

**MANAGEMENT OF CHANGE AT HAWINGA GIRLS HIGH  
SCHOOL KENYA**

**BY**

**DUNCAN ORERA ODHIAMBO**

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## **DECLARATION**

This research project is my original work and has never been presented for the award of a degree in any other university or institution of learning.

**Signed:**..... **Date:**.....

**DUNCAN ORERA ODHIAMBO**

**REG NO: D61/72875/2014**

This management research project has been submitted for examination with my approval as the University supervisor.

**Signed:**..... **Date:**.....

**DR. VINCENT MACHUKI**

**SENIOR LECTURER, DEPT. OF BUSINESS ADMINISTRATION**

**SCHOOL OF BUSINESS**

**UNIVERSITY OF NAIROBI**

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Glory be to God Almighty who has enabled me reach this far. His love is endless and His promise comes to pass.

I thank my family for the valuable support that they have given me during the entire period of study. My cousins and friends who helped me dearly when I really needed their support.

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Finally my sincere thanks to my supervisor Dr. Vincent Machuki, whose has guided me throughout my studies, and the entire staff of the School of Business Kisumu Campus.

May Almighty God bless you all for you good work.

## **DEDICATION**

This project is devoted to my family, my cousins Gloria, Millicent and Oliver whose inspiration, love, endurance and encouragement played significant role for my completion of this programme.

## **ABSTRACT**

Environmental turbulence is constant phenomenon in, political-legal, economic, social-cultural, technological and demographic. In the last two decades, a lot has taken place largely due to the onset of globalization. An organization must learn to adapt to these changes or otherwise it will extinct. As more challenges continue to unfold in the ever dynamic market, understanding how an organization cope and remain competitive becomes a motivation to carry out research. This study investigates the techniques of survival to the surroundings by Hawinga Girls High School in the last five years. Management is the process of transitioning individuals, teams and an organization to the most desired level. This research study sought to ascertain if management of change practices were observed at Hawinga Girls High School, Kenya and its challenges. Having experienced several changes in last five years, since 2012, it was my interest to seek the extent of management of change in the institution. This was based on a case study that was conducted to find out how HGHS practiced management of change in the last five years and the challenges that it faced during the change period. I carried out personal interview to HGHS head of departments as the respondents. These departments were, Administration, Co-curricular, Academics and Guidance and counseling. They represented the structure of the school operations and their role was very significant for the inquiry of my study. The findings of the study established that HGHS practiced management of change to a larger extent. These practices involved communication, training and development, stakeholder's involvement, leadership of change and coercion. The study came up with recommendations that were analyzed from the findings. First, school managers and change agents should acquire the necessary skills of changes so as to effectively and successfully manage change in the dynamic environment. Secondly organization should communicate change and clearly identify the sources of resistance to change. Lastly, an organization is made up of sub-set and each one is very important to change implementation. Management of change must therefore incorporate all the interested parties to ensure effective change is realized. This support the open system theory that sees institutions as made up of the sub-unit which relate to one another in one way or the other, and a change in any can affect the all system.

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## **ACRONYMS AND ABBREVIATIONS**

<b>BEA</b>	-	Basic Education Act
<b>BOM</b>	-	Board of Management
<b>DEO</b>	-	District Education Office
<b>GOK</b>	-	Government of Kenya
<b>HGHS</b>	-	Hawinga Girls High School
<b>H.O.D</b>	-	Head of Department
<b>KCSE</b>	-	Kenya Certificate of Secondary Education
<b>KNEC</b>	-	Kenya National Examination Council
<b>KNUT</b>	-	Kenya National Union of Teachers
<b>KUPPET</b>	-	Kenya union of Post Primary Education Teachers
<b>MOE</b>	-	Ministry of Education
<b>PTA</b>	-	Parent Teachers Association
<b>SDG</b>	-	Sustainable Development Goals
<b>TSC</b>	-	Teachers' Service Commission

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Organizations are changing more suddenly and frequently than ever before. They are putting tremendous resources into the change process for their survival. Burtonshaw-Gunn and Salameh (2011) agree that our normal life is dominated by changes. Scott (1992, as cited in Burnes, 2009) views organization as systems of interdependent activities linking shifting coalitions of participants; the systems are embedded in dependent and depend on continuing exchanges with and constituted by the environment in which they operate. Managers find difficulties to cope with an environment or organization that is different from the one which they were trained or gained experience. Successful change management is the critical factor in achieving a long-term solution

The theories that supported this study were; Open system theory sees institutions as made up of other systems and any alterations will affect the other systems which create an overall change (Burnes, 2009). Path dependence theory, which tries to establish when and how institutions evolve and why they change (Mahoney, 2000). Chaos and complexity theory explain the relationship between organizations as a complex adaptive system with its natural chaotic environment (Lorenz, 1963). These theories will be of important to this study in analyzing the changes and its influence on an individual and the organization.

Hawinga Girls High School is one of the boarding schools in the rural areas of Siaya sub-county. Established 27 years ago, the school has undergone many changes in the last 5 years. There is use of information technology in teaching, effective and quality service

delivery to the customers, open and automated tendering system to the suppliers; active participation in the curricular and co-curricular activities, effective school fees collection and introduction complimentary programmes those natures learners holistically (Hawinga Girls School journal, 2016).

### **1.1.1 The Concept of Organizational Change**

Schein (1970 as cited in Burnes 2004) define organizational change as generation of new patterns, perception, attitudes and belief among path of a population in the organization's life, both at strategic level and operational level. Moran and Brightman (2001) see it as renewing an organization's direction, capabilities and structure to serve the changing needs of customers. Organizational change is the alteration of people, ideas, culture, technology or structure through a changes agent, who assume the responsibility for managing the change process (Robbins, Coulter & Vohra, 2010).

Moran and Brightman (2001) view organizational change is both strategic and operational. It is operational because it involves actions, processes and decisions that are carried out by an organization to realize their objective. It is strategic since it is a process during which the changes of a system are implemented in a controlled manner by following a predefined framework through reasonable modification. This research majorly dwells on operational change that suits the context of the study.

Friesen (1984, as cited in Burnes, 2009) see change as being a process where parts of an organization deal incrementally and separately with one problem and one goal at a time. Paton and McCalman (2009) agree that change in organization is a dynamic, intricate and challenging and not just procedure. It involves technological, organizational or people-

oriented solutions and considers best combination and integrated strategies designed to produce results. Leslie and Lloyd (1992) described change into three major categories, that is; technological, environmental and internal changes to an organization. An organization long-term success is determined by its ability to manage change. Active institutions are dynamic, adaptive and evolving with the environment. They develop new core competencies and products that are relevant to the changes.

### **1.1.2 The Concept of Change Management**

Burnes (2009) define change management as the co-ordinated and deliberate actions or steps intended to transform an organization to overcome environmental challenges in order to achieve its objectives. Organizations must undertake change management to realize its goals. Kanter (1997 as cited in Odundo 2007) argue that change management will require tuning into the environment, challenging the assumptions, crafting a vision using diplomatic skills to realize favourable responses. It involves keeping actions moving by solving resistances, maintaining the momentum through incorporating emergent developments and never losing focus on the overall goal.

Okiiya, Kisiagani and Oparanya (2015) argue that change management can only be achieved through fairness, engagement and involvement during the change management period. It will be critical therefore to engage all the employees in helping deliver change. It will be important that the previously formulated changes realized with the highest possible rate of success. An effective change should define the scope of the change framework and highlight the benefits of the change.

