EFFECT OF ORGANIZATIONAL CULTURE ON LEADING STRATEGIC CHANGE IN PUBLIC SECONDARY SCHOOLS IN NAKURU SUB-COUNTY, NAKURU COUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration

This research project is my original work and has not been presented to this or any other University for any award whatsoever.

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Approval

This research project has been submitted for examination with our approval as Kabarak University Supervisors.

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DEDICATION

This work is dedicated to my late father and mother, my daughter Hilda and my son Francis. You have been a strong rock in my sling. God bless you.

ACKNOWLEDGEMENTS

ABSTRACT

The purpose of this study was to investigate the effect of school culture on leading strategic change in public secondary schools especially in Nakuru Sub-County. The specific objectives were to examine the effect of goal orientation, find out the effect of team orientation, assess the effect of customer orientation, and evaluate the effect of cultural strength on leading strategic change in public secondary schools in Nakuru Sub-County. Descriptive survey method was used, targeting six hundred and twenty five (625) secondary school teachers in twenty five (25) public secondary schools. A sample size of one hundred and seven (107) teachers from ten (10) public secondary schools was obtained using the sampling technique propounded by Nassiuma (2000). A structured questionnaire was used to collect primary data and analyzed using descriptive and inferential statistics aided by Statistical Analysis Systems (SAS) data capture software. The study findings revealed that goal orientation ($\beta = 1.18$, $p < .0001$), team orientation ($\beta = 0.76$, $p = 0.0052$), customer orientation ($\beta = 0.049$, $p < .0001$), and cultural strength ($\beta = 0.59$, $p = 0.0081$) significantly affected leading of strategic change in public secondary schools in Nakuru Sub-County. The study concludes that school culture variables of goal orientation, team orientation, customer orientation and cultural strength significantly (54%) affected leading of strategic change in public secondary schools in Nakuru Sub-County. The study recommends that school leaders should actively involve all members in setting clear goals that are aligned to overall school goals; have committed teams that support each other and work in a cooperative and coordinated manner; prioritize identification, satisfaction and continual improvement on customer needs and expectations and finally internalize and institutionalize a strong school culture that supports achievement of school goals and expectations. The study suggested that future research be inclusive of public and private secondary schools with special focus on internal communication, teachers' recognition and rewards and how student's problems with the services they get are resolved.

Key words: *organizational culture, school culture, goal orientation, team orientation, customer orientation, cultural strength, leading strategic change.*

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LIST OF ABBREVIATIONS AND ACRONYMS

ADKAR: Awareness, Desire, Knowledge, Ability and Reinforcement

ANOVA: Analysis of variance

BOM: Board of Management

DQAS   Directorate of Quality Assurance and Standards

CAP: Change Acceleration Process

EC: Experience Change

EFA: Education for All

EMIS: Education Management Information Systems

ESQAC   Education Standards Quality Assurance Council

FDSE: Free Day Secondary Education

FPE: Free Primary Education

GOK: Government of Kenya

KESSP   Kenya Education Sector Support Program

MDGs   Millennium Development Goals

MOE: Ministry of Education

MOEST: Ministry of Education Science and Technology

MSS: Mean Standard Score

NESP: National Education Sector Plan

OCAQ: Organizational Culture Assessment Questionnaire

RBM: Result Based Management

SNE   Special Needs Education

UBE   Universal Basic Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Ministry of Education, Science and Technology (MOEST) in Kenya envisions providing quality education and training for sustainable development. This vision is anchored on international, regional and national commitments that have been made over time. These commitments have been factored in MOEST legal, policy and strategy documents and also communicated to educational institutions through regular circulars and guidelines. At the world education forum held at Dakar, Senegal in 2000, of which Kenya attended, six Education for All (EFA) goals that members pledged to achieve by 2015 were identified. In Kenya these set goals have been integrated in the Kenya Constitution and Vision 2030 which provide the child with equal right of access to quality, relevant and learner centered education.

