

**CHALLENGES OF CHANGE MANAGEMENT IN SECONDARY SCHOOLS OF
TRANS-NZIOA COUNTY, KENYA**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF
BUSINESS ADMINISTRATION SCHOOL OF BUSINESS, UNIVERSITY OF
NAIROBI**

NOVEMBER 2013

DECLARATION

This research project is my original work and has not been presented for any award of a degree in any other University.

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I declare that this project has been originally produced and fulfilled the university requirements:

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DEDICATION

This research report is dedicated to my husband James Ogongo and to my parents Thomas Bogonko and Janet Mwangale.

ACKNOWLEDGEMENTS

My sincere gratitude to my supervisor Dr Mary Kinoti for her expert guidance in this study, I also acknowledge the management and staff of the University of Nairobi for their valuable assistance during the entire period of my studies at the institution, to my family members for the time and resources they sacrificed towards the completion of my studies, to the secondary school teachers of Trans-Nzioa county for their support during data collection, lastly to the Master of Business administration students class of 2011-2013 for their moral support and stimulating class discussions. Thank you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
CDF	Constituency Development Fund
CEO	Chief Executive Officer
DEB	District Education Board
ISO	International Standards Organization
IT	Information Technology
JAB	Joint Admissions' Board
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of secondary Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NHS	National health services
PTA	Parents and Teachers Association
SPSS	Statistical Package for Social Sciences
TSC	Teachers' service commission
USA	United States of America

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ABSTRACT

Change management is essential because of the fact that today, there is increased and unprecedented scrutiny from stockholders (such as parents, community and school sponsors) and the media. Prying eyes and listening ears raise the stakes for failed business endeavours and increase the pressure on struggling executives. It is from this background that this study conducted a research on challenges of change management among secondary schools in Trans-Nzioa County. This study used a descriptive survey design to obtain quantitative data through the use of questionnaires with a set of closed-ended and open-ended questions. The study population consisted of 227 Public secondary schools in Trans-Nzioa County with a sample size was 25 schools that were selected through random sampling procedure. Data analysis was done by first checking the questionnaires entries for consistency and accuracy then arranged to simplify coding and tabulation. Descriptive statistics were used in measures of central tendency, proportions and frequency distributions to analyze data. It was found out that 56% of secondary schools in Trans-Nzioa County suffer financial challenges and cannot therefore execute potentially good management changes. Besides, 44% of secondary school principals in Trans-Nzioa County do not involve students, teachers and other stakeholders when formulating and implementing changes that may affect their current behaviour or conduct. Only 36% attempted to involve these stakeholders in the entire process of new management changes. In the order of their prevalence, the research found out that change management challenges that mostly affect secondary schools in Trans-Nzioa are legal challenges with a mean score of 3.64, ultimatums from financial sponsors (3.60), financial challenges (3.44), consensus building (3.32), resistance (3.16) and poor weather (3.12). Other challenges as pre-identified were noted to be insignificant as obstacles to change management in secondary schools in Trans-Nzioa. These include community interference (3.00), socio-cultural and religious interference (2.76) and political interference (2.48). In conclusion, the study found out that many public secondary schools in Trans-Nzioa County faced financial and legal challenges in enabling change management practices. It was therefore recommended that the legal framework within which schools operate be revised to allow principals take control and instil development-oriented changes in their institutions without fear of litigation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In the modern business environment, organizations face rapid change like never before. As Gilley (2005) claims, globalization and the constant innovation of technology result in a constantly evolving business environment. Phenomena such as social media and mobile adaptability have revolutionized business and the effect of this is an ever-increasing need for change, and therefore changes management. The growth in technology also has a secondary effect of increasing the availability and therefore accountability of knowledge. Easily accessible information has resulted in unprecedented scrutiny from stockholders and the media (Hoy and Miskel, 2008). With the business environment experiencing so much change, organizations must then learn to become comfortable with change as well. Therefore, the ability to manage and adapt to organizational change is an essential ability required in the workplace.

This study was based upon the concepts of Lewin's three-step change theory and Lippitt's phases of change theory mainly to find out how to introduce change management in organizations. This was in realization of the fact that school administrations in Trans-Nzioa County are very conservative based upon traditional practices that the study thought are of no benefit to the performance of affected institutions. Lewin's three-step change theory unfolds the situation because in organizations, there are always opposing forces between the managers and the people being managed into change. The Lippitt's phases of change theory describe a procedure that can be used by change agents to ensure that changes are effected in management process. This study fits well in these theories in that the Lewin's theory helps it to disentangle the various challenges that exist in institutions regarding change management while the Lippitt's theory helps to solve these challenges.

Trans-Nzioa County is found in Kenya, Rift valley province Kitale East District, Kaplamai division, Sinyereri location and Sitatunga sub location. The county borders Webuye district in western Province Bungoma County to the west, Lugari district in

Kakamega County to the South west, Eldoret North district to the south and Eastern parts and West Pokot in Pokot County to the North. It is a semi temperate region where the major economic activity is farming in dairy cattle and maize. However, the county, in some parts, experiences prolonged dry spell especially the regions that border West Pokot County and the general terrain is sloppy and stony making transportation a major problem in such regions. A few people have sugarcane plantations. Kitale is the nearest trading centre, and it is centrally placed in the county. Funnily, there is no major linguistic group in the county because Trans-Nzioa is cosmopolitan. However, Kitale is the cradle home for Luhyas to the west (Bukusu and Saboat) and Kalenjins (Nandi) to the East. Because of migrations brought about by the availability of tradable land in the county, many Kenyan tribes established their homes in the county and formed settlement schemes.

1.1.1 The Concept of Change management

Historically, it is believed that change leadership was pioneered in the late 1980s and early 1990s where top leaders, growing dissatisfied with the failures of creating and implementing changes in a top-down fashion, created the role of the manager to take responsibility for the human side of the change (Daft, 2006). One of the reasons why change management is necessary is due to the rise of globalization and technology in Kenya (Nyongesa, 2007). The new technology in management can only be implemented when there are straight structures laid down to ensure this happens. Normally, traditional managers and management systems do not appreciate change hence the need for change management to ensure that these good features of technology are incorporated in strategic plans. Phenomena such as social media and mobile adaptability have revolutionized business and the effect of this is an ever-increasing need for change. The growth in technology also has a secondary effect of increasing the availability and therefore accountability of knowledge (Mbwesa, 2006; Khamete, 2005; daft, 2006).

Besides, change management is essential because of the fact that today, there has been an increased and unprecedented scrutiny from stockholders (such as parents, community and school sponsors) and the media. Prying eyes and listening ears raise the stakes for failed business endeavours and increase the pressure on struggling

executives. Thus, as Eshiwani (1993) argues, when management is based on traditional approaches, leadership will be overtaken by events. That is why cultural and traditional leadership in schools may not be effective in the current global situations unless they restructure and disorganize themselves for a new beginning.

With the business environment experiencing change, organizations (not just schools as in the case of this research) must learn to become comfortable with change as well. Therefore, the ability to manage and adapt to organizational change is an essential ability required in the workplace at present (Daft, 2006). Due to technological growth as earlier mentioned, modern organizational change is motivated by exterior innovations rather than internal moves. When these developments occur, the organizations that adapt quickest create a competitive advantage for themselves, while those that refuse to change are left behind. This can result in drastic profit and/or market share losses (Hughes et al, 2006). For instance, schools can lose profits in terms of poor enrolment, poor results in national examinations, and withdrawal of reputable sponsors among others.

1.1.2 Challenges of change management

The world is very dynamic and therefore, introducing change is necessary although not enough for ensuring future success. Changes are necessary for institutions on repositioning, renewal, reorganizing and systematic development. Institutions that want to achieve competitive advantage, the fear or the fight against change has to be replaced by efforts to master the power of change (Callen, 2010). Structural changes are happening everywhere, so it is understandable that transformations are interactively manifested in the field market demands, technological achievements and managerial knowledge. There are various challenges of change management, for instance, resistance to change that comes from a fear of the unknown or an expectation of loss the front-end of an individual's resistance to change is how they perceive the change the back-end is how well they are equipped to deal with the change they expect.