### **1.1.3 Public Secondary Education in Kenya**

There are about 9300 public secondary schools in Kenya with a population of 1.5 million students. A public secondary school is an institution with a minimum of ten schools going children who are engaged in legalized secondary education and managed by the Government of Kenya. A secondary school manager is known as principal. In the last ten years education sector has experienced massive changes. Social-cultural changes have seen corporal punishment being abolished and replaced with active guidance and counseling programmes. Legal-political changes have given students the right to seek the cause of action administered to them in case of disciplinary issues. They also elect their preferred student leaders as oppose to teachers appointing them. Students who are pregnant can also continue with their studies with fellow students in the same school and given special care within the school (Basic Education Act (BEA) 2013).

Increase stakeholders participation in running of the school affairs has brought about need for collaboration in decision making. The sponsoring churches, suppliers, surrounding community and parents have taken active role in management of schools. Their decisions and suggestion has had impact in the school. Increase competition among schools in curricular and co-curricular activities. Schools are becoming more identified with their ranks in academics and non-academic competitions. These changes will depend on the effectiveness to manage them. The Teachers Service Commission (T.S.C) decision to freeze direct employment of teachers and the Ministry of Education (M.O.E) directive to regulate the amount of fee payment and to ban tuition and remedial programmes has also affected the financial resources of schools. Schools will have to employ additional teachers. Holiday tuition and remedial classes for learners having been outlawed means

reduced student-teacher academic interaction. This means that the schools expenditure is limited and therefore additional programmes are taken as emergent issues.

Advancement of communication technology has impact on changes in teaching. Tutors must embrace the computerization in teaching, processing of learning materials or documents. This has forced school to equip computer facilities, train and roll out information technology unit within the school. The Government of Kenya (G.O.K) through the M.O.E has intensified supervision of schools, putting in place policies and measures that change school management. The requirement that no learner should be compel to repeat at any level of studies, means that school will have to cope with level of academic standards. The education environment is dynamic. Managers have the greatest responsibility of ensuring that the changes are successful. Change management practices are significant for the transformation of schools.

#### **1.1.4 Hawinga Girls High School**

Hawinga Girls High School (HGHS) is one of the public schools in Kenya started in 1989 as girl's day and boarding secondary school. It is located in Uranga division, Siaya sub-county. The school performance in national examination has increased steadily in the last 4 years. From a school mean average of 4.7 to 6.5. The attitude and approach on academics has been changed positively. There have been harmonious operations through departments in ensuring the core objective and the learner interest is achieved. Team work, good communication and dedication have paid off with quality results. The spirit of aiming higher has been instilled. This is in line with the school vision and mission (Hawinga Girls High School, 2016)



Extra-curricular participation has been commendable for the last five years. The school has been excelling in games, music and drama competition within the county level. For instance in last two years, the leg ball team managed to reach the county finals. The school has dominated volleyball, music and drama festivals contest. The student population has risen, from 200, three years ago, to 300. The rate of school fees collection has been good; at 80 percent, it is now able to run most of its projects. The parents respond promptly in fees payment and approval of academics programmes that requires finances (Hawinga Girls High School journal, 2016)

There is active participation of school management by stakeholders. The church has been giving spiritual support where needed. The community around has played significant in ensuring school project are undertaken efficiently. Parents have been motivating factor to both students and teachers in ensuring the goals and objective of learning is achieved in the most suitable manner. The school services are equipped with the modern information communication and technology gadgets. Learning is enhanced through of computer. Students can interact with external environment through computerized session. This has made learning more enjoyable and fun. The tendering of projects and customer relations carried out electronically. This has created efficiency and operation excellence in service delivery and customer satisfaction (Hawing Girls High School Newsletter, 2016)

The Hawinga Girls tutors are highly sensitive on the policies, rules and regulations, performance appraisal, code of conduct and chapter six of the constitution. This awareness has seen the school staff being admired as the most discipline, co-operating and dedicated team in the sub-county. These accolades can only be achieved through effective change management practices. Management of change at HGHS will depend on

identifying the change process, overcoming the change and incorporating the changes in the working culture. Due to the critical role it plays in the girl child education, HGHS would be expected to remain efficient and competitive in the region and the country. This implies that it should never be static but always change in line with the turbulence in the environment.

## **1.2 Research Problem**

Change management is the process of initiating a systematic approach towards change. It is a collection in which the present situation is not static pattern, but a dynamic balance (equilibrium) of forces working in the opposite direction. For any change to occur, the driving forces must exceed the restraining forces, thus shifting the equilibrium (Lewin, 1947). Environmental changes as those non-technological changes that occur outside the organization for instance new government regulation, new social trends and economic waves. Technological involve use of machines, computer, automated processing and new raw materials. While internal changes involve budget adjustment, policies and procedures, rules and methods of operation. Different people react in different ways to changes and this complicates the manager's job (Leslie and Lloyd, 1992 as cited in Burnes, 2008).

Hawinga School plays an important role in the girl-child education in this country. Education being a social element that gives bright future to the growing child. It is important to find out how HGHS is coping with changes in dynamic and turbulent sector as it continues to produce distinguish citizens in line with its vision and mission. A study on its change practice will be of great importance. Hawinga has seen changes in its information technology, administration policies, stakeholder participation and operations

in last five years from 2011. It has become a model institution in Siaya sub-county. However it has not been easy with stakeholders demanding more than what is realistic, limited resources and satisfying the endless needs of learners.

Several studies were previously carried out on change management. Odundo (2007) found out that for any change to be achieved in Kenya Revenue Authority managers should be well informed about the change. Kibisu (2010) noted that organization have taken lead in corporate change after poor performance and increasing pressure from stakeholders. Kihara (2011) concluded that organization should adopt change management practices to improve performance. Studies by Kerubo (2013) Ngujiri (2013) Ekhubi (2014) all found out that change management practices should adopted in organizations to enhance their survival and success. Okiiya et al (2015) study on change management and performances in Public Schools in Siaya sub-county concluded that school managers should be the leaders of change and must acquire skills for effective management. There have been recent changes in the education sector such as amendment BEA (2013), T.S.C code of regulation and increased stakeholders participation, which have not been research on by scholars in change management. None of these studies had empirical evidence that would focus on these change management practices. Hence knowledge gap exist.

This study will focus on change management practices in HGHS, to bridge this gap. The research seeks to address the following key question. How is change management practice at Hawinga Girls High School?

### **1.3 Objective of the Study**

- i. To establish the change management practices at Hawinga Girls High School.
- ii. To identify the challenges of change management at Hawinga School.

### **1.4 Value of the Study**

This research reflected on the activities that dealt on management of change. It was build on the existing knowledge which can be used by academicians, scholars and researchers for further research and theory building in the change management. It will be of benefit to the Ministry of Education, Science and Technology and T.S.C in the policies formulations that would govern learning institutions in Kenya. It will also assist secondary school management committees with the most appropriate and sustainable management of change practices that are needed in learning institutions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter there are accounts of the existing findings and theories that provide the theoretical foundation that guides this study. Change management is not recognized as a distinct discipline with clearly defined principles. However the theory of change management draws a number of social science and traditions.

### **2.2 Theories Underpinning the Study**

The open system school sees organization as composed of a number of interconnected sub-systems; it follows that any change to one part of the system will have an impact on the other parts of the system and in turn on its overall change (Scott, 2008). Open system assumes organizations as being influenced by a number of issues that occur in the macro environment and that organizations can be determined on those factors (Burnes, 2009). Organizations are systems of interdependent activities linking shifting coalitions of participants; the systems are embedded in dependent and depend on continuing exchanges with and constituted by the environment in which they operate (Scott, 2008). The open system dynamics emphasize more on process than structure. This will be the anchoring theory of this study.