In 2010, MOEST set up two taskforces to align the education sector to The Constitution of Kenya and Vision 2030. Based on these taskforce reports, the education sector prepared several legal, policy and strategy documents among them The Education Act, 2013, Sessional Paper No. 14 of 2012, MOEST (2013 – 2018) Strategic Plan and National Education Support Progamme (NESP). All these documents address issues in the education sector under six thematic   areas of access, quality, equity, relevance, governance and relevant cross cutting issues like gender, health and safety.

NESP builds upon past accomplishments in the education sector and seeks to address some of the challenges that emerged during implementation of The Kenya Education Sector Support Program (KESSP) 2005-2010. At the heart of NESP is an emphasis on improving access to quality of education, students' welfare, governance and management of the education system. The focus in the plan is to increase access to education for all, enhancement of learner outcomes by addressing aspects of quality teaching and learning, introduction of a more relevant and diverse curriculum, and enhancement of teachers' pedagogical skills. The schools are also to be made learner friendly through increased involvement in leadership and participation in co-curricular activities. School boards of management representation have been reviewed and their mandate expanded.

The Kenya Government through MOEST expects the schools management to put in place strategies towards compliance with the regular circulars and guidelines to schools. MOEST monitors compliance through its Directorate of Quality Assurance and Standards (DQAS) now rebranded Education Standards Quality Assurance Council (ESQAC). Reports from across the country reveal that these policies and guidelines were only partially adhered to (DQAS, 2013). The relevant concerns relating to secondary education include high cost of secondary education as a result of high extra levies charged, overcrowded classrooms, high teacher-pupil ratio, teachers' laxity in curriculum delivery, low learning outcomes, students' unrest, weak governance, mismanagement of funds and inadequate integration of positive values and attitudes to cite a few are still rampant (MOEST, 2015).

The school management is expected to provide leadership in the change process by formulating and implementing a plan to fulfill its requirement as a learning institution. It is a statutory requirement under the MOEST strategic plan for every school to have a strategic plan as a means to enhance Result Based Management (RBM) and efficiency in schools operations. All relevant internal and external, legitimate stakeholders led by the school principal are expected to constructively participate in the schools strategic change process to move the school from its current state to a more effective and prosperous future that creates value for all.

There is sufficient evidence in literature to show that organizational culture can determine the shape, speed and direction of strategic change. Culture is at the heart of competitive advantage especially in organizations that desire to sustain high performance. Change in an organization comes more readily to an institution that has a clear mission and strategy that guides and informs the goals of individuals and teams, supportive leaders at every level who effectively engage, motivate, and communicate with their teams and employees who are engaged, informed, and involved (Bevan, 2011). Bevan summarizes the conditions, resources, and processes that support successful change as clarity, engagement, resources, alignment, leadership, communication and tracking. It is people in schools who change not schools. Each person in the school brings with them basic assumptions, beliefs, values and norms which determine relations and attitude towards set goals and objectives (Deal & Peterson, 2010). Kandula (2006) posits that the key to good

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performance is a strong culture and observed that due to differences in organizational culture, same strategies do not always yield same results for two organizations in the same industry and locality. Motilewa, Agboola and Adeniji, (2015) argued that culture can have significant influence on employee motivation, employee morale and good will, productivity and efficiency, the quality of work, innovation and creativity and the attitude of employees in the workplace.

Based on the foregoing it was the researchers persuasion that organizational culture elements of basic assumptions, beliefs, values and norms could be affecting the way change was implemented and that with effective change leadership, institutions may overcome the pitfalls of failed change efforts and successfully move towards a stronger, more effective and prosperous future. The study focused on culture variables of goal orientation, team orientation, customer orientation and cultural strength to examine how they affected the leading of strategic change in secondary schools. Sashkin (2013) posits that any institution that hopes to provide value for society must be ready to fulfill the above stated functions.

1.2 Statement of the Problem

The government of Kenya is committed to make education for all accessible, affordable, of good quality and relevant to the needs of individuals and the country. The Ministry of Education's Management Information System (EMIS) reveals that the education sector in Kenya has experienced massive expansion in enrolment and number of institutions since the introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008. As the number of secondary schools rose from 6,971 in 2009 to 8,848 in 2013, the enrolment also increased from 851,800 in 2002 to 2.33million in 2014 (MOEST, 2015). However, this expansion has not been matched with adequate human resource, learning materials and infrastructure and this has overstretched the schools' capabilities. The school principals are under constant pressure from the MOEST to formulate and institute changes in the schools, improve access rates, ensure quality teaching and learning, diversify curriculum, ensure students' welfare is maintained and improve school's infrastructure under such resource constrained conditions.

