schools in Kenya. The researcher suggests that a more comprehensive model be developed for accurately measuring the relationship between change management practices and performance based on more objective responses by the school managers while taking into account the environmental factors that uniquely affect the institutions.

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