Chaos and complex theories are closely related. Chaos theory pioneered by Lorenz (1963) is an area of deterministic dynamics which proposes that random events can result from normal equations because of the complexity nature of the systems involved. Complex theory offers a number of new insights and analytical methods. It suggests that simple deterministic functions can give rise to highly complex and unpredictable

behavior, yet the complex can still exhibit surprising order and patterns. Two main components of chaos theory is the idea that systems no matter how complex they may be, rely upon an underlying order, and that very simple or small systems and events can cause very complex behavior or events.

Path dependence theorist argues that earlier changes will most likely affect possible outcome of sequential events occurring at a later point in time. Institution patterns adopted with time therefore become difficult to transform (Mahoney, 2000). As organizations experience changes with time they tend to follow a particular way of doing things that may not be easy for a manager to change easily.

All the theories agree on the influence of the external environment on the organizational change. Organization is seen as dependent on the surrounding and no one is an island. The theories agree on the unpredictability and the dynamism of the business environment. However the limitation of the theories is that the individual human character was not highly considered as a determinant in the change.

### **2.3 Change Management**

Change management is about planning, handling the complexities, implementing and evaluating operational, tactical and strategic objectives (Paton and McCalman, 2009). Change management is co-ordination and communication to people who are affected by change. Change is about changing people, not organizations. Organization change when managers and employees change style of doing things in the business. It is therefore necessary to recognize the employees as an intrinsic part of the change (Chandler 2003 as cited in Burnes, 2009)

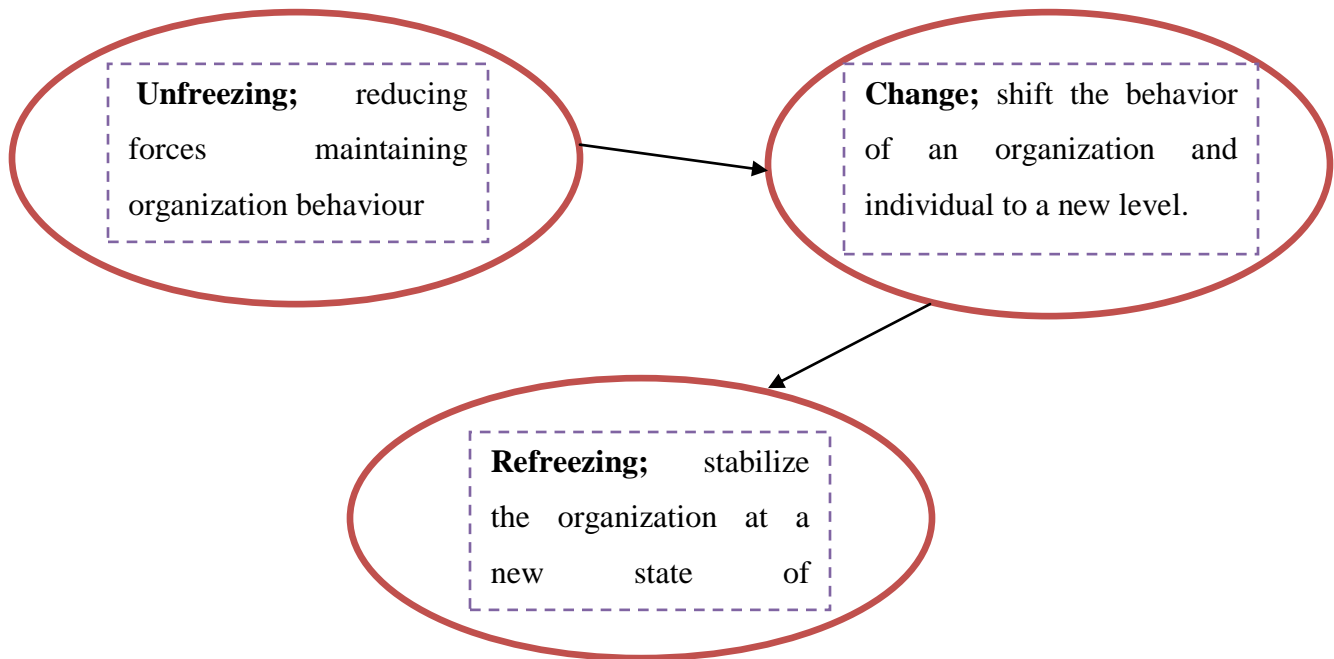
Kotter (1996) invented a model which can be used at the strategic level of an organization in order to change its vision and subsequently transform the organization. Studies using the model have shown that the change process goes through a set of phases with each phase lasting a certain amount of time and mistakes at any phase can impact the success of the change. This model of change appreciates the impact of the people in the change compared to Lewin (1947) change model of unfreeze, change and refreeze.

Managers should mix practices founded on a critical process of the surrounding and as component of a well-crafted vision. These include leadership, dialogue, participation and involvement, awareness, negotiation and agreement, manipulation and coercion. For change implementation to be successful, it should be designed to its organizational context.

### **2.3.1 Change Management Models**

Change is the only constant factor in life. Practical change management models are useful for leaders in during change. They tend to simplify the all change process. From the literature review, I shall examine a few conceptual models. Lewin change management model that he developed in the 1940's has remained relevant today. He explained change in 3 steps; unfreezing, change and refreezing.

