
**CHANGE MANAGEMENT STRATEGIES AND PERFORMANCE OF PUBLIC
SCHOOLS, MAKADARA SUB COUNTY, NAIROBI, KENYA**

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Accepted, October 1st, 2023

Abstract

This study is aimed at establishing the effect of change management strategies on the performance of public secondary schools in the Makadara Sub County. The specific objectives are to determine the impact of communication strategies and leadership strategies on the performance of public secondary schools in the Makadara Sub County. Public secondary schools in Makadara Sub County were chosen because the sub-county has 20% of the public secondary schools in Kenya. The population of this research chose 15 public secondary schools in the Makadara Sub County. The study's target population constituted 195 school principals, senior teachers and Board of Management members. A sample of 20% will be selected. This resulted to a sample of 60 respondents. The study collected primary data gathered using a structured questionnaire administered through drop and pick letter method. Both qualitative and quantitative analysis of data will be done to answer the research questions of the study. The qualitative data will be analyzed using content analysis and presented in prose form. In quantitative analysis, the researcher applied Statistical Package for Social Sciences (SPSS Version 25) software. A multiple linear regression analysis was conducted. Figures and Tables were used to summarize responses for further analysis and enable comparison. Leadership strategies influenced the performance and led to the improvement from previous year's performance. There was a statistically significant relationship of leadership strategies with improvement from previous year's performance. There was a statistically significant relationship of communication strategies with the improvement from previous year's performance.

Keywords: *Leadership Strategies, Communication Strategies, Performance Of Public Secondary Schools*

INTRODUCTION

In today's dynamic world change has become essential for survival of organizations. Dynamic developments in both technology and global markets has necessitated the need for change. According to Sanjay Aswale on Change Management (2015) the conceptualizing change management as a specialized practice area is not valid any more, no need for campaigns to

implement change anymore but rather for building capacity for change into the organization. Every job and every unit is subject to change.

Graduating senior high school students have encountered different factors in relation to students' peer pressure in school and its association in their studies in terms of social belongingness, curiosity, cultural-parenting orientation of parents and education. The results declared that there are several factors that could affect students' academic performance in school regarding to peer pressure. This suggests that peer pressure does not give negative impact directly to student toward their peers. The major finding from this research is that students would study better and perform better once the conditions that would enhance comfort and serenity are provided. The above result revealed that both schools are operating at almost the same level relating to available spaces and infrastructure even though First Baptist High School was designed for school purposes and Top spring school was a residential building from the onset. It is also seen that availability of adequate and sufficient space is also a big problem as the classrooms were overpopulated in both schools. The result finally revealed that availability of spaces and proper design considering functionality, aesthetics, thermal, visual, acoustic comfort, indoor air quality, landscaping etc. all affect the user's performance and should not be neglected in design. This therefore establishes a relationship between the building typology and academic performance of the students (Main, 2016).

Limited studies have been done in Africa continent about change management strategies and performance. Ibrahim, (2019) assessed the effect of leadership on organizational performance of coca cola company in Nigeria. Leadership has an effect on the organizational performance of whichever company, this is what the study established. The leadership style chosen in an organization directly affects the employees' performance. Also, it was established is that participatory of leadership and delegating duties makes the employee performance better and causes them attain corporate set goals and objectives. This study therefore concludes that achievement of organizational objectives and goals fully depends on the leadership style an organization adopted. In addition to this, it shows that it is of great importance to investigate changes in impact of leadership when it is necessary in an organization in order to improve performance and goals achievement.

Onifade et al. (2018) investigate communication as an effective tool for employee performance in unilever Nigeria plc. This analysis showed that there was significant relationship between effective communication and employee performance. In was hence established that organizations should always to make effective communication an essential strategy in achieving high employee performance. The ministry of education report (July, 2018), indicated that some strikes in public schools is caused by management change more so in the provision of important services. One of the most effective strategies that has been applied in instilling discipline on learners is corporal punishment. According to Oyaro (2017), the research conclusion was that corporal punishment impacted on the intellectual and psychological development of students; this study failed to make clarity on if this punishment could have any measurable influence on academic performance of the students in the school.