An individual's degree of resistance to change as argues Wadsworth (1989) is determined by whether they perceive the change as good or bad, and how severe they

expect the impact of the change to be on them. Their ultimate acceptance of the change is a function of how much resistance the person has and the quality of their coping skills and their support system. Change, whether incremental or quantum, can create significant challenges and displacements in organizations due to the difficulty of many individuals, groups and institutions to adapt to change. Organizational success, and indeed survival, Wischensky and Fariborz (2006) argues, is dependent on the ability to respond to and manage environmental changes, and the identification and development of strong leadership to guide the process. Leaders are required to lead from the front and to develop effective strategies to recruit, retain and develop effective successors (Wadsworth, 1989). The last two decades have evidenced dramatic changes in the global environment, driven by macro-environmental factors including globalization of businesses, technological advances, oil market fluctuations, corporate scandals and increased risk associated with terrorist activities and wars. In addition, an increasingly competitive environment has given new meaning to the phrase “survival of the fittest.”

Differently described as process improvements, business process reengineering, restructuring, total quality management and right sizing, transformation efforts recognize and respond to the uncertain and challenging external environment where the common constant, change, affects every facet of organizational life. Consequently, ‘business as usual’ is out-dated, and maintenance of the status quo is likely to drive an organization into bankruptcy. However, many change efforts have resulted in failure. Evidence suggests that the probability of failure is higher when organizations react to fads in the marketplace rather than cultivate a culture that monitors and responds to change in a proactive fashion, which fosters stakeholder involvement and alignment with the organization’s vision and strategy.

Kotler (2003) noted that many of unsuccessful change efforts occur due to many shortcomings that include: failure to generate a sense of urgency; failure to establish a powerful guiding coalition; no clear vision or strategy to direct the change effort; ineffective communication of the change vision to all stakeholders; failure to identify and eliminate obstacles to change; failure to create and recognize short-term achievements; celebrating success prematurely, causing stakeholders to lose focus;

failure to firmly incorporate the changes into the corporate culture (Wekesa, 1993). The costs of such shortcomings manifest themselves in failed implementation of new strategies or initiatives. Therefore, to reduce the risk of failure and of being overwhelmed by the impact of change, the change effort must be guided by committed and resilient role models, who must plan strategically if they are to lead the organization successfully.

1.1.3 Secondary Schools sector in Kenya

Historical records not only from the travels of Johann Ludwig Krapf and Johannes Rebmann reveal that Kenyans had access to education as far back as 1728 with a Swahili manuscript *Utendi wa Tambuka* (Book of Heraclius) attesting to the fact. The missionaries interacted with locals in the coastal town of Mombasa and set up one of the earliest mission schools in the country at Rabai in 1846. With the expansion of the railway from Mombasa to Uganda, the missionaries expanded their work into Kenya's interior. An attempt to set up a school and mission at Yatta in 1894 was resisted by the Kamba tribe. The missionaries then penetrated into western Kenya and set up schools and missions. The first school in western Kenya was established at Kaimosi in 1902.

During the colonial era, the number of Kenyans with exposure to education steadily increased and a good number of them were privileged to proceed abroad for further education. Among those who furthered their education abroad in the colonial era were Jomo Kenyatta, who attended Woodbrooke College and London School of Economics, Charles Njonjo, who attended Grays Inn Law School, Peter Mbiyu Koinange, who attended Columbia University, Mwai Kibaki who attended London School of Economics, R. Mugo Gatheru who attended Roosevelt University, Tom Mboya, who attended Ruskin College, Oxford, Masinde Muliro, who attended University of Cape Town, Julius Gikonyo Kiano who attended Stanford University, Paul Ngei and Barack Obama Sr., who attended the University of Hawaii at Manoa. Julius Gikonyo Kiano was the first Kenyan to obtain a PhD. He returned to Kenya and was instrumental in establishing a school in Githunguri. The trend steadily rose over

the years and by the time of independence in 1963, 840,000 African children were attending elementary school (Eshiwani, 1990).

Secondary schools in Kenya fall into three categories – government funded harambee and private. Government funded schools are divided into national, provincial and district levels. Harambee schools do not receive full funding from the government and private schools are run by private organisations or individuals. After taking the primary school leaving exam and successfully passing, government funded schools select students in order of scores. Students with the highest scores gain admission into national schools while those with average scores are selected into provincial and district schools. Harambee schools accept students with low scores. Students who fail examinations either repeat the final school year or pursue technical training opportunities. A number of students also drop out of school by choice due to poor scores (Saunders, 2009).

Under the current system, students attend secondary school for four years before sitting for the school-leaving exam at the end of the fourth year. The first class or year of secondary school is known as form 1 and the final year is form 4. At the end of the fourth year, from October to November students sit for the Kenya Certificate of Secondary Education examination. In 2008, the government introduced plans to offer free Secondary education to all Kenyans. Historic prestigious national high schools include Mang'u High School, Alliance High School (Kenya) and Starehe Boys' Centre and School (De Swaan, 1998). The system was launched in 1989 herein referred to as the 8-4-4 system where pupils have to spend at least 16 years in academic institutions to be self-reliant with 8 years in preparatory and primary school, 4 years in secondary school and 4 years in post-secondary educational institutions (Eshiwani, 1993).

As per the industry expectations, students should excel in their performance in secondary schools in order to have a better future. In other words, the destiny determinant for a pupil is how he/she performs at the end of the four-year secondary school education through the assessment by the Kenya national Examinations council (KNEC) who offer the Kenya certificate of secondary education (KCSE). This examination is the determinant of the student's future because only those who pass

beyond average (with a pass mark of over B+) can get the chance to get higher education through the joint admissions board (JAB). In fact, the Republic of Kenya (2002) is also worried with those who fail to attain this target because the only option they have is to get to the University through an expensive parallel program where only a few can afford. The rest can get to polytechnics and middle level colleges whose qualifications are not positively perceived by Kenyan employers. A disclosure by Khamete (2005) reveals that students who miss a place completely because of failing to pass KCSE have fewer options such as marriage and family, alcoholism and drug abuse or *jua kali* engagements or engaging in criminal activities. Because of the importance of this education therefore, there is need for good management to make sure that all students perform well and proceed to universities.

Secondary schools in this county are not many but the number of enrolment of students in the schools is high, schools are headed by both male and female teachers. Over the past two or so years, the county has been on spotlight for examination irregularities where many students suffered cancellation of their results. Going by the advice by Hoy and Miskel (2008) on administration, this scenario denotes a loose nut in the schools' management in the county. Based on the results of the top ten schools in the county over 2009-2011 results, a few conclusions can be made about secondary schools in the region.

1.2 Research Problem

Organizations need avenues for change management in order to acquire new administration schemes and plans. However, without acceptance of change management in organizations, there would be laxity in implementation of important development agenda. In the world, the benefits of change management can be attributed to the success of the Lenovo group, a large-scale USA multinational dealing with production of electronic equipment and computers. The group adopted change management in its early years of establishment hence great success. In Kenya, a few organizations have adopted change management mainly because of the rise for the need for ISO certification.

However, the adoption of the same in schools has really lagged behind. The study is in Kenya, Trans-Nzioa County Rift valley province Kitale East District, Kaplamai division, Sinyereri location and Sitatunga sub location. The county borders Webuye district in western Province Bungoma County to the west, Lugari district in Kakamega County to the South west, Eldoret North district to the south and Eastern parts and West Pokot in Pokot County to the North. It is a semi temperate region where the major economic activity is farming.

A number of studies have been conducted on change management in schools in the country and internationally. Studies have also been done Internationally, Drummond Hay (2009) of the United Kingdom undertook a study to examine planning and change management within United Kingdom National Health Service (NHS) multi-site hospital. Another study by Oakland (2007) on quality management in learning institutions in South Africa. Another study was done by Karyn Krawford (2010) Germany on change management and change processes in German University of the Great fields. Another study Darrell Norman Burrell (2006) studied change management intervention and the resistance to change in a complex organisation in India. Locally, studies have been done by Khamete (2005) on school change management in Ikolomani, Western Kenya, based on poor direction and incompetence by principals and head teachers found out that poor change management was because of incompetent staff because many teachers were untrained and employed by the Board of Governors.

Another study by MOEST (2004) on change management in primary schools and the role of the community in influencing management policies and practices found out that schools in many parts of the country were highly influenced by the community and practiced leadership according to what the community wished. A study in Bungoma county by Simatwa (2012) focussing on national schools such as Lugulu girls, Kibabii, Friends school Kamusinga among others revealed a different perceptive. Other studies have shown a strong relationship between change management and organizational development (Peace, 2010; Abdullahi, 2000; Goro, 2003 and Gichira, 2007). The component of change management, as revealed from the studies, is important for the success of educational institutions in Kenya.