**Fig. 1 Lewin's Change Management Model**

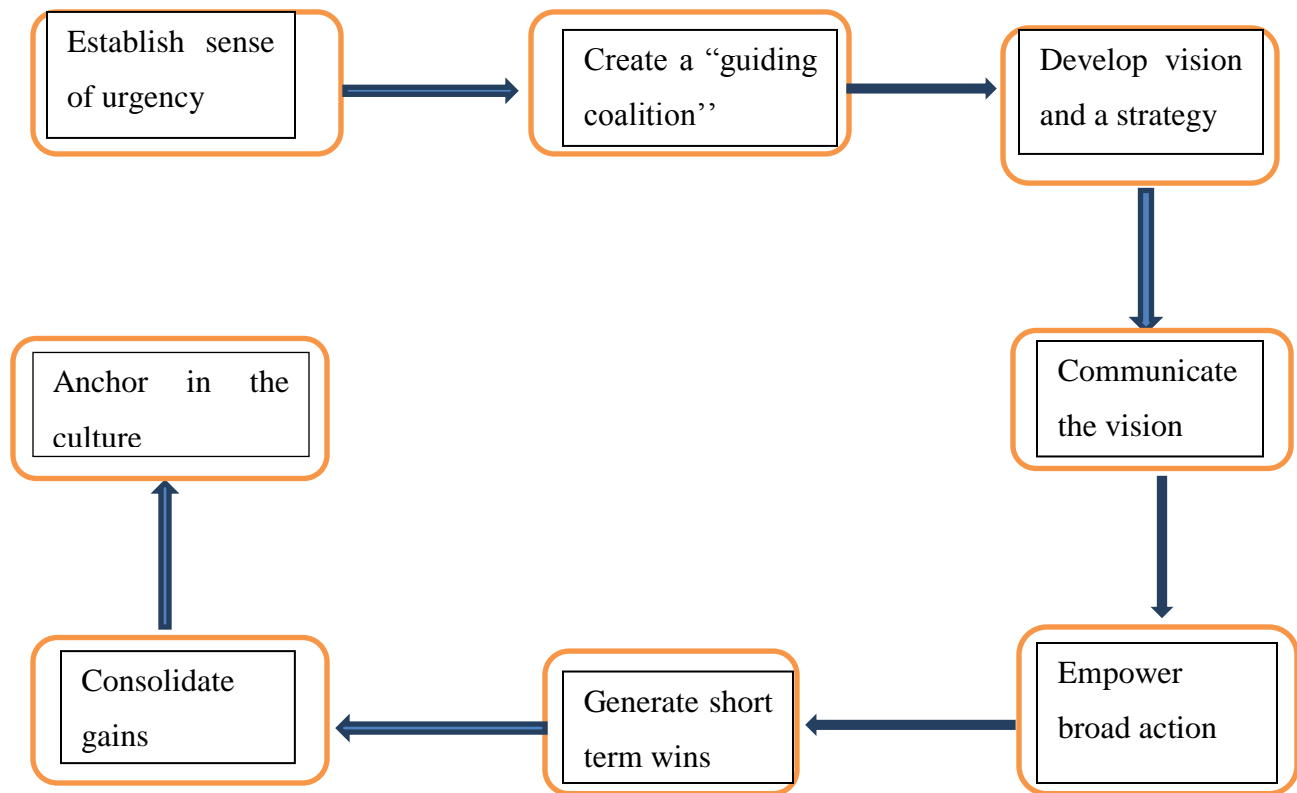


**Adopted from 'Managing Change' on p.100 by K. Lewin,**

Lewin's model has described the process of change in a more simplified way. However there are criticisms to his change model. It has not put into consideration the human behaviour, like psychology and organization politics. Kotter (1996) come up with one of the elaborate and clearest example of managerial models for managing change. An eight step model that explains the stages of change management. The model compliments Lewin's model which did not address some issues that might be experience in an organization such as power and politics, attitude of the people towards change and culture.



**Fig.2 Kotter's Eight Stage Change model**



**Adopted from 'Leading Change' on p.56 by J. Kotter**

Over four decades, Kotter observed countless leaders and organization as they try to transform or execute their strategies. He identified and extracted the success factors and combined into methodology. This is important to managers who wish to dismantle the old culture without creating bottlenecks. However the limitation of Kotter's model of change management is that organizations hierarchical structures tend to limit its agility. Organizations that are growing do have an elaborate structure that do not effectively and efficiently take advantages of the opportunities and also respond to threats slowly.

## **2.4 Change Management Practices**

Change management is essential because there is increased and unprecedented scrutiny from stakeholders such as parents, community, school sponsors and the media. Prying eyes and eavesdropping raise the stake, business failures increases pressure on struggling executives (Kerubo, 2013). Change cannot be easily managed successfully in every circumstance. However useful factors of change need consideration while trying to plan or stimulate change. These practices of management of change are discussed in this research.

### **2.4.1 Stakeholders Involvement**

An organization cannot manage changes effectively without the support of stakeholders. They may not be involved in the daily operation of the organization but their influence is very significant. Burnes (2009) agree that stakeholder's alliance is a permanent partnership between an organization and its key stakeholders which are employees, customers, suppliers, community, trade unions and religious organizations. These stakeholders must be involved during the changes for it to be effective. They give strong support to the organization in achieving its objectives.

A successful change management in the schools will depend to what level the church, community, parents, trade unions, government agencies, students, suppliers and the staffs will be involved. They have the capacity to build or destroy the change. Negotiation skills will therefore be necessary for the change practices by the school managers.

## **2.4.2 Leadership and Mentorship**

Leadership involves showing people how things should be done. It is the ability to influence the staff to achieve the objective of organization. Management is the cornerstone of organization effectiveness and is concerned with the processes and execution of work. Change management practice will need leadership. Managers require clear vision and principles, the ability to lead other from the front, and emotional maturity. Managers must learn from and admit failures. They should transform members to advance through the natural adjustment that can be supported through encouragement, rewarding, and appreciations and incorporating the changes (Burnes, 2009)

Leaders must not undermine challenges or lose focus, but instead to make change with reinforce appropriate behavior and performance and provide training and support (Longernecker and Riemann, 2007 as cited in Burnes, 2009). 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. 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.

## **2.4.3 Communication and Information**

Managers need to align employee's expectation of the change communication with understanding of the change goal to create change receptivity (Frahm and Brown, 2007). Communication of goals and change objective should be the driving key in the management practice. It instills participation and collaboration among members.

Managers should be at the frontline passing the information to members concerning the purpose of change.

Commitment influences very much the level of success. Pasmore and Fagans (1992 as cited in Lussier, 2009) note that when everyone is involved the outcome is of benefit for individuals and organizations, but genuine involvement is the best and members must be nurtured appropriately to be active participants. Some organization have gained from creating an elaborate level of change actors through availing space for evaluation, dialogue and building networks and coalition of change-minded staff(Bruch and Sattleberger,2001 as cited by Cummings 2005).

#### **2.4.4 Training and Development**

Training and developments 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).A comprehensive training program should be established with system in place for evaluation and feedback. The role and skills of the change agents are important in giving or enhancing effective change. Training gives the staff opportunity for continuous improvement during the period of change.

There is need for managers in organizations during the change to educate members on the need for the change. People in the organization must be prepared psychologically to embrace the change intended. Much of the training is done on the job and it is aim towards increasing the success of change. School managers can only expect effective

change by not assuming teachers know about the change but through showing how the change should be carried out.

## **2.5 Approaches to Change Management**

Planned change was used by Lewin to distinguish change that was originally intended by the organization, as opposed to the unintended change that might come about as a result of impulse, misunderstanding or forced onto the organization. Organizational development is all about planned change. That is getting individuals, teams and organization to function better. Lewin (1950) identifies three steps towards managing the planned change, which is; unfreezing, where the old culture is being eliminated and the desired change introduced; freezing, this is when the desired change is being absorbed by the organization and then lastly; refreezing, at this stage the intended change becomes part of the organization culture. Lewin model has been successful especially in the use of modern technology. However there has been criticism towards this approach of change. Schein (1996, as cited in Burnes, 2009) argues that unless sufficient psychological safety is prepared, the unreliable information will be denied or defended against, no survival intrinsic will be felt hence no change will ever take place. Because of the criticism by other scholars about organizational change the emergent approach become popular. Changes are viewed from bottom position to the top level.

Dawson (2003, as cited in Burnes, 2009) note that advocates of emergent change stress on the developing and unpredictable nature of change. They view nature as a process that unfolds through the interplay of multiple variables within an organization. The change is a process which is influenced by the unseen dynamics in the surroundings. This is because organizations are interdependent of the environment. Emergent change

encourages 'bottom-up' rather than 'top-down' as advocated by planned approach. Burnes (2009) states that the rate of turbulence is complicated and quick such that it is impossible for a small number of senior managers to effectively identify plan and implement the necessary organizational responses. The responsibility of organization change is therefore of necessity by becoming more devolved. What is required between managers and employees today is ability to deal with opportunities and threats on a day to day basis.

Contingency and choice perspective argues that approaches to change need to be in the most advantageous position of the individual organization. McCalman and Paton (1992) note that for a manager to be effective in creating a sustainable change, an extensive and systematic understanding of the organization's environment in order to identify the pressure of change and respond by mobilizing the necessary internal resources in a timely and appropriate manner. Burnes (2009) argues that an organization does not need to adapt to external environment. 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 its goal.

## **2.6 Dimension of Change**

Dimension of change tries to describe the nature or pace in which a change can take place. The rate of change in any two organizations cannot be the same. This is because there could not be 100 percent similarities in organization. Variation can be in financial ability, levels of management, capacity of production and shareholders interest. All these could have impact on how change is taking place. Burnes (2009) presents three level of

identified by other scholars, thus confirming that there are strong disagreements about the nature and pace that an organization experience.

Incremental perspective sees change as a process where individual part of the organization deal incrementally and separately with one problem and one goal at a time. However Mintzberg (1978, as cited in Burnes, 2009) note that organization do not go long period of incremental change, there is always a period of rapid and revolutionary change. This has lead to increase interest in how organizations move between periods of stability and instability.