In strategic flexibility includes establishing external factors that can incite change in an organization, allocating resources to provide solutions to those threats that are likely to take place and acting fast to fine-tune current strategies to better accommodate these shifts; one strength in line with strategic flexibility as a management strategy is that it permits managers adjust goals and resource allocations in order to provide a solution to the ever-changing circumstances instead of blindly adhering to outdated or irrelevant plans and goals (Oyaro, 2017)

The underlying basis of change management is that people's capacity to change can be influenced by how change is presented to them. Public secondary schools have planned for the change for a long period as a requirement by the Government through the Ministry of Education. The organizations also have developed and documented the objectives to be achieved by the change and the means to achieve it. This has been successful through strategic planning. Having established a case for change, the execution of change plans was done by all schools to a large extent. The drawn plans were focused towards achieving the set school vision in all the schools under this study. However, there was evident failure by the schools to totally embrace the change initiatives which was only done in moderation. Whereas all principals confirmed that they had knowledge and skills on educational management after being sponsored to undertake management courses, 73% of them were only moderately successful as change agents. Their inadequacy in change leadership was reflected in the 80% moderate readiness for change by the school community indicating significant level of resistance to change in most schools (Okiiya et al., 2015).

Statement of the Problem

In Kenya as in many countries in Africa, performance in examination has been used as the basis for judging a student's ability and also a means of selection for education advancement and employment prospects. Over the years, disparities have been observed in the performance of examinations by pupils at different levels of the education system, with some students performing well and others performing poorly. In Kenya, performance in KCSE is the key to institutions of higher learning and eventually securing employment and thus benefiting from education. In the 2021 KCSE examination, 11 subjects recorded a significant improvement in performance, compared to 19 subjects that recorded a significant improvement in performance in 2020," Prof Magoha stated.

According to annual surveys that had been carried out by the Ministry of Education on secondary schools that performed well in KCSE examination during the period (2019- 2021) showed that out of the top 100 high achieving schools, none from Makadara district managed to be among the top schools. A similar analysis in the year 2021 showed that none of the top 100 high ranking candidates nationally was from Makadara district. Analysis conducted by the District Education Officer (DEO) in Makadara district also concurred with the national examination trends. Makadara Sub County was the least performing district among the 17 sub counties in of Nairobi County. The mean scores have been ranging 4.3 on average for the last five years. These results are low as compared to other neighboring sub counties in Nairobi: Embakasi and Starehe which had 4.5 and 5 respectively. According to KNEC portal the average performance of the public secondary schools in Makadara for the last 10 years has been between 3.5-4.0.

Secondary schools in Nairobi have gone through different challenges that threaten their long term sustenance. These challenges are such as; inadequate number of teachers, high population of students, rising cost of teaching and learning materials, scarcity of land for expansion, rising cases of indiscipline, rising competition, declining academic performance among others. These challenges can be contained amicably when secondary schools in Nairobi implement strategic plans, Johnson Mavole (2017)

Ado Abdu Bichi (2017) carried out a study to evaluate teachers performance in schools which concluded that Evaluating teacher performance in an academic institution is as important as evaluating learning in pupils and students. Teachers are accountable in the educational process and their evaluations serve as one way to monitor and regulate accountability. Despite the efforts made to introduce change in the way Public Secondary Schools are managed, effective

implementation of these changes and their management still remains questionable within Makadara Sub County. Poor execution of drivers of effective change management is still seen as a key hindrance towards achieving improved schools' performance. This study is motivated by the fact that earlier studies carried out failed to focus on establishing change management practices in Public Secondary Schools and their effect on performance. Hence It is clear from the available studies that schools have been neglected and the existing results could not be replicated within the schools in Kenya and thus the current study seeks to bridge this gap by investigating the effect of change management strategies on the performance of public secondary schools in Makadara Sub County.