The Directorate of Quality Assurance and Standards (2013) annual report revealed unsatisfactory performance in these outcomes, manifested in such things as laxity in teacher preparedness, teacher centered lessons, low learner attainment levels, low syllabus coverage, weak attention to students' welfare, ignoring of school safety guidelines and failure to adhere to previous recommendations to quote a few.

Based on the foregoing it is likely that leading of the strategic change process in public secondary schools in Kenya has not been properly implemented. The formulation and implementation of the change strategies will require according to Kotter's 8-Step Change Management Model creating a climate for change, engaging and enabling action and implementing and sustaining for strategic change (Kotter, 1996), which this study sought to examine.

Organizational Culture often determines what gets done in a school and what is ignored. It is argued that organizational culture has a great impact on performance and effectiveness as it determines the speed, scope and direction of strategic change in learning institutions. As Magee (2002) argue that performance is conditioned on organizational culture, Hellriegel and Slocum (2009) posit that organizational culture could and does enhance performance, individual satisfaction and problem solving skills among others if that which sustains a culture can be understood and practiced. It is on this basis that the study sought to investigate the effect of school culture on leading strategic change in public secondary schools. The study focused on culture variables of goal orientation, team orientation, customer orientation and cultural strength and how they affected the leading of strategic change in public secondary schools within Nakuru Sub-County. It is hoped that the findings would inform policy and practice and significantly assist school principals in anchoring a culture that supported leading of strategic change.

1.3 Objectives of the Study

The general objective of the study was to examine the effect of organizational culture on leading strategic change in public secondary schools in Nakuru Sub-County.

The specific objectives were;

(i) To examine the effect of goal orientation on leading strategic change in public secondary schools in Nakuru Sub- County.

(ii) To find out the effect of team orientation on leading strategic change in public secondary schools in Nakuru Sub- County.

(iii) To assess the effect of customer orientation on leading strategic change in public secondary schools in Nakuru Sub- County.

(iv) To evaluate the effect of cultural strength on leading strategic change in public secondary schools in Nakuru Sub- County.

1.4 Hypotheses of the Study

The hypotheses that guided the study were;

$H0_1$: Goal orientation has no significant effect on leading strategic change in public secondary schools in Nakuru Sub- County.

$H0_2$: Team orientation has no significant effect on leading strategic change in public secondary schools in Nakuru Sub- County.

$H0_3$: Customer orientation has no significant effect on leading strategic change in public secondary schools in Nakuru Sub- County.

$H0_4$: Cultural Strength has no significant effect on leading strategic change in public secondary schools in Nakuru Sub- County.

1.5 Significance of the Study

The findings of the study would bridge the knowledge gap on the effect of organizational culture and leading strategic change. The study may be a base for future studies in this area. Leading strategic change is critical in any organization that desires to create value for society, increase profitability and remain competitive among peers. The GOK, Nakuru County and Nakuru Sub-County education leaders and other education stakeholders may use the study to inform education policy formulation, implementation and review to continually improve the education sector. School principals may also wish to align their schools' culture, structure and systems to form a strong flexible culture-strategy fit to achieve goals and objectives.

1.6 Limitations and Delimitations of the study

1.6.1 Limitations

Limitations according to Mugenda and Mugenda (2003) are some aspects of the study that the researcher knows may negatively impact on the research that one has no control over. The researcher had no control of the perception and attitude of the respondents as they responded to the questionnaire. The other challenge in gathering valid cultural data especially when human subjects are involved is a tendency for them either to resist and hide data that they feel defensive about or to exaggerate in order to impress the researcher or to get cathartic relief (Schein, 2004). The researcher was as objective as possible to avoid bias and was guided by empirical findings in making conclusions. The researcher assured respondents that the findings were to be limited to the study

