

STRATEGIES ADOPTED BY SECONDARY SCHOOLS MANAGERS IN  
CHANGE MANAGEMENT: A STUDY OF SELECTED SECONDARY  
SCHOOLS IN MURANGA EAST SUB COUNTRY



CATHERINE MUTHONI SAMUEL

REG: MED 111/01876

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR  
THE AWARD OF MASTER OF EDUCATION DEGREE OF MOUNT KENYA  
UNIVERSITY

JULY 2013



MKU189/13

HD58.8 .S36 2013

Mount Kenya University  
**LIBRARY**  
P. O. box 342-01000, THIKA  
Mount Kenya University

## ABSTRACT

The accelerated pace of change globally, technologically, politically, and economically places tremendous pressure on organizations and their leadership to deploy the appropriate organizational designs and strategies to achieve mission success. The management of secondary schools in Kenya has faced a number of challenges over the past few years. The schools need to embrace new organization changes. They should shed old habits, values and attitudes through processes that were expected changes in the education sector. The review of literature is also meant to bring out strategies on how principals can manage change for success in management of schools.

This study used a descriptive research design by conducting a field survey in selected public secondary schools. The study target population was the principals from 54 schools and 810 teachers from the 54 schools; the total target population was 864 respondents. Simple random sampling was used to select 30% of the target principals and 10% of the target teachers. The questionnaire was the principal tool in collecting primary data.

The study found out that resistance to change by teachers and principals had hindered implementation of most schools' change programs. As the schools prepared to embark on change management, resistance to change might impede the process. There was need for the principals to take a more proactive approach to managing change within their schools. Currently the change management practices involved the management setting goals, clarifying desired outcomes, providing feedback, giving rewards for desired performance to students and taking action when goals were not met. The focus of these change management practices was on performance driving change. As far as the challenges of school management and the cost of change were concerned, the principals could build upon their experience in long term work experience. There was also need for a structured planning process with designated and sequenced activities aimed at students such as brainstorming, small group work, and listing, summarizing and prioritizing which made it possible for everyone in attendance to participate fully.

The study concluded that communication affects change management in the institution. There was a mutual relationship among the principals, teachers and students which enabled communication hence change management. The study also found that teachers/principals adaptability affected change management in the institution. Poor organizational structure caused resistance among teachers/principals who tended to refuse new responsibilities brought about by change in management. The study further concluded that organization structure affected change management in the institution. The school's mission, strategy and key long term objectives were strongly influenced by the personal goals and values of its management. The study finally concluded that system incompatibility posed a challenge to change management in the institution. Lack of proper knowledge acted as a challenge in change management and a mismatch between teachers/principals and institutions need contested change management.