Objectives

1. To evaluate the influence of leadership strategies on the performance of public secondary schools in Makadara Sub County.
2. To establish the influence of communication strategies on the performance of public secondary schools in Makadara Sub County.

THEORETICAL FRAMEWORK

Leadership Theory

Early efforts to understand leadership focused on the leader's personal characteristics and traits. Traits are the distinguishing personal characteristics of a leader such as intelligence, values, self-confidence and appearance. The early research focused on leaders who had achieved a level of greatness and hence was referred to great man approach. The Great Man theory evolved around the mid-19th century by Thomas Carlyle. Even though no one was able to identify with any scientific certainty, which human characteristic or combinations of, were responsible for identifying great leaders. Everyone recognized that just as the name suggests; only a man could have the characteristics of a great leader. The Great Man theory assumes that leaders are born and not made. It therefore believes that people are either born or are made with certain qualities that will make them excel in leadership roles. The trait theory focused on analyzing characteristic of an individual in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders.

In reaction to the trait leadership theory by Dr. Robert R. Blake (1950's) the behavioral theories are offering a new perspective, one that focuses on the behaviors of the leaders as opposed to their mental, physical or social characteristics. Thus, with the evolutions in psychometrics, notably the factor analysis, researchers were able to measure the cause an effects relationship of specific human behaviors from leaders. This theory discusses various types of leadership and how leadership skills are acquired. Leadership is very important when it comes to performance hence this theory is relevant in explaining how different styles of leaderships adopted by schools affects performance.

Communication Theory

Lasswell Model (1964) is among the ancient models of communication which the political scientist Harold D. Lasswell developed. The person behind this model saw communication in the verbal model focused attention on the essential elements of communication and established the areas of communication research. 'Who' raises the question of identification of the source of the message. The subject of analysis of the message is what it says. Communication channel is the medium through which the message has passed through. 'To whom is the message send' deals with the characteristics of the receivers and audience and 'to effect what, can be seen as evaluation of the impact of the message. These essentially consist of the basic components of communication. This model indicates that more than one channel could carry a message. It was

considered an oversimplified model which implied the presence of a sender of the message and a purposive message (Sapienza et al., 2015).

Osgood in his model indicated communication, as a dynamic process in which there is an interactive relationship between the source and the receiver of the message. (M). The person engaged in the communication process sends and also receives messages and as such encodes, decodes and interprets messages via a number of feedback mechanisms (Talukdar, 2017). Osgood stressed the social nature of communication. This model was discovered to be more applicable in interpersonal communication in which the source and receiver are present physically such as the case of a teacher and student where the students interact by raising queries and answering queries (Talukdar, 2017). This theory is important as it highlights different ways of communication and the way they affect performance, this is communication between school leaders, the students and other stake holder, feedback which is a very important component of communication as it helps build transparency between all the parties

Conceptual Framework

The study employed a conceptual framework. The relationship between the dependent and independent variables was analyzed in order to determine their relationship and the coefficients of determination that exist between them.