1.6.2 Delimitations.

According to Mugenda and Mugenda (2003) delimitation is setting boundaries of the study to make it manageable. The study was delimited to Nakuru Sub-County of Nakuru County. The study focused on the effect of school culture on leading strategic change in only public secondary schools. This study did not apply to private secondary schools due to their great differences in size and performance which would not have given a substantive sample size. The study used a sample of teachers in public secondary schools in Nakuru Sub-County and as such the findings may only be generalized to other parts of the country with caution. The researcher suggests that further studies may include private schools and possibly capture a student's perspective

1.7 Scope of the Study

The study focused on all the twenty five (25) public secondary schools in Nakuru Sub-County. The six hundred and twenty five (625) targeted teachers comprised of principals, heads of departments and subject teachers. The study was conducted in 2015.

1.8 Definition of Operational Terms

Organizational Culture

Organizational culture is the pattern of basic assumptions, invented, discovered, or developed by a given group, as it learns to cope with its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore is to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 2004). In the study organizational culture was narrowed to mean school culture.

School Culture

School culture is, according to Peterson and Deal (2011), the underground stream of beliefs, values, norms, traditions and rituals that have built up over time as people work together, solve problems and confront challenges. This binds the members together and shapes how they think feel and act in schools. It also includes physical and emotional safety of students and the orderliness of classrooms and public spaces. In the study school culture referred to the way things were done in a school in order to achieve goals, work with others, focus on learner and has a strong school culture. The study considered four elements of school culture which included goal orientation, team orientation, customer orientation and cultural strength. Sashkin (2013) observed that any organization that aspires to create value to society must perform the stated key functions satisfactorily.

Goal Orientation

Goal orientation is the focus on individuals and groups as they strive to enhance their knowledge, skills and competencies and to demonstrate their abilities and expertise as they act towards achieving set goals and objectives (Porter, 2005). In the study goal orientation referred to individuals and departments actively being involved in defining

clear, specific and achievable goals which were aligned to overall school strategy and would be used to measure and reward members' performance (Sashkin, 2013).

Team Orientation

Team orientation refers to a group of people organized to actively work together to attain set targets. It refers to how the efforts of individuals and groups within an institution are well tied together, coordinated and sequenced (Kotter, 2007) so that individuals work efforts fit together effectively. Friend and Cook (2007) observed that teaming is the most frequently advocated structure for implementing school reform initiatives. In the study team orientation referred to teachers and support staff being committed and exhibiting core values that enabled members to work collaboratively and cooperatively with each other to achieve group and school's goals (Sashkin, 2013).

Customer Orientation

Customer orientation concept has not yet been adequately defined. It was however viewed as comprising of understanding customers' needs and expectations and focusing on customer satisfaction (Brockman, Jones & Becherer, 2012). Customer orientation is a term used in a lean business model that requires management and employees to focus on and prioritize the changing wants and needs of its customers in order to consistently satisfy them (Accountant Dictionary).In the study this term is taken to mean how well the principals, heads of departments and subject teachers gave students the highest priority, how they identified, consistently satisfied and looked for new and better ways to serve the students (Sashkin, 2013).

Cultural Strength

Culture strength reflects the intensity of shared set of basic assumptions, beliefs and values that are widely practiced and strongly held throughout the organization (Chatman, Caldwell, O'Reilly & Doerr, 2013). In the study the term meant the presence, intensity and practice of a set of shared beliefs, values and norms about work which were regularly communicated to all in an effective, accurate and timely manner (Sashkin, 2013).

Leading Strategic Change

Leading strategic change is the ability of leaders to create change through the provision of direction, alignment and commitment in an organization (Dinwoodie, 2011). Leading change is an inside-out process of meeting the change challenge as opposed to managing change which is an outside-in process. A strategic leader sets direction, aligns people and motivates them as individuals and teams to realize the overall change strategy. The focus of change is at the individual, team and organizational levels. School leadership is deliberate and is about focused action and considered decisions. School leadership also involves strategic positioning the institution to its best advantage in order to maximize goal attainment. This means achieving the best possible student outcomes now and into the foreseeable future. In the study leading strategic change means creating a climate for change, engaging and enabling action and implementing and sustaining for change in schools (Kotter, 2007).