However, not all schools are at par as far as change management is concerned, it is against this background that this survey was based on the question: what are the challenges of management among secondary schools in Trans-Nzoia County?

1.3 Research objective

The objective of the study was to determine the challenges of change management among secondary schools in Trans-Nzoia County.

1.4 Value of the study

The knowledge acquired through this study assists educational planners in the county to alleviate poor management practices that hinder change leading to poor performance. It enables them to devise practices that enable the incorporation of change in their management structures. The study also helps Kenyan Educational planners to restructure and shape educational timetables to the free education structure in schools. By adhering to the recommendations of this study, people therefore enjoy peace and overspill benefits of education through attaining good careers and professions.

Moreover, this research aimed to consolidate knowledge about the challenges that school management encounter throughout the country. The findings add value to the government's strategic plans to improve schools by identifying the management areas that need urgent attention. The government also gets to the position to know how to administer performance indicators in various schools because of differences on how the institutions apply change management in their daily routine.

In addition to being valuable to educational planners and government, the findings of this study are also useful to scholars in the change management area. This is because the study collected salient change management ideas and theories and analyse them in practice and theory thereby increasing the scope of research by scholars interested in further study of change management as a topic.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the paper concentrates on a fact-finding mission regarding the objectives in order to have a conceptual and theoretical background before collecting primary data. It is a description of reviewed literature on the following concepts; change management, determinants of change management, resistance to change and a theoretical perspective.

2.2 Theoretical Foundation

There is no effective research not placed under a particular theoretical framework since the theory acts as a guide and predictor of events in the field of research that can aid the research into success especially when determining what tests to carry out. Theories also attempt to explain difficult concepts thereby simplifying the variables of a study.

Lewin's three-step change theory proposed by Lewin (1951) view behaviour as a dynamic balance of forces working in opposing directions. Driving forces facilitate change because they push employees in the desired direction. Restraining forces hinder change because they push employees in the opposite direction. Therefore, these forces must be analysed and Lewin's model can help shift the balance in the direction of the planned change. It only takes the effort of the change agent to make sure that this desired direction is adopted. However, conservative management cultures could be a big obstacle in realization of the required direction. According to Lewin, the following steps are necessary in changing behaviour in organizations:

Unfreeze the existing situations or status quo in organizational culture and behaviour, for example, stringent traditional practices in schools. The status quo is considered the equilibrium state. Some activities that can assist in the unfreezing step include motivating participants by preparing them for change, build trust and recognition for the need to change, and actively participate in recognizing problems and

brainstorming solutions within a group. Unfreezing is necessary to overcome the strains of individual resistance and group conformity and can be achieved by the use of methods: Increasing the driving force that direct behaviour away from the existing situation or status quo; decreasing the restraining forces that negatively affect the movement from the existing equilibrium and; Findings combination of the two methods listed. Secondly, Move the target system to a new level of equilibrium. This could be through persuading employees to agree that the status quo is not beneficial to them and encouraging employees to view the problem from a fresh perspective; working together on a quest for new, relevant information and; connecting the views of the group to well-respected, powerful leaders that also support the change.

The final step is refreezing which ought to take place after the change has been implemented in order for it to be self-sustaining. It is likely that the change will be short lived and the employees will revert to their old equilibrium (behaviours) if this step is not taken. It is the actual integration of the new values into the community values and traditions. The purpose of refreezing is to stabilize the new equilibrium resulting from the change by balancing both the driving and restraining forces. One action that can be used to implement Lewin's third step is to reinforce new patterns and institutionalize them through formal and informal mechanisms including policies and procedures. Therefore, Lewin's model illustrates the effects of forces that either promote or inhibit change management. Specifically, driving forces promote change while restraining forces oppose change. Hence, change will occur when the combined strength of one force is greater than the combined strength of the opposing set of forces.

On the other hand, Lippitt's Phases of Change Theory proposed by Lippitt, Watson and Westley (1958) describes Change management as a phenomenon that is rather dynamic and one that faces a lot of resistance right from the inception stage. Theorists in this field agree that change is good but hard to achieve. Lippitt, Watson and Westley (1958) are theorists who designed a change management theory stating the important phases required for change to be effective. They extend Lewin's Three-Step Change Theory. Lippitt's phases of change theory are a seven-step model that focuses

more on the role and responsibility of the change agent than on the evolution of the change itself.

According to the theory, information is continuously exchanged throughout the process. The seven steps are as follows: Diagnosing the problem, assessing the motivation and capacity for change, assessing the resources and motivation of the change agent. This includes the change agent's commitment to change, power and stamina; choosing progressive change objects. In this step, action plans are developed and strategies are established; the role of the change agents should be selected and clearly understood by all parties so that expectations are clear. Examples of roles are cheerleader, facilitator and expert; maintaining the change. Communication, feedback, and group coordination are essential elements in this step of the change process and finally, gradually terminating from the helping relationship. The change agent (in this case managers like head teachers or school boards) should gradually withdraw from their role over time.

According to this theory, changes are more likely to be stable if they are spread to neighbouring systems and to subparts of the system immediately affected. Changes are better rooted. Lippitt's Phases of Change Theory supports this assertion by giving two examples: the individual meets other problems in a similar way, several businesses adopt the same innovation or the problem spreads to other departments of the same business. In this case, the more the degree of the widespread imitation, the more the behaviour is regarded as normal.

2.3 Concept of change management and challenges

Organizational change is ineffective without strong leadership. Managing change requires a strong and unwavering commitment from the CEO or change leader, and the team that drives and supports the change effort, to create buy-in and gain the commitment of all stakeholders. It has been argued that change cannot be managed, but rather one should be preparing for, leading and responding to change. It is a fact that change is constant and unavoidable, and organizational survival is dependent on developing the ability to adapt to and embrace change proactively.

Therefore, successful change management begins with an effective leader who can respond to and lead the transformation challenge by creating new systems to drive the renewal process. While the role of effective leadership in the change process is clearly recognized, the measures to be pursued to achieve it are often unclear. Indeed, organizations today face several leadership challenges, which must be resolved to achieve successful change management.

A shortage in the leadership pool according to Wadsworth (1989) is observed is because of lower birth rate and an aging labour force combined with increasing work force diversity. As many countries begin to rely heavily on immigration to fill this gap, the complexities arising from incorporating international recruits into organizations require increased attention to crossing the cultural divide and to facilitating appropriate measures for integration. In addition, human resources leaders and CEOs must seek to recruit and retain the best leaders. Strategic recruiting, retention and training and development policies or programs must be established to ensure a sustained supply of leaders. Growing tomorrow's managers today, leadership development practices must stay ahead of the change curve as organizations seek to create a culture of learning through developing and nurturing new business leaders by instilling the right experiences and skills in today's managers coaching at the executive level to facilitate the development of stronger corporate managers (Wekesa, 1993). There is also the need for changing an organization's culture from a knowledge hoarding to a knowledge sharing and transforming the organization into a learning organization.

Sustained growth and value creation is dependent on the organization's ability to manage knowledge. On this note, the Republic of Kenya (2002) is of the opinion that of critical importance in this process is the challenge posed for middle management to develop the political being informed and a mental acumen to guide top leadership and lead from the front. Management is about coping with complexity through planning and budgeting while leadership is transformational and focused on coping with change i.e. establishing direction and vision and introducing change. Due to the growth of technology, modern organizational change is largely motivated by exterior innovations rather than internal moves. When these developments occur, the

organizations that adapt quickest create a competitive advantage for themselves, while the companies that refuse to change are left behind. According to Hoy and Miskel (2008) this can result in drastic profit and market share losses. As a multidisciplinary practice that has evolved because of scholarly research, organizational change management should begin with a systematic diagnosis of the current situation in order to determine both the need for change and the capability to change. The objectives, content and process of change should all be specified as part of a Change Management plan (Zsonlnai, 2011). The concept of change management is very important in the development of any education system. Head teachers are in charge of administration such that they employ various administrative mechanisms to make sure that all processes are seamless and achieve set objectives, they are also charged with the responsibility of making plans and executing viable projects through a long process of funds acquisition, labour attainment to the implementation plan. They make sure that pupils can learn in comely environment and that they are able to excel in their life after school. They therefore co-ordinate all members of staff, sponsors, school boards and national officers to make sure that there is success (Schneider, 2006). In their management, they employ different styles of leadership in order to perform the management functions that follow: planning, organizing, staffing and recruitment, training, coordination, budgeting, motivation and supervision. While others are bureaucratic, some school managers practice collaborative leadership, dictatorship, autocracy among others. Whichever way though, incorporating change in management is inevitable. This has however been marred with several challenges.