Punctuated equilibrium change is that which is affected by the environmental dynamics. A punctuated discontinuity is associated with a period of disruption or fundamental changes that are witnessed in the environment. It depicts organization as evolving through period of stability (equilibrium),then during revolutionary period there is disruption which causes disequilibrium(punctuate) then establish a new equilibrium(Romaneli and Tushman,1994,as cited in Burnes,2009).However this model of change has equally been criticized by scholar. Stability is seen as the natural or preferred state of an organization.

Continuous transformation change dimension sees organization instability and alert reactions to daily contingencies as driven by endless modification in work processes and social practice. The ability of organization to rapidly and continuously will depend of it competent in managing the appropriate changing needs like customer preference, modern technology and high quality product. However this study has not shown whether it is applicable from the physical science or social science (Burnes, 2009)

## **2.7 Challenges to Change Management**

Kotter (1996, as cited in Burnes 2009)) describe the eight lapses in organizational change efforts as under-communicating the vision by a factor of ten or one hundred or even one thousand. Those leading change must 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 on the behaviour expected of the employees. Shield's (1999 as cited in Burnes, 2009) agree that changes fail simply because of inadequate commitment to the human and cultural aspects of business. There are critical components that are necessary for the leaders to change an organization, for instance, clearly understanding the strategies to be changed and defining critical success factors; communicating the change objectives to the workforce and; reviewing each of the work elements to identify their degrees of alignment into support of the business vision.

Resisting change is common form of response depending on the individual's personality, the aspect of the change, competing attention, perception of change and influence from the group, the organization and its external context. Cummings (2009) warns that effective change depends on the careful diagnosis of how an organization functions. Identifying the underlying causes of organizational problems requires both time and money, and some organizations are not willing to make necessary investment. Resistance may be indifference to active. Buchanan and Boddy (1992,as cited in Norlin,2009)note that managers have to support the performance rationally, logically phased and participative change with activity in the recruitment and maintenance of support and in seeking and blocking resistance. He/she must have a two dimensional expertise



combining managerial judgment and a tool kit of core competencies. It includes diagnostic skills, judgmental capability and the behavioural flexibility while the latter comprises a series of competences in five clusters concerned with goal setting, role specification, and communication negotiation and managing upwards.

## **CHAPTER THREE; RESEARCH METHODOLOGY**

### **3.1 Introduction**

This section identifies the procedures and techniques that were used in the collection, processing and analysis of data in management of change at HGHS. The sub-sections in this chapter are; research design; data collection and data analysis.

### **3.2 Research Design**

The research method was a case study. Yin (2002, as cited in Blumberg et al 2008) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

The purpose of using a case study to obtain information from HGHS was to follow in great details issues and information related to the phenomenon under study. It provided opportunities to carry out an in depth probe on how changes are managed at HGHS.

### **3.3 Data Collection**

This information was obtained through primary data that involved structured interview guide that address issues of management of change. Secondary data include the school records for the last five years, minutes from previous meetings and the school journals. This helped in gathering data relating to the institution past records. The research study used open ended and close ended interview to collect the necessary information in form of interview guide. A questionnaire is a data of inquiry set in a formal way that seeks to find desired information from participants.

In-depth interview was conducted to departmental heads charged with change implementation of the changes. The main advantage of close ended is that it will be easy to analyze the information obtain. Open ended assisted where there response varied. The interview was administered to the heads of 4 major departments, which was Administration, Academics, Co-curricular and Guidance and Counseling in HGHS.

### **3.4 Data Analysis**

The feedback from the respondent was qualitative therefore content analysis was used. Blumberg et al (2008) defines content analysis as the ability of creating inferences by ordered procedure and relating distinctive aspects of message and using the same approach to relate to trends.

Responses were verified on their consistency. This was done by identifying research objective and relating with the responses. Qualitative method assisted to uncover phenomenon under study. After completion of data collection, responses were checked for accuracy, consistency and uniformity.

## **CHAPTER FOUR: DATA ANNALYSIS AND FINDINGS**

### **4.1 Introduction**

The Chapter discusses research outcomes from the study based on analysis and interpretation in both primary and secondary data collected from HGHS. Finding of the study are presented into two sections according to the research, namely; to confirm the management of change practices at HGHS, Kenya and to identify the challenges in managing change at HGHS. It highlights the major changes implemented at HGHS in the last five years, since 2012.

### **4.2 Organizational Change at HGHS**

At HGHS there have been major changes spanning across, from policy formulations to infrastructural development. These are introduction of performance contract to all the staff, banned corporal punishment and replaced by active guidance and counseling programme, enhanced civic education which gives the students democratic right to vote for their preferred student's council, abolishment of force repetition for the students who perform below the average, progressing academic performance for the last four years, active participation in the curricular and co-curricular activities, use of modern technology in daily operations, massive acquisition of learning facilities and equipment's and increase involvement of the church, parents, community and the donors in the change implementation.

**Table 1: Major Changes at HGHS between 2012 and 2016**

YEAR	MAJOR CHANGES
2012	Academic consultation programmes, increase stakeholder involvement in change implementation
2013	Invitation of motivational speakers on termly basis, constructions of school infrastructural facilities.
2014	Increased learning resources such as books and equipment's, increase participation in co-curricular activities
2015	Increased income generating projects within the school premises like horticulture and bus hire.
2016	Implementation of information technology in processing of documents and operations in schools

**Source: Primary data**

The changes greatly affected the operation of HGHS in its endeavor to realize its vision and mission. When the changes were implemented co-ordination and planning took the Centre stage. These involved defining the duties and responsibilities of every staff. Individual task could be change so as to suit the goals and objective of the organization. Changes were carried out in tandem with the vision and mission of HGHS.

The changes were partly continuous and partly discontinuous. Continuous change did not experience serious challenges. It was overwhelmingly supported by all the stakeholders. Discontinuous change did experience challenges, either resistance from other members and stakeholders or insufficient resources to support the changes.

### **4.3 Communication of Change**

The H.O.D Administration noted that changes were communicated to members through school assemblies, staff brief and meetings, departmental meeting, workshops and seminars. All members were expected to attend the schools forums because it was there that the changes were relied to members. Any staff that was not present because of one reason or another, he/she was required to get the information from those who attended those meetings. This regulation ensured that any kind of information passed would be communicated to all members of HGHS. The school manager preferred informing colleagues about the change during the staff meetings, the proceeding and deliberations would then be minuted and every resolutions becomes binding. This tradition of informing change was more effective because building consensus was easily achieved. Those changes that required detailed explanations, HGHS members were sponsored to attend workshops and seminars where changes were explained elaborately.

The H.O.D guidance and counseling noted that communication was effective. This was because the changes involved planning and co-ordination of the departments and individuals. Information would be relied several days before the actual implementation of the changes. This implies that there was sufficient time for the staff to know about the impending changes. However it was felt that in the future communication should be carried using emails and short mobile messages (sms). These modern devices were seen as very effective in passing the changes instantly. The HGHS staffs were reminded about the changes continuously. This was common especially when the change implementation was below the expected target. Upon evaluation of those changes members would be

reminded through the similar channels of communication, which are circulars, brief meetings and appointments with the change agents.

#### **4.4 Stakeholder's Involvement in Change**

Stakeholders' of HGHS were the staffs, students, community, suppliers, A.C.K church, ministry of education, Member of Parliament (M.P), trade unions, parents and the government. All these stakeholders played a very important role in the management of change. For instance the changes that were implemented on the school curriculum such as instructional methods using the information technology to enhance learning, class observation by departments, team teaching, participation in symposiums and co-curricular activities, the M.O.E and the T.S.C played a significant role in ensuring that the changes were fully implemented. This was emphasized through the performance contracting appraisal which valued the quality of work through making it compulsory for active participation in all the changes. Teachers were considered professionally viable as long the objective and target were met in the individual appraisal.