Independent variables

Dependent variable

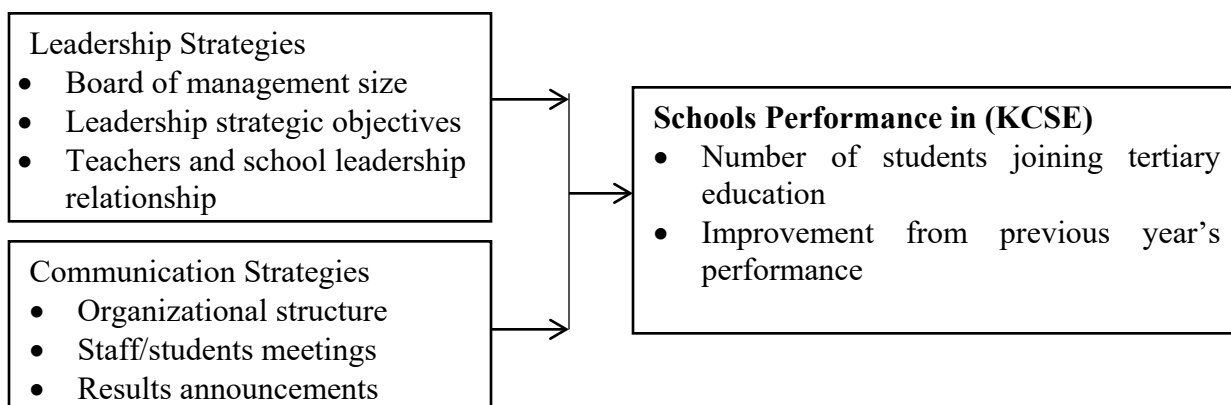


Figure 2.1: Conceptual Framework

Empirical Literature Review

Change management is a consistent process of renewing an organization's abilities, direction, structure and also abilities to attend to the always-changing needs of external and internal clients' (Moran and Brightman, 2001). According to Burnes (2004) at both strategic and an operational level change is always constant in every firm's life. Hence, no one should doubt about the value to any firm of its ability to establish where it needs to be in the future, and how to manage the changes needed to reach here. Due to this, separating organizational change from organisational strategy is almost impossible. (Burnes, 2004; Rieley & Clarkson, 2001). Because of the value of organisational change, its management has now been a highly required managerial skill (Senior, 2002).

Because the need of change is often unpredictable, it tends to be reactive, discontinuous, ad hoc and mostly caused by a situation of organizational crisis (Burnes, 2004; De Wit and Meyer, 2005; Luecke, 2003; Nelson, 2003). Although the successful management of change is generally accepted as a need so as to survive and be of great importance in today's highly competitive and

continuously evolving environment (Luecke, 2003; Okumus and Hemmington, 1998), Balogun and Hope Hailey (2004) have reported a failure rate of around 70 per cent of all change programmes that have ever been initiated. This therefore indicates that this poor success rate shows a fundamental lack of a valid framework of how to implement and manage organizational change as what is currently available to academics and practitioners is a big range of contradictory and confusing theories and approaches (Burnes, 2004).

Guimaraes and Armstrong (1998) show that many times personal and superficial analyses have been published as far as change management is concerned, and according to Doyle (2002) the evidence that exists indicates that with only a few exceptions existing practice and theory are so much supported by unchallenged assumptions about the nature of contemporary organisational change management. Edmonstone (1995: 16) supports this observation by stating that 'most of the change processes over the last 25 years have been affected by fundamental flaws, which hinders the successful management of change.

Ucup Supriatna, (2011) Teacher performance and principal leadership patterns (Indonesia). As outlined in the review of the data in this study it is clear that the principal's leadership style has a significant impact on teacher performance. Leadership is referred to as a personal capacity to lead an organization educational institution. According to some research findings, one of the factors that supports fostering high teacher performance is the structure or leadership way of the principal in any school. When the school head is effective, this motivates teachers to carry out their duties as educators.

Armanet al. (2016) discovered that the competence of the school head is among the factors that have an impact the level of work motivation and teacher performance. High level of competence in a school head indirectly motivates the teacher, this is because the positive attitude of the principal and careful planning (ARMAN, 2016). High competence or skills makes them adapt and be able to build a positive organizational culture with the target of accomplishing superior quality both in the performance of teachers and the quality of the school as a whole. Sagala (2018) states that to instill the trust of teachers to the leader, it is of great importance to take birth and mental actions in line with intentions and words and communicate with teachers ethically (Sonedi et al., 2018).