Irrespective of the several challenges, for education to achieve its stated goals to the benefit of a nation, change has to be accepted. The administration must be in a good position to manage various work forces in educational institutions to incorporate changes as regards the dynamic needs of administration. The roles of educational administrators such as school principals is to direct, control and manage all matters pertaining to education including effectively managing all the changes taking place to enable all members unite towards achieving common goals (Callen, 2010). Change is dynamic and considered very legitimate inevitable and even a positive indicator of effective management.

Change is inseparable from human relationships as it allows people to interact with others whose interests and needs might offer some change (Callen, 2010). Overall, in every education economic, social and political developments in the world today, challenges of change management have been commonplace. One example of these challenges includes resistance from pre-existing culture, inaccessible opinion leaders among others. Change management can be defined through many ways. According to Kemp, et al (2012), change management is a framework for managing the effect of new business processes, changes in organizational structure or cultural changes within an enterprise. Certainly, change management is used to refer to a structured approach in an organization that is used to ensure that changes are smoothly and successfully implemented to achieve lasting benefits. In the current organizational structures in business environments, there is dire need for organized management change in order to realize many benefits of emerging issues in the field.

It is important to assume a systematic approach to organizational change management especially when change requires people throughout an organization to learn new behaviours and skills. By formally setting expectations, employing tools to improve communication and proactively seeking ways to reduce misinformation, MOEST (2004) notes that stakeholders are more likely to buy into a change initially and remain committed to the change throughout any discomfort associated with it. Although change management is not very old in the country, studies reveal that in countries where it has been established, there have been tremendous leadership changes. Studies further reveal that organizational management change directly affects all departments from the entry-level employee to senior management. The entire company must learn how to handle changes to the organization.

Research on the adoption of change management indicates that effecting change always face resistance. For instance, Gilley (2005) states that a manager trying to implement a change, no matter how small, should expect to encounter some resistance from within the organization. Resistance to change is normal. According to Wischenvsky and Fariborz (2006), people cling to habits and to the status quo. To be sure, managerial actions can minimize or arouse resistance. People must be motivated to shake off old habits.

This must take place in stages rather than abruptly so that the managed change, takes on the character of *natural change* (Schneider, 2006). In addition to normal inertia, organization change introduces anxieties about the future. Conclusively, Gilley (2005) further argues that if the future after the change comes to be perceived positively, resistance will be less. With the business environment experiencing so much change, organizations (not just schools as in the case of this research) must learn to become comfortable with change as well.

Therefore, the ability to manage and adapt to organizational change is an essential ability required in the workplace at present. Due to technological growth as earlier mentioned, modern organizational change is motivated by exterior innovations rather than internal moves. When these developments occur, the organizations that adapt quickest create a competitive advantage for themselves, while those that refuse to change are left behind (Callen, 2010). This can result in drastic profit and/or market share losses. For instance, schools can lose profits in terms of poor enrolment, poor results in national examinations, and withdrawal of reputable sponsors among other.

There are various challenges of change management, these according to MOEST (2004) range from social, political, economical to environmental, academic/professional and natural challenges. For instance, managers are disturbed by the ever-increasing influence of political interference in organizations and institutions especially with the proliferation of the constituency development kitty where government institutions especially schools have become the target for bad political motives aimed at controlling their programs and budgets. Socially, many natives want to extent their traditional practices in organizations that operate in their precincts despite the structures and standard in place. The community wants to have an upper hand in controlling income and expenditure and other physical and socio-economic activities (Mbweza, 2006). Unfortunately, the community disregards the laid down structures and procedures when pursuing these goals. For example, traditional beliefs seek too much recognition in schools at the expense of school programs among others. Additionally, managers are challenged by poor experience and training in administration.

2.4 Determinants for Successful change management

Successful change management is more likely to occur if the following are included: first, the benefits of the management and realization to define measurable stakeholder aims, ability to create a business case for their achievement and monitor assumptions, risks, dependencies, costs, return on investment and cultural issues affecting the progress of the associated work. Secondly, Schraeder et al, (2006) affirms that effective communication informs various stakeholders of the reasons for the change, the benefits of successful implementation as well as the details of the change for example when, where, who is involved and how much it will cost.

Thirdly, is the inclusion of operational changes including structural changes, technological changes and changing the attitude and behaviours of personnel, formulation for an effective education, training and skills upgrading scheme for the organization. Existing leaders, managers and employees need training on the need for change management to reduce resistance and create a management structure according to the latest technologies available (MOEST, 2004). Fourthly, plans underway to counter any resistance from employees, these plans can be aligned to overall strategic direction of the organization.

Finally, yet importantly, monitoring the implementation process and fine-tuning as required for instance mission changes, strategic changes and provision for personal counselling where necessary to alleviate any change-related fears especially from traditional and long serving managers who may not want to embrace change in their assignment as employees of the institution. A concrete plan for how to measure whether or not the change is a success and follow up plans for both successful and non-successful results, change cannot be effected in organisations when there is no proper knowledge about what dimensions of leadership are missing. According to Christopher (2006), stakeholders need to gather information relevant to the coming up of an institutional plan that can measure performance under different categories and understand the differences.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodology that was used to investigate the challenges of management in schools and the resultant bearing on change management in Trans-Nzioa County. It delves on the research design, data collection methods, population of the study and data analysis.

3.2 Research Design

This study used a descriptive survey design. Survey design offers the best opportunity to collect quantitative data that can be used to provide statistical information. Survey is also used to collect first hand data from the actual affected persons (school administrators). Fisher (2004) affirms that quantitative research is an interpretative approach that seeks to decode, translate and describe a phenomenon. To obtain quantitative data, the research used a questionnaire that consisted of a set of closed-ended and open-ended questions. According to Saunders *et al* (2009), the advantage of quantitative data compared to qualitative data is openness and ease of analysis although it is more demanding and requires more resources and time. However, when there are few respondents participating, it becomes difficult to draw conclusions with quantitative data.

3.3 Population of the study

The population of the study consisted of 227 Public secondary schools in Trans-Nzioa County (Ministry of Education, 2012). A list of the schools is attached as appendix 1.

3.4 Sample size

According to Mugenda and Mugenda (2008), a sample size of 10% would effectively represent the entire population even if the findings were generalized provided that the sample is evenly distributed and homologous in nature. From this knowledge, this study's sample size was 25 schools that were selected through random sampling.

This sample size is about 10% of study population of 227 schools. The schools in which questionnaires were administered were picked to ensure that all the districts in Trans-Nzioa were represented. Thereafter, 25 schools were selected using random sampling technique. To make this happen, each of the schools was assigned a unique code. The codes were then placed in a container and mixed five times. Twenty-five codes were then picked at random from the container to form the study sample.

3.5 Data collection

Data was collected from 25 schools where participants were school head teachers. Questionnaires were the main instrument for this and were designed in English. The reason was that these were the policy makers and implementing machineries for secondary schools and have an upper hand in understanding the challenges of change management in their respective schools.

After conducting a pilot study involving three heads of institutions from three schools, the questionnaire were revised accordingly to capture the research questions and aims as well as to make the questions easier for the study participants to understand depending of the experiences of the pilot study as proposed by Maanen (2003).

3.6 Data analysis

According to Saunders, et al (2009), data analysis refers to the process of bringing order and structure and meaning to that data that is collected. It involves examining what has been collected in order to make deductions and inferences. For this research, data was cleaned (edited) to make sure that there were no inconsistencies and incompleteness in the data (Mugenda and Mugenda, 2002).

Data analysis was done by checking the questionnaire entries and noted information for consistency and accuracy, then it was arranged to simplify coding and tabulation. Descriptive statistics were used including, proportions, measures of central tendency and frequency distributions to analyze data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

In this chapter, data has been analysed and interpreted. Precisely, the chapter mainly concentrates on presenting the findings of the study in terms of the general information about respondents, challenges of change management and remedies to the challenges.

4.2 Response Rate

In total thirty questionnaires were designed and distributed to the respondents. Although 30 questionnaires were used to collect data, those that were valid for analysis and returned were 25, a response rate of 83%, which is within acceptable response rate margins.

4.3 General respondents' information

The research sought general information about the respondents in terms of their gender, age and education levels achieved.

4.3.1 Gender

Table 1 shows the distribution of respondents in terms of gender.