The H.O.D guidance and counseling supported the contribution of the church in change. He says that the church was strong to make contributions to the social-cultural changes that would touch both religion and the mode of dressing. As much the freedom of expression has gained root in the learning institutions, the conservative nature of the church ensured that the morals of both the students and the students is not eroded. When the M.O.E in 2012, allowed the change of the dressing for the girl-child to allow their preference and choice. The church was the first to make the contribution on the management of change. This was visible during the Sunday church services, where the chaplain would advise on attire suitable to the change. The sponsoring church would keep

pace with the changes in the social-lifestyle and give guidance and directions appropriately that helped in realizing the vision without losing the focus. Other forums that also concern the church were the co-curricular activities such as the music and the drama festivals.

H.O.D administration commented on the school supplier's involvement in management of change. During the tendering process that required openness and fairness unlike before when it used to be single sourced. Increased interest by suppliers contributed for the need of managing change in the use of resource and accountability. HGHS had no otherwise but to ensure that lowest bidder is given the project. Project that were tendered included supply of stationeries, vegetables, cereals, fuel, constructions, uniform, detergents, furniture, beddings and repair and maintenances of equipment's and machineries. The surrounding community was equally much involved with the changes that would accommodate their interest, for instance development of school infrastructure, labour was provided by the community. Other semi-skilled or unskilled job that was need in the change was preserved for the Hawinga community.

According to the school manager the P.T.A and the Alego/Usonga Member of Parliament (M.P) were active in giving the financial support in management of change whenever it was requested. Their generous contribution together with the M.P's Constituency Development Fund (C.D.F) kitty enabled the school to acquire a bus and constructed a new modern dormitory, all at a cost of 20 million Kenya shillings. This was very significant milestone towards attaining the goals and objective of the schools in the most effective manner. The role played by the two parties and other well-wishers was significant in the developing the infrastructural facilities that ensured management of



change were a success (Hawinga School, departmental minutes, 2013). The table below gives a summary of the facilities that were acquired from the support of the stakeholders in facilitating the management of change at HGHS for the last five years, from 2012 to 2016. Open system sees organization as composed of a number of interconnected sub-systems, for organization to operate effectively it must incorporate all its sub-systems in the management of change in order to transform successfully. Stakeholders equally forms a sub-system and therefore their role becomes significant the change implementation (Scott, 2008). The table below gives a summary of projects and their source funding in HGHS, between 2012 and 2016.

**Table 2: Projects funding between 2012 and 2016**

<b>YEAR</b>	<b>PROJECT</b>	<b>SOURCE OF FUNDING</b>
2012	Purchase of 51 seater modern Isuzu bus	P.T.A and C.D.F
2013	Construction of three classrooms, 25 computer machines and facilities, 100 pieces of furniture and 200 laboratory equipment's.	P.T.A, C.D.F and donors.
2014	Construction of a greenhouse and acquisition of 5 water tanks.	Donors
2015	Construction of a modern dormitory and ablution block.	P.T.A and C.D.F
2016	Construction of a modern washroom and equipping school science laboratory	P.T.A and C.D.F

**Source: Primary data**

The H.O.D Academics commended the teamwork of the teachers and the students in envisioning the school motto. Teachers were dedicated in their roles and duties. They would go extra mile of working late coaching the students and advising them on the expectations to ensure that the changes are realign to the vision. Students were equally committed in their task both in curricular and co-curricular. This determination saw the school improving in academic performance. From a mean of 5.3 in 2012 Kenya Certificate of Secondary Examination (K.C.S.E) to a mean of 6.4 in 2015. Effective management of change was attributed to the positive deviation in the national examination that the school has continuously posted in the four years, that is from 2011 to 2015. Communicating the change and incorporating to the vision mobilized the staff and the students to meet the objectives. The table below highlights how the management of change has improved the academic performance for the last four years in the K.C.S.E

**Table 3: National examination performances in HGHS, between 2012 and 2015**

<b>YEAR</b>	2011	2012	2013	2014	2015
<b>SCHOOL MEAN</b>	4.712	5.142	5.751	5.941	6.408
<b>MEAN DEVIATION</b>	+0.116	+0.30	+0.23	+0.19	+0.50
<b>POSITION IN COUNTY</b>	160/250	135/270	119/285	105/299	105/302
<b>POSTION IN SUB-COUNTY</b>	29/37	25/40	22/42	17/43	15/45

**Source: Secondary data**

The school also performed well in extra-curricular activities such as leg ball, netball, science and engineering exhibition and music and drama competitions. It reached county levels for the last three consecutive years. With the environment changes that expects a student to productive in both academics and co-curricular activities; HGHS was not left behind in nurturing the girl holistically as par its vision and mission. The H.OD Co-curricular attributed the school good performance to the ability to co-operate in change. Games and drama has gained prominence among schools and the society today. The sport industry is growing and giving the youths opportunity for a better live hood through their talents. Entertainment industry likewise has become lucrative such that days are gone when academics was the major source of employment. The table below gives a summary of the accolades that HGHS was honoured in the last four years for participation in the co-curricular activities, from 2012 to 2016.

**Table 4: Achievements in the Co-curricular Activities**

<b>YEAR</b>	<b>CO-CURRICULAR ACTIVITY</b>	<b>HONOURS</b>
2012	Music and drama festivals	Western Region finals
2013	Leg-ball	Siaya County finals
2014	Volleyball and music festivals	Siaya County finals
2015	Leg-ball	Runners –up Siaya County
2016	Leg-ball	Runners –up Siaya County

**Source; Primary data**

The stakeholders were mainly informed about the changes during the school Annual General Meetings (A.G.M) come prize giving day, annual prayer days, academic meetings, staff meetings, school assemblies, circular and newsletters. Telephone call or short message (sms) was used the intended changes was seen as urgent behind schedule. The role played by the stakeholders was very significant because they also audit the changes as they take place and realign them with the vision and mission of the education. They would also give positive criticism during open forums that triggered the change momentum.

The government agencies, the M.O.E, Kenya National Examination Council (K.N.E.C), T.S.C and the Kenya Union of Post Primary Teachers (K.U.P.P.E.T) and Kenya National Union of Teachers (K.N.U.T) contributed in the management of change in different levels. For instance as the T.S.C and M.O.E formulate the changes that are driven by the environmental turbulence, the K.N.U.T and K.U.P.P.E.T ensured that those changes did not infringe on the rights of the teachers and that they are equally rewarded to carry out the changes. The K.N.E.C body influenced the changes that involved the academic objectives (BEA, 2013)

#### **4.5 Training and Development**

The H.O.D Academics agreed that training and development on the changes were mainly conducted through workshops, seminars, coaching, in-job training, cascading, benchmarking from different schools and mentoring of the juniors staffs by seniors and departmental heads. The training was enhanced and developed through delegations of duties and responsibilities to individuals within the school. This ensured that the

knowledge acquired through capacity building on the changes was well utilized by engaging members with duties that he/she has been trained or nurtured to perform.

The level of co-operation between individuals, work groups and departments were commendable. The team spirit was very high among members. The vision and mission was communicated in the changes and the members were positive and active. Notably the staff was also largely made up of young energetic youth who were willing and ready to work for long hours. With clear strategic directions outline on the changes, this sufficiently fostered teamwork. One way in which bonding was made effective was through team buildings. This involved taking the entire staffs for a retreat in different town to re-energize and re-evaluate the changes implemented so far. After the trip members would report back to stations energetic and ready to drive the changes to the expected goals and objectives as par the strategy. This team bonding was organized thrice in year to help members understand the essence of teamwork in realizing the objectives of changes.