An effective leader in terms of characteristics and leadership style is able to guide the subordinates of the school as an organization by leading and directing the functions of the school towards school specific objectives and educational objectives. Various leadership models and styles have a great impact on the ability of institutions and organizations to keep existing. It can therefore be summarized that how a leader or principal leads the teachers or his subordinates in the school they head has a direct impact teacher's performance to either improve it or not. Secondly, another critical factor that affects how a teacher performs is motivation. Thirdly, teachers who are highly motivated in their daily tasks as educators will definitely feel the urgency and obligation to improve their performance. Fourth, another factors that's affects teachers' performance is job satisfaction; satisfaction with the positive attitude of the principal and the school structure set in place will be a motivator for teachers to continuously improve performance even beyond the expected goals. According to the results of the moderator variable analysis for leadership style/approach, leadership styles/approaches moderate the effect of leader-ship on organizational performance. Studies suggest that many factors of an organization affect organizational performance, including the preferred leadership style/approach (Bycio et al. 2003.

Onifade et al. (2018) investigate communication as an effective tool for employee performance in unilever Nigeria. The study established the relationship between effective communication and employee performance. A descriptive survey research design was incorporated for the study and 142 respondents formed the total population of the study. The simple random sampling technique was used to choose the participants. Data gathered were then analyzed using Pearson Product Moment Correlation. The analysis showed that there was significant relationship between excellent communication and staff performance. In this study it was hence concluded that firms should always make it a priority to make effective communication an essential strategy in achieving high staff performance.

METHODOLOGY

The study adopted a descriptive research design approach in establishing the influence of change management strategies on the performance of public secondary schools in Makadara Sub County. The population of the study comprised of all public schools within Makadara sub county in Nairobi County. Makadara constituency is approximated of having 12 public secondary schools. The study units comprised of schools’ principals, teachers, parents representatives, support staff, boards of management and teachers. This composition translates to a total number of potential respondents of 245. A sample of 30% was drawn from 245 which generated a sample of 171. A purposive sampling technique was used to select at least 2 schools in each ward where the respondents was selected proportionally across the strata as outlined in the sampling frame. The data collection instrument for this study was a research questionnaire.

The researcher used Statistical Package for Social Sciences (SPSS Version 25) analysis software as well as Microsoft Excel (Spreadsheet) to aid in calculation of descriptive statistics. This enabled the researcher generate statistics such as percentages, frequencies, distribution, measure of central tendencies (mean, median, mode) graphs, etc. Qualitative data was analyzed through an evaluation of the common notions and was presented in the form of a discussion. The relationship between change management strategies and the performance of public secondary schools in Makadara sub county is presumed as that of a linear relationship hence tested using multiple linear regression analysis.

FINDINGS

Response Rate

The researcher administered a total of 171 questionnaires where a total of 150 were completely filled and returned consisting a response rate of 87.71%. The rest of the questionnaires (21) were rejected and barred from further evaluation and use since did not meet the data collection requirements such as being complete, readable and clear. According to the study by Mugenda & Mugenda (2003) the study’s response rate was sufficient since the researchers argued that, the response rate of above 50% is adequate, above 60% is good and above 70% is very well.

Descriptive analysis

The Leadership Strategies and the Performance

The study sought to ascertain which leadership strategy or constructs impacted the performance of schools. Table 1 below represents the total figures for cases (N), mean scores and standard deviations.

Table 1: Descriptive Statistics- Leadership Strategies

	N	Min	Max	Mean	Std.Dev
School leadership, including the BoM (Board of	150	1.00	5.00	4.4687	.77600

Management) and Principal, is assessed in terms of the school's performance

School leadership strategies are evaluated based on their ability to establish effective strategic objectives	150	1.00	5.00	2.9219	1.26371
The attitude of teachers and support staff (workforce attitude) demonstrates the effectiveness of leadership strategies.	150	1.00	5.00	3.5156	1.40286

From Table 1, leadership strategies emerged as the most common was school's performance by having a mean of 4.4687 compared to the others. This was followed by the attitude of teacher's/support staff with a mean score of 3.5156, and setting effective strategic objectives with a mean of 2.9219. The standard deviation is a measure of the spread / dispersion of dataset from the mean. When the standard deviation is below 1.0, then the dispersion is close to the mean. From Table 1, the findings show that most of the respondents scored away from to the mean with a standard deviation over 1.0 except for the school's performance that had a low standard deviation below 1.0 indicating that the respondents scored close to the mean. However, the general inference was that the data was normally distributed.