Table 1: Gender of respondents

Gender	Frequency	Percent
Male	13	52.0
Female	12	48.0
Total	25	100.0

According to the findings, 52 percent were male and 48% females. This implies that many public secondary schools in the county are managed by male principals but only a few have female principals.

This information is consistent with the data available with the Teacher’s service commission, the employer of all teachers in Kenya, which shows that about 68% of school principals in public schools in Kenya are male (Simatwa, 2012).

4.3.2 Age

Table 2 shows the findings of the distribution of the respondent’s age.

Table 2: Age of respondents

Age	Frequency	Percent
31-40 years	5	20.0
41-50 years	7	28.0
Above 50 years	13	52.0
Total	25	100.0

According to the study, 52% of school principals in Trans-Nzioa County were above 50 years old, 28% were 41-50 years old while 20% were aged between 31 and 40 years. There were no records for teachers aged below 30 years. With the results obtained about age, it can be summed up that most school principals in Trans-Nzioa are nearer their retirement age of 55. This suggests that many head teachers were advanced in age and this can be attributed to the fact that to be appointed a head teacher, one must have served as a teacher for a given duration of time thus making them get to leadership at an advanced age. This is coherent to the data obtained from the ministry of education, science and technology which has a policy that requires teachers to have served a minimum of five years with at least the job group of M in order to be principals or their deputies (Ministry of Education, 2012).

4.3.3 Level of education

The research collected data about the level of education of school principals in Trans-Nzioa as presented in Table 3 below.

Table 3: Highest level of education

Education level	Frequency	Percent
Diploma	5	20.0
Undergraduate degree	8	32.0
Postgraduate degree	10	40.0
Doctorate	2	8.0
Total	25	100.0

The highest level of education attained by the school principals is recorded in Table 3 above. The results reflect an impressive attempt by school principals to acquire high academic qualifications with a majority of 40% reporting that they had postgraduate qualifications, 32% reporting to have undergraduate degree qualification, 20% working as secondary school principals with Diploma qualifications while few, 8% had Doctorate qualifications. Thus, the low academic qualification match among diploma school principals is supported by their many years of experience in administration and teaching.

The results show that many principals do not have doctorate qualifications and this can attributed to the fact that teachers are poorly remunerated to afford doctorate degrees that cost about half a million to complete. According to TSC remuneration records, a teacher who has attained a job group of M earn between 40,000 and 55,000 depending on their work stations (Heyneman, 2011; Ministry of Education, 2012)). Those working in the country side such as Trans-Nzioa may earn even less than those in urban areas like Nairobi.

4.4 Experience in Teaching and leadership

This section aimed to collect information from current serving secondary school principals in Trans-Nzioa about their teaching and leadership experience, the type of schools they administrate and other responsibilities other than teaching and school administration they were engaged into.

4.4.1 Type of Schools involved in the study

Table 4 shows the type of schools that the study's respondents were involved in their administration.

Table 4: Type of school

	Frequency	Percent
Private	0	0.0
Public/Government	24	24.0
Total	24	96.0
System	1	4.0
Total	25	100.0

Data was collected from principals in public schools only. There were no records for respondents from private schools.

4.4.2 Teaching experience of principals

Table 5 shows the teaching experience of principals in Trans-Nzioa County.

Table 5: Years served as teachers

Number Years as teachers	Frequency	Percent
1-5 years	7	28.0
6-10 years	7	28.0
11-20 years	5	20.0
21 years and above	5	20.0
Total	24	96.0
System	1	4.0
Total	25	100.0

From the Table, 28% of the principals had served as teachers for 1-5 years, another 28% had been teachers for 6-10 years, 20% had been in the teaching profession for 11-20 years and another 20% had served for more than 21 years. 4% of the respondents did not provide information on this study variable.

The findings about teaching experience of principals suggest that the ministry of education had vigorously recruited teachers within the last 10 years (between 2003 and 2013) in Trans-Nzioa. A near even distribution was noted in subsequent age sets suggesting that the ministry had succession planning within the County where teachers with varying experiences were evenly distributed within the County.

4.4.3 Years Served in the position of school principals

Table 6 refers to the number of years that respondents have served in the position of school principals.

Table 6: Years Served in the position of school principals

	Frequency	Percent
1-5 years	5	20.0
6-10 years	9	36.0
11-20 years	8	32.0
21 years and above	3	12.0
Total	25	100.0

The study revealed that majority of principals (36%) had served in that position for 6-10 years, 32% for 11-20 years, 20% for 1-5 years and the least, 12%, for more than 21 years. The findings reveal that principals had varying leadership experiences with a majority having been in leadership for approximately 10 years and above. This suggests the principals were well versed with teaching and leadership skills for their respective schools because of the many years of experience. This confirms earlier findings in this study that to be appointed a principal, one must have served as a teacher for a given period thus making them accent to leadership at an advanced age.

4.4.4 Other Formal Responsibilities by Principals

The principals were asked about the activities they engaged in outside the normal activities of the teaching profession. The results are shown in Table 7.

Table 7: Other formal responsibilities held by principals other than teaching and leadership

	Frequency	Percent
Employment in private/public sector	1	4.0
operate personal business	13	52.0
Consultancy (with KNEC, DEB or CDF)	6	24.0
Nothing	5	20.0
Total	25	100.0

Only 20% of all school principals reported to be purely devoted to their responsibilities as teachers/principals. The rest have other responsibilities implying that they do not have sufficient time to deal with school management issues. Majority, 52% run personal businesses and farming activities in addition to being school managers, 24% work as consultants for constituency development fund, teacher's service commission, ministry of education, Kenya National Examinations Council among other areas where their consultancies are needed. About 4%, moreover, work as employees in other private and public enterprises.

By implication, this is attributed to the fact that Kenya is a developing country with a high cost of living and unpredictable inflationary trends leading to teachers seeking other ways of supplementing their incomes because of their poor remuneration (Ministry of Education, 2012). Thus, it will be wrong to argue that challenges of change management in schools are because of factors such as financial constraints, political or legal challenges but also personal commitment by principals themselves.

4.5 Change management issues in Public secondary schools of Trans-Nzioa County

This section investigated various change management issues in secondary schools in Trans-Nzioa County. Nearly all the head teachers said they had initiated some management changes within the past two years. The changes were initiated in the areas indicated in the Table 8.

Table 8: Type of changes initiated in the last 2 years

	Frequency	Percent
Change in school routine activities	4	16.00
Change in procurement procedures	3	12.00
Changes in Staff recruitment and maintenance	4	16.00
Changes in project formulation, execution and implementation processes	5	20.00
Changes in staff and student behaviour, relationships and conduct	7	28.00
Changes in staff/student performance/ effectiveness	2	8.00
Total	25	100.0

Change management priorities among majority of secondary school principals in Trans-Nzioa (28.0%) are directed towards changes in staff and student behaviour, relationships and conduct. Another major priority in change management is towards changes in project formulation, execution and implementation processes (20%) and changes in school routine activities and practices (16%) and staff recruitment and maintenance rated also at 16%. However, 12% of the principals have also attempted to initiate management changes in procurement and supply chain procedures while 8% of the head teachers have initiated some changes in staff/student performance and effectiveness.

Priorities in management changes in this region show an emphasis on relationship building, efficiency and effectiveness. The reasons why the change management aspects above were adopted were also sought. Some of the reasons raised for the changes above are:

The first one was due to lack of awareness on acceptable manners among both students and staff hence unfavourable characters seen through acts of indiscipline, school dropouts, drug abuse, teenage pregnancies, teacher-pupil love affairs among others. Another attribution was an attempt to ensure the school was run by qualified employees for effectiveness and the need to improve student performance and promote positive teacher/pupil relationship, reduce time wastage and enable syllabi coverage on time against increased school enrolment and access to finances. Another reason was an attempt to reclaim school identity, image and reputation especially after

crises such as fires, examination cheating allegations among others. Another major reason why principals initiated changes was to make sure that school fees is paid in time and that school property is not misused. Finally, principals reported to have initiated changes so that challenges of poor staffing characterized by more BOG than permanent TSC teachers could be minimized.

4.6 Challenges of change management

The main objective of the study was to find out the challenges of change management in Trans-Nzioa secondary schools. The findings are contained in Tables 9, 10 and 11.