According to the H.O.D Academics, departments shared skills and resources that were necessary in the changes implemented. For instance the Science departments, Technical and Math's department shared manpower across the departments. It was common to have a staff having his/her two instructional subjects on either of the departments. Example a staff has combination of Mathematics/Chemistry or Business Studies/Mathematics. Their co-operation in management of change was significant for the members to feel accommodated on both departments. Guidance and counseling and the Christian union had similar ideology and philosophy in handling the changes. Since the corporal

punishment was banned, students granted the right of choosing their preferred students council (BEA, 2013).

The changes called for a stronger and effective system of handling student's indiscipline through proper dialogue and guidance. The G & C, C.U, the deputy principal and the class teachers have played a big role in ensuring the school remained a beacon of discipline in county even with abolishment of the corporal punishment. Students have been engaged on positive discussions that has seen the transformation of change a success. This has involved inviting external resource persons like motivational speakers, life coach, careers experts and participation in evangelical school rallies and conferences. The games departments and the language departments worked cordially together in ensuring the talents of the students are best incorporated in various discipline during the term ball games and the music and drama festivals. Students who were multi-talented and featured in different disciplines, the patrons sort amicable the best solutions that would see the student participates in most suitable competition with affecting the outcome of the other disciplines.

#### **4.6 Leadership of Change**

H.O.D Administration identified the main change agents as the Board of Management (B.O.M), school manager and head of departments. The objective of the changes were clearly outlined and co-opted in the vision of the school. The leadership of change was effective; the HGHS members felt the influence to change. The communication of the change was well articulate with members given opportunity to give their views and suggestions whenever it was necessary. The change agents acted like role models by leading from the front. This was a good example of transformational leadership that

ensured continuity of change. The HGHS members were accorded all the necessary support that was available during the change implementation. This support included availability of finance, manpower, recognition of output, awards for achieving the target, promotion when opportunity arose, motivation and capacity building. The change agents were supportive in giving valuable advice and guidance during the change process. These leadership skills contributed immensely in the implementation of change. It ensured that management of change in HGHS was a success.

#### **4.7 Approaches to Change**

The HGHS staff perceived the changes positively whenever they were being implemented in the organization. Most of the members because of their young age would easily unfreeze the old culture and usher in a new era of doing things. However the staff members who stayed for more than 5 years experienced some difficulties in accommodating changes. They would prefer the status quo to remain. Kotter (1996) model would suitably address their situation concerning change. For instance some staff had difficulties accepting to be appraised by their head of departments in performance contracting. These senior members would easily influence their interest during the change implementation. Such characters derailed the change process, especially where all the members were expected to respond to a particular change within a given time frame. The changes also at some point did not seem to affect everybody, because some members did not show much concern.

## **4.8 Challenges of Management of Change**

There were challenges during the change implementation at HGHS. They were identified when the changes were being evaluated to determine the achievements against the set target and objectives. Some were noted to be behind the schedule and while others were facing opposing forces. According to the H.O.D Administration these were challenges during the change implementation at HGHS. First, financial resources were a constraint. The changes required sufficient finances which was either not readily available or not adequate to implement the changes effectively. The P.T.A and donors were not very supportive in pledging their contributions towards organizations projects and operational costs. Insufficient funds was a setback to management of change because it implied that necessary resource could not be acquired, such additional manpower, academic trips, rewards and motivation and other curriculum programmes like consultations. Some changes were to be implemented urgently and therefore Lewin's (1947) model was viewed to be harsh especially for changes that require psychological preparations. The processes of unfreezing were not taken kindly and therefore change was taken negatively.

Secondly, the school manager reiterated that the resistance to change was caused by old guards and some stakeholders who were either comfortable with the status quo or felt their interest is threatened with the impending changes. This was exhibited by members who have stayed for more than 5 years in HGHS. The hidden interests' outclass the purpose of change. They could easily mobilize junior colleagues and sabotaged the changes. To them it would be better talk negative on any change than have it taking place and threatened their influence in the organization. Parents were equally resistance to changes that required financial support and moral support. They felt that HGHS staffs



had enough resource to carry out the changes from the fees that they are charged. The trade unions also did not easily accept changes that would overload the duties and responsibilities of members without consideration of remuneration rewards.

According to the H.O.D Academics increased competition from newly established neighbouring schools such as Sirinde Mixed, Dirk Allison GSM, Fr.Gullick, Sidok and Unyollo Mixed secondary schools. In any organization environment competition thrive when entity are committed to their goals and objectives. Some of these schools would lower their fees in order to attract a large number of students from other schools. Poaching of HGHS staffs that were under contract was also witnessed. Some of the left midway and these disrupted briefly the flow of change. The vision of any school is to produce quality citizen ready and willing to serve the nation. It is this competition that has seen movement of teachers and students from school to other. The challenge comes when new ones come in and others leave the institution within a short period. This implied that the culture of HGHS must be learned and incorporated by the new entrant which derailed the management of change at some point. Other takes longer to adapt and this meant that discontinuous change was experienced.

Lastly, there was the challenge of communicating the change to other stakeholders, there were changes which trade union, parents, and the church would not understand how they were envisage in the development of the child. For instance the introducing of computer gadgets in schools, abolishment of corporal punishment. From the respondents point of view the challenges had varying impacts on the management of change. Some difficulties were more experience than others. These challenges are justified in chaos and complexity theories that explain the relationship between an organization as a complex adaptive with

its culture and system with a naturally chaotic environment (Lorenz, 1963).The table below summarized the impact of these challenges based on their intensity at HGHS.

#### **4.9 Solutions to the Challenges**

Effect of challenges to management of change were however not a big hindrance to implementation of change. The change agents applied leadership skills that were effective to see continuity of change. These included negotiating with the stakeholder where resistance was felt as sabotage to change. The leaders acted skillful to intervene where possible by reaching consensus with members concerning the best criteria for implementing the changes. Where this strategy failed, then the last option was to use coercion. This included giving threats of dismissal, disciplinary cases that relates to insubordination, downsizing the workforce, deduction of individual salary or wage and suspension or demotion of a member from his/her position.

HGHS sought financial support from C.D.F office, Member of County Assembly (M.C.A) representing Alego West Ward, the Siaya County Governor Office and distinguished men and women who supported the school projects. Sourcing of fund from well-wishers and donors to bridge the financial deficit helped in infrastructural developments that were strategic to the school. These included construction of modern latrines and classrooms, computer machines, school bus and student bursaries.

Reminding members and stakeholders constantly about the changes; this included communicating the vision of change and its importance to HGHS strategic plan.

#### **4.10 Discussions of the findings**

There were two objective of the research: to identify the management of change at HGHS and the challenges of that were involved during the change. HGHS practiced management of change to greater extent. These practices included good leadership, capacity building, and participation by stakeholders, resource mobilization and effective communication. The agents of change were active in ensuring that changes are successfully implemented during the change process. All the members were fully involved and there harmonious co-operation between individuals and the department on the purpose of attaining the goals and objective of the organization.

The school manager demonstrated transformation leadership that adequately nurtured members to embrace the change because they felt equipped and incorporated in the process. The resources were made available according to the priorities. This helped to reduce the constraint that could have been experienced with inadequate facilities. Team work was highly emphasized among members and the objective of the changes were communicated clearly and evaluated from time to time. Management of change at HGHS has enable the institution meet its operational cost through initiating income generating projects like farming and production unit that supports it financial need.