The Communication Strategies and the Performance

Regarding the communication strategies, the researcher had three constructions including the assertive communication, active listening and encouraging and frequent feedback and their mean and standard deviations are discussed herein. From Table 2, the communication strategies that emerged as the most common was expressing their point of view clearly and direct (assertive communication) by having a mean of 4.4219, then listening and responding to one another to achieve mutual understanding (Active listening) with a mean of 4.1094 and lastly encouraging and frequency of feedback among school stakeholders. (Encourage/Frequency of feedback) with a mean score of 2.6563.

Table 2: Descriptive Statistics- Communication Strategies

	N	Min	Max	Mean	Std.Dev
The clarity and directness with which principals, teachers, support staff, or students express their viewpoints (Assertive communication)	150	1.00	5.00	4.4219	.95626
The effectiveness of communication strategies can also be gauged by how well individuals listen and respond to one another, leading to mutual understanding (Active listening).	150	1.00	5.00	4.1094	1.11437
The effectiveness of communication strategies can be measured by the encouragement and frequency of feedback among school stakeholders (Encourage/Frequency of feedback)	150	1.00	5.00	2.6563	1.14391

Performance of Public Secondary Schools

The researcher sought to know how various stakeholders that made the study participants defined the performance of public secondary schools by posing the same question to them in order to use the definition of the majority respondents. As shown in Table 3, majority of the participants defined the performance of public secondary schools in terms of number of students with the top

grade (A) since it had the highest mean score of 4.4844 and then according to the improvement from previous year's performance due to the mean score of 3.5156 and then by number of students joining tertiary education with a mean of 3.0000.

Table 3: Descriptive Statistics- Performance

	N	Min	Max	Mean	Std. Deviation
The performance public secondary schools in Makadara sub can be translated in terms number of students with the top grade (A).	150	1.00	5.00	4.4844	.83556
The performance public secondary schools in Makadara sub can be measure by number of students joining tertiary education	150	1.00	5.00	3.0000	1.36858
The performance public secondary schools in Makadara sub can be appraised according the improvement from previous year's performance.	150	1.00	5.00	3.5156	1.33324
Valid N (listwise)	150				

Regression analysis

The Pearson's correlation coefficient (R) as shown on the Table 4 below of 0.751 indicates a strong positive correlation between change management strategies and performance in terms of the improvement from previous year's performance. The coefficient of determination (R-Square of 0.564) indicates that change management strategies explain 56.40% of the variations in the improvement from previous year's performance. This is supported by the p-value (Sig) of 0.000 which is less than 0.005 (p-value < 0.05) and it means that, the link between the two variable is significant.

Table 4: Model Summary

Model	Change Statistics						Durbin-Watson
	R	Adjusted R Square	Std. Error	R Square Change	F Change	Sig. F Change	
1	.751 ^a	.564	.41636	.564	19.051	.000	1.940

a. Predictors: (Constant), Communication Strategies , Leadership strategies

b. Dependent Variable: The improvement from previous year's performance

As shown below on Table 5, the p<0.05 (p=0.000), hence an indication that the model overall is a good fit. The finding above indicates that change management strategies have a significant effect on performance public secondary schools in terms number of the improvement from previous year's performance.

Table 5: ANOVA- the improvement from previous year's performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.604	2	3.302	19.051	.000 ^b
Residual	10.553	61	.173		
Total	17.157	63			

a. Dependent Variable: The improvement from previous year's performance

b. Predictors: (Constant), Communication Strategies , Leadership strategies

In the Table 6 below, the results indicate leadership strategies ($\beta= 0.211$, $p=0.011$), communication strategies ($\beta=0.514$, $p=0.000$), and performance public secondary schools in Makadara sub in terms the improvement from previous year's performance had a statistically significant relationship. Hence, they had significant effect on the performance in terms of the improvement from previous year's performance.