The common change management challenge was financial constraints with a mean score of 3.44. Most of the school programs therefore faded away before they could be of any impact under financial constraints. Another major challenge was identified as poor cooperation with a mean score of 2.88, sabotage with 3.0 and resistance from both within and without the institutions that they lead with a mean score of 3.32. It was understood that some stakeholders who expressed selfishness could do anything within their means to make sure that changes were not effective. Besides, lack of cooperation from the expected stakeholders made it difficult for change management to be successful. Poor communication and bureaucracies within support institutions such as education offices and ministries was also pointed out as an obstacle, a challenge to change management. Statistics are shown in Table 9.

Table 9: Challenges of change management in schools

	N		Mean	Mode	Std. Deviation
	Valid	Missing			
Internal resistance is very common when initiating a management change	25	45	3.1600	4.00	1.40475
There is always a problem of building consensus among the committee members on initiating a potentially good change	25	45	3.3200	5.00	1.46401

The community tends to always interfere with the changes in management passed by BOG and/or PTA	25	45	3.0000	1.00a	1.44338
I always involve students and staff before implementing changes that may affect their current behaviour/conduct	25	45	2.8800	2.00	1.39403
Financial constraints have led to failure of many potentially good changes in this school	25	45	3.4400	4.00	1.29357
a. Multiple modes exist. The smallest value is shown					

The findings show that financial constraints are more prevalent in secondary schools' change management endeavours with the highest mean of 3.44. This is followed by difficulty in building consensus by involved parties in relation to the changes to be effected for the benefit of the school with a mean score of 3.32. Internal resistance is third common with a 3.16 followed by community interference with 3.00. The least common change management challenge is the involvement of other stakeholders such as students and teachers with a mean of 2.88. Thus, principals disagreed that they always involve students and staff before implementing changes that may affect their current behaviour/conduct. This is rather dangerous because it increases the chances of resistance to changes. When they are involved from the onset, these stakeholders may understand the need to cooperate and support the changes hence success. Some of the statistically significant challenges are further analysed.

In terms of financial constraints, 32% of the respondents agreed that they faced financial problems which led to failure of potentially good management changes in schools, 24% strongly agreed, 20% disagreed, 16% were not sure and finally, 8% strongly disagreed with the statement. In summary, more than 56% of secondary schools in Trans-Nzioa County suffer financial problems and cannot therefore execute potentially good management changes. Financial constraints can be attributed to factors like poor payment of fees by students and poor disbursement of the free secondary education supplement funds by the government. Problem in fee payment are inevitable because of high poverty rates in Trans-Nzioa amidst high population that has put a lot of pressure on available resources such that families only try to limit

their expenses on food only. In terms of involvement of other stakeholders, the tabulated results in Table 10 were obtained.

Table 10: Involvement of students and staff before implementing changes that may affect their current behaviour/conduct

	Frequency	Percent
Strongly Disagree	5	20.0
Disagree	6	24.0
Not sure	5	20.0
Agree	5	20.0
Strongly agree	4	16.0
Total	25	100.0

A simple majority of 24% disagreed that they always involved students and staff before implementing changes that would affect their current behaviour/conduct; 20% strongly disagreed, were not sure and agreed respectively. The rest, 16%, strongly agreed that they always involved students and staff before implementing changes that may affect their current behaviour/conduct.

Generally, 44% of secondary school principals in Trans-Nzioa County do not involve students, teachers & other stakeholders when formulating and implementing changes that may affect their current behaviour or conduct. Only 36% attempt to involve these stakeholders in the entire process of new management changes. This can be attributed to the low involvement of students and other stakeholders before changes are implemented.

Other challenges were identified and rated according to the degree of occurrence and their impacts on change management initiatives. These include ultimatums from school sponsors, political interference, social/cultural and religious challenges, environmental challenges and legal challenges. Legal challenges in this case, with a mean of 3.64 on average, were identified as the most common challenge to change management. High school principals argued that the Kenyan law (constitution, acts of government, penal code and educational circulars) prevented effective formulation and implementation of changes in the management of their school. Given the growing

legal framework in which schools operate, it would be rather difficult to come up with change management schemes to promote efficiency for example in terms of students’ discipline and performance. Just but mention a few, the law prohibits punishment to students (especially corporal punishment), sending students home to collect fees or for any other reason and hinders schools from forcing poor performers to repeat classes. Thus, it would be difficult for teachers to enhance good will and good performance if they have nothing to do in case pupils defy their orders.

Table 12 shows more change management challenges and their degree of occurrence where the bigger the mean value, the higher the degree of occurrence and vice versa. Value less than 3.00 shows that the challenge highlighted may not be significant in terms of affecting change management.

Table 11: Statistics; change management challenges

Challenges of change management	N		Mean	Mode	Std. Deviation
	Valid	Missing			
The school gets additional funding (e.g. from donors, well-wishers and the government - CDF)	25	0	3.1200	4.00	1.33292
School financial sponsors often impose ultimatums that the school management is not comfortable with	25	0	3.6000	4.00	.91287
The school has been used as a political hub that has often interfered with change management programs in place.	25	0	2.4800	2.00	1.08474
Religion is working as an obstacle to critical changes in the management of this school.	25	0	2.7600	2.00	.96954
The school often suffers from bad weather and climatic conditions which in the long run affect how changes in management can be effected	25	0	3.3200	2.00	1.14455
The Kenyan law (constitution, acts of government, penal code, educational circulars etc.) prevent effective formulation and implementation of changes in the management of this school	25	0	3.6400	4.00	1.15036

It can thus be concluded that change management challenges that mostly affecting secondary schools in Trans-Nzioa are legal challenges (3.64), ultimatums from financial sponsors (3.60), financial challenges (3.44), consensus building (3.32), resistance (3.16) and poor weather (3.12). Other challenges as pre-identified were noted to be insignificant as obstacles to change management in secondary schools in Trans-Nzioa. These include community interference (3.00), socio-cultural and religious interference (2.76) and political interference (2.48).

4.8 Chapter summary

There are many challenges of change management in secondary schools in Trans-Nzioa but the most common as identified by this study are financial, legal, internal resistance, bad climatic conditions and sponsor's ultimatums aka strings attached policy. In conclusion, statistical tests show that the gender and experience of a school principal is important in dealing with these change management challenges with favour pushed towards male principals and teachers with many years of service. These two independent variables can be used to contain change management challenges especially financial, legal and internal resistance challenges.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides information about the discussion of the study findings through a cross examination of objectives and literature review. It also provides a summary, conclusion and recommendations for the policy and theory as well as for future researchers.

5.2 Summary

This study was focussed on challenges of change management in secondary schools in Trans-Nzioa County. Generally, the challenges identified can be clustered into five broad categories: political challenges, legal challenges, internal resistance/economic challenges, sociocultural challenges and environmental challenges.

Lack of finance is of course a challenge that is facing many institutions in Kenya. From this study, private secondary schools in Trans-Nzioa did not report this as a big challenge compared to public government schools. Wekesa (1993) argues that there is a lot of imbalance in terms of resources controlled by secondary schools of different categories. According to Simatwa (2012), secondary schools are categorized as community schools, district, provincial and national schools. Generally, national schools receive a lot of funding from the state and enjoy good infrastructure and laboratory equipment besides being well staffed. However, District and Community government schools are usually ignored thus, often incur debts that they can never settle. Filled with poverty stricken parents and students with poor primary grades because of similar primary school environment, the schools hardly raise school fees to venture into major change management projects since the money collected is used in the daily running of the schools. What is surprising, according to Hanson (1996), students and teachers in ignored schools are put on one level competing ground for awards, university chances among others.

Economic (financial challenges) are closely related to internal disagreements and resistance to change management attempts. Organizations that have financial hardships will hardly advance and incorporate new change management projects. According to Lawler and Christopher (2006), this is because employees like being enticed to cooperate and this would be through gifts or financial benefits. When this aspect is absent, employees take sides and assume the leader is “eating” alone thus, work against organized programs. This problem is prevalent in many secondary schools in Trans-Nzioa given the poverty nature of many of them. As a result, additional challenges to change management become visible for example religious and non-governmental organizations’ philanthropies that come along with ultimatums that often work against the school visions, culture and mission. Generally, the influence of communities in school management activities is minimal but where the community is aggressive, (especially among community schools), it becomes very difficult for school principals to suggest and implement changes that villagers and parents feel to be bad or failing to meet community expectations.

On a different aspect, this study shows that schools are breeding grounds for local politics in that they have a symbiotic and parasitic relationship with politics. Whereas politicians will want to seek their popularity through school functions and projects (mainly by sponsoring them or using them as platforms to advertise themselves), schools will benefit either through such finances (symbiotic) or become victims of political criticism that claims their reputation and performance (parasitic). There is a strong link between politics and educational appointments thus, depending on a school’s political connectedness; the school will be overstaffed or understaffed, have enough enrolment of students, access additional state funds and resources and so on. Thus, the relationship of school principals and the politicians of the day determine successes in change management.