However challenges were equally experienced, the amount of income was not sufficient to cater for the long term changes in the institution. Construction project that required large money took more time to be completed than initially planned. Resistance to change by other members and stakeholders was common. Those who felt that change is taking away their hidden interest tried all means to ensure that it failed. Competition from surrounding institutions that poached staffs and students created a setback to the change

process especially after investing on them. Some members also felt they were not informed appropriately about the change and that information was either relied inaccurately or the intention of the changes was not explained to them. These challenges support Path dependence theory by Mahoney (2000) that tend to explain why institution would find it difficult to change their pattern from the previous culture.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

There are two study objectives to be achieved through this study; first to identify the management of change practices in HGHS, Kenya and secondly to identify the challenges in managing the changes at HGHS. Having analyzed the research data and the findings, this chapter will discuss these findings and draw summary discussions, outcomes, shortfall of the study, recommendations for further study and for policy and practices.

### **5.2 Summary of the findings**

Research sought to identify the management of change practices in HGHS. From the study main forces that triggered change were, legal amended in the Basic Education Act (2013), T.S.C code and regulations (2015) that govern the conduct of teachers in place of work, economic factors that necessitate money for quality through performance appraisal. Social – cultural factors that gears towards developing the school into a holistic entity that meets the social expectations, availability of scarce resources and leadership.

#### **5.2.1 Managing Change**

HGHS used various management of change practices to transform changes and overcome resistance to change. Some of the practices involved adjusting organizational structure, development of the vision and mission statements, communicating the changes, training and development, participation and coercion, transformational leadership and availability of necessary resources during the change implementation. These practices to a large

extent have been successful at HGHS. It has survived the turbulence and keeps the pace with the expectation of stakeholders. Kotters (1996) model was extensively applied in HGHS; this explained why the management of change was able to overcome obstacles.

### **5.2.2 Challenges to Management of Change**

The major challenge that HGHS experience is the resistance to change was mainly attributed to staffs that have overstayed in the institutions and would oppose any change to the status quo. Members who have been in HGHS for more than five years were identified as the most likely to resist any change if their interest was threatened. Behavioural resistance as earlier identified in the literature review was also witnessed among the resisting staffs. There was no synonymous mistake that was identified in the resolving the challenges of change management.

### **5.3 Conclusions of the findings**

The study intended to identify the management of change in HGHS. No organization can survive without putting in place proper mechanism to counter any dynamics in the environment. Successful transformations are what guarantee an organization future. Any institution that will not respond to changes will with time loses its competitive advantage. Managers need to have appropriate analysis of the surrounding and create a vision that would last long. Management of change at HGHS has been an example of how successful an institution can be by responding to changes effectively.

There are various changes that are taking place in the world today. Economic, technological, political, legal and socio-cultural. All these occur in very fast and the magnitude of change is enormous. No organization is an island and therefore managers

must find better ways in which the organization direction can be re-align to the environmental turbulence.

#### **5.4 Recommendations for Policy and Practices**

Public schools have suffered poor mismanagement for a very long time. Competition is becoming very strong from the private sectors which seemed better managed. In the last decade, organizations have invested massively in management of change practices. These steps are only done after poor organizations management and increase pressure for change from the stakeholders. Organizations should always strive to undergo successful change that realigns to the market trend. Public school managers should embrace a changing environment by adjusting to the dynamics of the education needs. Institutions should adapt management of change practices that will ensure public schools remain effective and competitive in its goals and objective while repositioning itself in the dynamic environment. Policies and procedure should be formulated in management of change practices that will ensure the learning institutions undergo successful transformation.

#### **5.5 Limitations of the Study**

The research was a case study and therefore limited to HGHS, Kenya. It is therefore not a true representation of the all the Public Secondary Schools in Kenya as there could be a difference in terms of the practices and the resource availability. There was also limited time and resources to carry out the study. This implied that the interview had to narrow to the head of major departments only.

There is likelihood of the data obtained from the respondents suffered from personal biases and therefore may not be the true representation of the entire organization. The data mainly focused on the change agents who are the head of departments and hence other staffs, stakeholders and students were not incorporated. It could be possible that the respondent gave his/her personal feeling, emotion, attitude or subjective opinion towards change which may not truly reflect the institution's view.

### **5.6 Suggestions for Further Research**

The environment within which any organization operates is ever dynamic and turbulent. This present new challenges, opportunities and threats every other time. Only those organizations adapt to the changes survive. Change is an ongoing process in the environment and it never static. This study researched only on one institution in the country. In the education sector, there are 9300 public secondary schools in Kenya. This means that 9299 secondary schools were not covered. It would be recommendable for a cross sectional study involving different secondary schools across Kenya.

A replication of this study can be carried out after three or more years to find out the changes that have taken place and compare them with the findings of this study. This will be useful to determine the extent of the turbulence in the environment to the management of change. It will also give more information and findings on the improvement of this study. Its limitations would be well addressed with various research across the country to establish the contextual difference and comparisons among the public schools.



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## APPENDICES

### Appendix 1: Authority to Collect Data



**UNIVERSITY OF NAIROBI**  
SCHOOL OF BUSINESS  
KISUMU CAMPUS

Telephone: 732160 Ext. 208  
Telegrams: "Varsity", Nairobi  
Telex: 22095 Varsity

P.O. Box 19134-40123  
Kisumu, Kenya  
0202659307 / 0720348080

Ref: CHSS-SOB D61/72875/2014

September 30, 2016

#### TO WHOM IT MAY CONCERN

The bearer of this letter **Duncan Orera Odhiambo**

**REGISTRATION NO: D61/72875/2014**

The above named student is in the Master of Business Administration Degree Program. As part of requirements for the course, he is expected to carry out a study on "**Management of Change at Hawinga Girls High School Kenya**". He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated, thanking you in advance.

Sincerely,

01 OCT 2016

**DR. NIXON OMORO**  
**ASST. COORDINATOR, SOB, KISUMU CAMPUS**

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## **Appendix 2: List of Departments**

### 1. Department of Administration

- Development projects
- Daily Operations

### 2. Department of Academics

- Science subjects
- Technical subjects
- Humanities subjects
- Language subjects

### 3. Department of Co-curricular

- Games
- Drama and Music
- Clubs

### 4. Department of Guidance and Counseling

## **Appendix 3: Interview Guide**

This questionnaire is part of the research project. It focused primarily on the way in which change is managed at HGHS during the implementation.

### **Section A: Awareness**

1. What are the changes that have taken place in HGHS for the last 5 years?
2. How have these changes influence the operations in your school?
3. Can you describe the trend of these changes?

### **Section B: Stakeholders' Involvement**

1. Who are the Stakeholders in HGHS?
2. Were they involved in the changes?
3. If yes (2) how?
4. How were they informed about the changes?
5. Do you think their role was significant in the change?
6. Were the external consultants also involved in the change? If yes name them?

### **Section C: Communication and Information**

1. Which people were responsible for communicating the changes?
2. Was everybody informed about the changes?
3. Describe how the communication was relied to members?
4. Were the members continuously reminded about the changes?

5. Do you think there could be an alternative way of informing members about the changes?

#### **Section D: Training and development**

1. Were the staff members trained on the changes?
2. If yes (1) how?
3. How was the training enhanced in your school?
4. How was the level of co-operation and support between departments or work groups during the changes?

#### **Section E: Leadership and Mentorship**

1. Who were the change agents in HGHS?
2. Do you think the objectives of the changes were clearly outlined?
3. Were the members supported during the change process?
4. If yes (3) how?
5. Can you describe the influence of change?
6. Was the role of the change agents significant during the change period?

#### **Section F: Approaches to change**

1. How was the staff's perception on change?
2. Do you think there were people who dominated the change process?
3. If yes (2) describe?
4. Did the changes affect everybody?

#### **Section G: Challenges to Change Management**

1. Were there problems during the change implementation?
2. If yes (1) give examples?
3. Were there occasions in which change did not take place as planned?
4. If yes (3) what was the cause of delay?
5. How were these challenges solved?
6. In your own view how do you think the challenges could have been solved?