Table 6: Coefficients: the improvement from previous year's performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	2.068	.590		3.508	.001	.888	3.248		
Leadership strategies	.211	.131	.269	-	.011	.473	.050	.267	3.742
Communication Strategies	.514	.061	.806	8.492	.000	.393	.635	.821	1.218

a. Dependent Variable: The improvement from previous year's performance

In regard to the study objective on leadership strategies influencing the performance, the former impacted the latter in terms of the number of students with the top grade (A), number of students joining tertiary education and according to the improvement from previous year's performance. This indicated that there was statistically significant relationship of leadership strategies with number of students with the top grade and according to the improvement from previous year's performance. This was supported by literature by Daniel (2019) who concluded that achievement of organizational objectives and goals fully depends on the leadership style an organization adopted. Also, Supriatna (2011) on teacher performance and principal leadership patterns in Indonesia found that, it was clear that the principal's leadership style had a significant impact on teacher performance. Also, in another study, Sinaga et al (2018) examined how organisational characteristics including culture, leadership, and change management affected worker output. This study employed a quantitative approach using the path analysis technique, and its sample size was 233 workers. Sinaga et al (2018) found that, the value placed on the direct impact of transformative leadership on employee performance was 20.6% and hence, significant.

Regarding, the study objective on the communication strategies influencing the performance, the communication strategies affected the performance in terms of the number of students with the top grade (A), number of students joining tertiary education and according to the improvement from previous year's performance. This indicates that there was statistical significant relationship of communication strategies with number of students with the top grade and the number of students joining tertiary education. Hence, the communication strategies did not influence the performance of the public secondary schools in Makadara sub-county. However, these findings were in contrary to Hee et al (2019)'s findings. The study's goal was to learn how different kinds of communication including horizontal, downward, and upward communication impacted productivity at a Malaysian property development firm. In order to gather information for this study, a survey and questionnaire were used with a total of 120 respondents to the survey used in this study. Hee et al (2019) showed that both vertical (upward) and horizontal (side-to-side) communication had positive benefits on productivity.

Also, Asrar, Tariq & Rashid (2018) looked on the challenges that came up when teachers and students had trouble communicating with one another. The Faculty of Management Science at the University of Karachi in Pakistan served as the focus of a case study that helped reach this

conclusion and students' responses were examined based on the teacher's interactions with them. Asrar, Tariq & Rashid (2018) used the random sample method to obtain the data from the various divisions. The impact of teachers' communication on their pupils' learning and development was examined through a descriptive analysis of mean and percentage. According to Asrar, Tariq & Rashid (2018)'s results, there was a useful link between them. Also, at a certain stage in their studies, students found it difficult to form positive relationships with their instructors. Despite its importance for both students and instructors, this was the case because all parties involved were mature. Asrar, Tariq & Rashid (2018)'s findings were in contrary to the study findings in the first findings, though, they argued that, at a certain stage in their studies, students found it difficult to form positive relationships with their instructors.

Conclusion

Regarding the study to determine the change management strategies and performance of public schools in Makadara Sub-county, in Nairobi, the researcher formulated four research variables under the independent variables including leadership, communication to achieve the main or general researcher objective. The researcher found that, there was statistically significant relationship of leadership with performance. There was statistical significant relationship of communication strategies with performance of public schools in Makadara Sub-county. Therefore, the change management strategies impacted the performance of public schools in Makadara Sub-county.

Recommendation

In addition, despite the strong impact most of the change management strategies had on performance, most of the public schools have not fully embraced these strategies. The leadership strategies which have been adopted to a greater extent compared to the rest of the strategies have contributed to some students performing well in these school despite many other students failing. Therefore, if these strategies were to be fully embraced then the performance in these schools would improve to a great extent.

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