This aspect is consistent with the findings of this study that showed that a number of secondary schools in Trans-Nzioa suffered poor change management strategies for poor political elevation. Politics is therefore inseparable from school change management activities, processes and strategies. This however becomes a challenge to change management when the school is still in its early conception years or when the

school principal is not well connected with politicians (or carries opposing ideologies with the politicians of the day) since such a school may miss out on resource allocation or suffer blows against political cooperation.

Change management in secondary schools occur within a legal framework (Hughes, 2006). The legal provisions that may affect change management include the rise of the civil society in protecting children rights including the right against corporal punishment, class repetition, freedom of dressing code among others. The Kenyan constitution also has a full chapter highlighting the rights of children some of which include protection from child labour, child abuse, right to free and compulsory basic education, freedom from torture among others. These laws have been used against school principals and most of them have been jailed or fined.

It is not clear for example to know what exactly child labour, torture and right to free education is because the specifics are not enshrined in the constitution and may only be moderated in court or by county directors of education. What was earlier regarded as a method of disciplining students to improve performance and efficiency is now criminal. Sending students away so for indiscipline cases or fee payment may also be regarded as denying the child his/her fundamental right to education. Pupils would normally help in manual work at school such as cleaning the compound, sweeping classroom, picking litter etc. This is however considered as child labour and school principals remain with very few options in instilling management changes among students in their schools.

A study that found legal provisions in change management as consistent to this research findings include a study by Hoy and Miskel, (2008). The author studied causes of poor performance in public schools and found out that indiscipline was a key factor. Students would not respect their teachers and were unruly engaging in ungodly behaviours hence poor performance. Unless the legal framework for which schools operate in Kenya changes, there is still much to expect on challenges of change management.

5.3 Recommendations for Policy and Theory

It is important for both the community and school leadership to appreciate the value of changes in the management structure. It is through such changes that schools can become efficient and perform exceptionally well. Schools that appreciate the value of cooperation have high capabilities of excelling because this may reduce some of the challenges discussed. However, the following recommendations are important if schools in Trans-Nzioa are to perform well by incorporating change management in their processes and daily activities:

Consultations and involvement of major stakeholders such as managers, politicians, sponsors, students and staff in the entire process of management will reduce resistance to change. Secondly, there is need for proper training of change leaders for equitable and appropriate skills needed to change institutions. Besides, fair distribution of resources in schools by the government will ensure that some schools do not suffer at the expense of important change management initiatives due to lack of finances or basic school resources like books. However, school head teachers should also learn on how to make use of available school resources to finance change management projects for example using land to produce vegetables or cereals that may be sold to raise funds. It is further recommended that the legal framework within which schools operate be revised to allow principals take control and instil development-oriented changes in their institutions without fear of litigation.

5.4 Limitations of the Study

This research was limited to challenges of change management in secondary schools in Trans-Nzioa. In collecting data, there was over-reliance on random sampling (as opposed to say stratified or purposive sampling) which failed to make sure that all a diversity of schools was selected for analysis. As a result, only two private schools were involved in the study and at the same time, schools that hold lower titles than provincial schools were under-represented. That means that generalization of these findings would not be applicable to private schools.

5.5 Recommendations for future research

It is suggested that future research on challenges of change management considers a number of independent variables such as school category, enrolment and location, factors that unfortunately missed out in conducting this research. These factors would enable the research to be specific in terms of challenges of change management under different circumstances in secondary schools thus ensuring reliability and validity of the results. Focussing on these additional variables would therefore have an implication for an extensive and intensive research examining various angles that affect school management.

5.6 Chapter summary

This chapter was focussed on discussion of findings, management implications, limitations and suggestions for further research. It was found that secondary schools in Trans-Nzioa suffer change management challenges that can be summarized as political, socio-cultural, economic/financial, legal and internal resistance challenges. It was therefore recommended that the government focus on equal distribution of resources to all schools regardless of their location or publicity but rather according to the enrolment in such schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Bogonko A.K. Risper

P.O. Box 1748

KITALE

Dear respondent,

RE: REQUEST FOR RESEARCH DATA

I am a postgraduate student at the University of Nairobi. I am conducting a research on challenges of change management among secondary schools of Trans-Nzioa County. You have been randomly selected to participate in this study. Kindly assist me by responding to all items in the attached questionnaire. You are assured that the information you give will be treated as official and will be used for academic purposes only. Your cooperation will be highly appreciated.

Yours faithfully,

Bogonko A.K. Risper

APPENDIX II: QUESTIONNAIRE GUIDE

CHALLENGES OF CHANGE MANAGEMENT AMONG SECONDARY SCHOOLS IN TRANS-NZOIA COUNTY

1. What is your gender?

Male

Female

2. In which age bracket are you?

Less than 30 years

41-50 years

31-40 years

Above 50 years

3. What is your highest level of education?

P1 certificate

Post graduate

Diploma

diploma/degree e.g. MA,

Undergraduate Degree

Doctorate Degree
(PhD)

4. For how long have you served as a teacher (Applies to those currently in the teaching profession)

Less than 12 months

11-20 years

1-5 years

21 and above years

6-10 years

5. Indicate type of your school

Private

Public/Government

Communal

Personal

Other (specify)

6. For how long have you served in the position mentioned above?

Less than 12 months

1-5 years

6-10 years

11-20 years

More than 20 years

7. What other formal responsibilities do you hold other than teaching and leadership?

Employed in private/public sector

Operate personal business

Consultancy (e.g. with KNEC, DEB, CDF etc.)

Nothing

Others (specify)

8. Have you initiated any changes in management of your school in the last 24 months?

Yes

NO

9. What type of change was it? (You may tick more than one where applicable)

Change in school routine activities

Change in procurement procedures

Changes in Staff recruitment and maintenance

Changes in project formulation and implementation processes

Changes in staff and student behaviour, relationships, conduct etc.

Changes in staff/student performance/effectiveness

Other changes (specify)

10. Why did you initiate the change(s) mentioned above?

11. What are the challenges faced in the initiation and implementation of the changes mentioned above

i _____

ii _____

iii _____

iv _____

v _____

Indicate the degree at which you agree or disagree with the following regarding challenges of change management (KEY 1, Strongly Disagree; 2, Disagree; 3, Not Sure; 4, Agree and 5, Strongly Agree, Tick where appropriate)

Challenges in change management	1	2	3	4	5
For Example: <i>Leadership is enjoyable (I agree)</i>				✓	
12. Internal resistance is very common when initiating a management change					

13. There is always a problem of building consensus among the committee members on initiating a potentially good change					
14. The community tends to always interfere with the changes in management passed by BOG and/or PTA					
15. I always involve students and staff before implementing changes that may affect their current behaviour/conduct					
16. Financial constraints have led to failure of many potentially good changes in this school					
17. The school gets additional funding (e.g. from donors, well-wishers and the government -CDF)					
18. School financial sponsors often impose ultimatums that the school management is not comfortable with					
19. The school has been used as a political hub that has often interfered with change management programs in place.					
20. Religion is working as an obstacle to critical changes in the management of this school.					

<p>21. The school often suffers from bad weather and climatic conditions which in the long run affect how changes in management can be effected</p>					
<p>22. The Kenyan law (constitution, acts of government, penal code, educational circulars etc.) prevent effective formulation and implementation of changes in the management of this school</p>					

23. What recommendations would you make so that change management can be effective in your school?

24. Do you think you have done your best to allow helpful change management to take effect in your school? Elaborate.

APPENDIX III: SOME OF THE PUBLIC SCHOOLS IN TRANS-NZIOA COUNTY

(N/B, Private schools are not Listed)

	Index Codes	Name
1	23503101	ST.ANTHONY’S BOYS’ HIGH SCHOOL – KITALE – Boys Boarding
2	23503102	ST. MONICA’S GIRLS HIGH SCHOOL, KITALE – Girls Boarding
4	23503104	ST.JOHNS–SIRENDE–BoysBoarding
6	23503103	ST. JOHN’S HIGH SCHOOL- SIRENDE – Girls Boarding
7	23503106	ST. JOSEPH’S BOYS HIGH SCHOOL – Boys Boarding
8	23503108	BOMA SECONDARY SCHOOL – Mixed Day & Boarding
9	23503109	ST. PATRICK’S BOYS HIGH SCHOOL WAITALUK – Boys Day & Boarding
10	23503110	KITALE SCHOOL-SECONDARY – Girls Boarding
11	23503111	ST JOSEPH’S GIRLS’ HIGH SCHOOL KITALE – Girls Boarding
12	23503112	KIBOMET SECONDARY SCHOOL – Mixed Day
13	23503114	ST.TERASA’S SECONDARY SCHOOL BIKEKE – Mixed Day
14	23503116	ST COLUMBAN’S SECONDARY SCHOOL – Mixed Day
15	23503118	MATISI FRIENDS HIGH SCHOOL – Mixed Day
16	23503119	NYABOMO SDA SECONDARY SCHOOL – Mixed Day
17	23503120	ST. MICHAEL SEC SCH KITALE – Mixed Day
18	23503126	MITONI MITATU SECONDARY SCHOOL – Mixed Day
19	23503128	FRIEND’S SECONDARY SCHOOL – SIRENDE – Mixed Day
20	23503130	MAINEK TORO SECONDARY SCHOOL – Mixed Day
21	23503131	ST. JAMES MABONDE SEC SCH – Mixed Day
22	23503133	MACHUNGWA HIGH SCHOOL – Mixed Day
23	23503202	KABUYEFWE FRIENDS SECONDARY SCHOOL – Boys Boarding
24	23503203	NABUNGA S.A. SECONDARY SCHOOL – Mixed Day
25	23503204	KIUNGANI SECONDARY SCHOOL – Mixed Day
26	23503205	ST.THERESA’S SECONDARY SCHOOL-SIKHENDU – Mixed

Day

- 27 23503206 KABUYEFWE FRIENDS GIRLS SECONDARY SCHOOL – Girls
- 28 23503207 MASABA SECONDARY SCH – Mixed Day
- 29 23503208 FRIENDS MUFUTU SECONDARY SCHOOL – Mixed Day
- 30 23503209 HILARIO SECONDARY SCHOOL – WEKHONYE – Mixed Day
- 31 23503210 BIRUNDA HIGH SCHOOL – Mixed Day
- 32 23503301 SABOTI SECONDARY SCHOOL – Boys Boarding
- 33 23503302 ST. MARY’S MACHEWA SECONDARY SCHOOL – Mixed Day
- 34 23503303 SIKINWA SECONDARY SCHOOL – Mixed Day
- 35 23503304 NAKAMI FRIENDS SECONDARY SCHOOL – Mixed Day
- 36 23503305 ST. PATRICK’S SCHOOL KOYKOY – Mixed Day
- 37 23503306 ST. THOMAS AQUINAS SECONDARY SCHOOL
KAPRETWA – Mixed Day
- 38 23503307 FRIENDS SECONDARY SCHOOL-MUROKI – Mixed Day
- 39 23503308 ST. PHILIPS A.C.K TUUYO-KOONY SECONDARY SCHOOL –
Mixed
- 40 23503310 IMMACULATE HEART GIRLS HIGH SCHOOL SABOTI – Girls
Boarding
- 41 23528101 ST MARK’S HIGH SCHOOL – CHERENGANI – Boys Boarding
- 42 23528102 SITATUNGA SECONDARY SCHOOL – Mixed Day & Boarding
- 43 23528103 KAPSARA SECONDARY SCHOOL – Mixed Day & Boarding
- 44 23528104 ST CHRISTOPHER’S SCHOOL – Mixed Day & Boarding
- 45 23528105 IMMACULATE CONCEPTION MUKUYU – Mixed Boarding
- 46 23528106 MOI HIGH SCHOOL KAPLAMAI – Mixed Day & Boarding
- 47 23528107 WIYETA SECONDARY SCHOOL – Girls Day & Boarding
- 48 23528108 FRIENDS BWAKE SECONDARY SCHOOL – Mixed Day &
Boarding
- 49 23528109 SINOKO SECONDARY SCHOOL – Mixed Day & Boarding
- 50 23528110 NYAKINYWA SECONDARY SCHOOL – Mixed Day & Boarding
- 51 23528111 KESOGON MIXED SECONDARY SCHOOL – Mixed Day
- 52 23528112 ST. TERESA’S MIXED SECONDARY-SINYERERI – Mixed Day

- & Boarding
- 53 23528113 CHISARE SECONDARY SCHOOL – Mixed Day & Boarding
 - 54 23528114 ST THOMAS SEC SCH – KONGOLI – Mixed Day
 - 55 23528115 KIMOSON SECONDARY SCHOOL – Mixed Day
 - 56 23528116 ST. MARK’S GIRLS – Girls Boarding
 - 57 23528117 YUYA SECODNARY SCHOOL – Mixed Day
 - 58 23528118 ST. AUGUSTINE SECONDARY SCHOOL – MUNYAKA –
Mixed Day
 - 59 23528120 CHEMATICH SECONDARY SCHOOL. – Mixed Day
 - 60 23528121 SIBANGA SECONDARY SCHOOL – Mixed Day
 - 61 23528122 MAKUTANO SECONDARY SCHOOL – Mixed Day & Boarding
 - 62 23528123 ST. CHARLES LWANGA SECONDARY SCHOOL-BOTWA –
Mixed
 - 63 23528124 FRIENDS BWAKE GIRLS SECONDARY SCHOOL – Girls
 - 64 23528201 SUWERWA SECONDARY SCHOOL – Mixed Day & Boarding
 - 65 23528202 KAPCHEPLANGET SECONDARY SCHOOL – Mixed Day &
Boarding
 - 66 23528203 GETA SECONDARY SCHOOL – Mixed Day & Boarding
 - 67 23528204 KIPKEIKEI HIGH SCHOOL – Mixed Day & Boarding
 - 68 23528205 KAPKARWA SECONDARY SCHOOL – Mixed Day & Boarding
 - 69 23528206 ST PETERS MITO MBILI GIRLS SECONDARY SCHOOL –
Girls Boarding
 - 70 23528207 OSORONGAI MIXED DAY SECONDARY SCHOOL. – Mixed
Day
 - 71 23528208 ST BENEDICTS KAPSIGILAI – Mixed Day
 - 72 23528209 A.I.C KIPTENDEN SEC. SCHOOL – Mixed Day
 - 73 23529101 KOLONGOLO SEC SCHOOL – Mixed Day & Boarding
 - 74 23529102 KWANZA FRIENDS SECONDARY SCHOOL – Mixed Day &
Boarding
 - 75 23529103 GOSETA BOYS HIGH SCHOOL – Boys Day & Boarding
 - 76 23529104 NAMANJALALA SECONDARY SCHOOL – Mixed Day
 - 77 23529105 BISHOP ALEXANDER MUGE SECONDARY SCHOOL – Girls

- 78 23529106 GIDEA SECONDARY SCHOOL – Mixed Day
- 79 23529107 ST. PETER`S HIGH SCHOOL-KAPOMBOI – Mixed Day
- 80 23529108 KOBOS SECONDARY SCHOOL – Mixed Day & Boarding
- 81 23529109 ST.PAUL`S-BWAYI MIXED SECONDARY SCHOOL – Mixed
Day
- 82 23529110 LUNYU SECONDARY SCHOOL – Mixed Day
- 83 23529111 LUUYA SECONDARY SCHOOL – Mixed Day
- 84 23529112 ST.THOMAS AMUKA SECONDARY SCHOOL – Mixed Day
- 85 23529116 A I C KAPSITWET SEC SCHOOL – Mixed Day
- 86 23529117 MARIDADI SECONDARY SCHOOL – Mixed Day
- 87 23529118 KWANZA GIRLS HIGH SCHOOL – Girls Day & Boarding
- 88 23529119 KEESE SECONDARY SCHOOL – Mixed Day
- 89 23529201 SABWANI SECONDARY SCHOOL – Mixed Day & Boarding
- 90 23529202 KITUM SECONDARY SCHOOL – Mixed Day & Boarding
- 91 23529203 NAI SECONDARY SCHOOL – Mixed Day
- 92 23529204 KIMWONDO SECONDARY SCHOOL – Mixed Day
- 93 23529205 MUBERE SECONDARY SCHOOL – Mixed Day
- 94 23529206 JAPATA HIGH SCHOOL – Mixed Day
- 95 23529207 ST MATHEWS SECONDARY SCHOOL (CHEPTANTAN) Mixed
Day

(Ministry of Education, 2012)