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter begins with a brief review of change management models and then proceeds to widely review Kotter's 8-Step change management model as applicable to learning institutions. Organizational culture theories and key output from scholars who had studied matters related to organizational culture and leading strategic change are reviewed. More insights on school culture in relation to leading strategic change is captured, a conceptual framework presented and research gaps identified.

2.2.0 Change Management Models

Change management has many different models and advocates. Some of these include 8-Step model, five forces model, Lewin's 3-Stage model, Change Acceleration Process (CAP), Awareness, Desire, Knowledge, Ability and Reinforcement (ADKAR) model, ProSci 3-Phase model and Experience Change (EC) model advocated by Kotter, Porter, Lewin, Nadler and ProSci among others. These approaches, however varied, are far more similar than different and they shared many common principles (Clark, 2010). Change leaders are concerned with initiating and implementing both incremental and transformational change. With so much overlap between models, institutions are advised to strive to understand their type of change and construct their own approach based on shared principles.

There is no single right approach and each institution's context would determine the content of strategic change. Bevan (2011) summarized the conditions, resources, and processes that support successful change as clarity, engagement, resources, alignment, leadership, communication and tracking. Change initiatives require that employees go above and beyond their normal work practices and expectations. The study adapts Kotter's 8-Step change model because it includes and extends most of the other models. Kotter is still expanding his thinking and work (Kotter, 2014). This model is useful as it combines a range of different assumptions and perceptions about change and therefore tackles the widest range of possible challenges about leading the change process.

2 .2.1 Kotter's 8-Step Change Model

Kotter's transformational change model comprises of eight steps that can be organized into three phases. Creating a climate for change includes establishing a sense of urgency, creating a guiding coalition, and developing a vision and strategy. Engaging and enabling the organization includes communicating the vision, empowering action, and creating short-term wins while the implementing and sustaining for change includes consolidating gains and producing more change, and anchoring new approaches in the culture. Kotter (1996) advised that the steps should be followed systematically but has since reviewed that position to blend incremental and dynamic changes as seen in his recent work (Kotter, 2014). Figure 1 illustrates Kotters 8-Step Change Model.

Figure1. Kotters' 8-Step Change Model.

Kotter's experience over the years was that the world was moving faster than it was in the early 1990s. He observed that (Kotter, 2014) this new world was complex, dynamic, fast paced, and knowledge intensive yet the ability to keep up with it were not. In his *Accelerate: 8-Step process,* Kotter expanded his thinking and extended his 8-Step Model

by advising organizations to run the steps concurrently and continuously, to form a large enough volunteer army from throughout the organization to serve as the change engine, to function in a flexible and agile network outside of, but in conjunction with, a traditional hierarchy, to operate as if strategy is a dynamic force by constantly seeking opportunities to pursue, to identify initiatives to capitalize on, and to complete initiatives quickly and efficiently (Kotter, 2014).

2.2.1.1 Creating Urgency

Creating urgency involves helping people to think, see and feel first hand why a change needs to occur (Campbell, 2008). It is about making people uncomfortable with the status quo and excited about the future state. Kotter (2007) suggests that for change to be successful there must first be an acceptance of the existence of the problem to be addressed. Success can however be a motivation to change from very good to excellent. Showing people potent reasons for change excites members' emotions and motivates action. The school leadership must describe an opportunity that will appeal to individuals' perception, feelings and attitude and use this to raise a large, urgent army of volunteers from all departments of the institution to be the change engine (Kotter, 2014). To realize real change members of the school must be led to see the light in the change and the need to move the school towards it while feeling the heat of the status quo and developing a deep desire to free the condition.

The level of acceptance of change will distinguish the schools that will successfully leap into the future from others. Change leaders in the school need to have a rallying call to psyche and mobilize urgent action. Schein (2004) postulates that for cultural change to occur the survival anxiety must be greater than the learning anxiety. He suggests that those leading strategic change should understand that people expect change to result in personal gain. People need to relate to the vision, believe that the change is timely and makes sense, and that they respect those who are championing it. Members of the school should be actively involved from inception since it's only when their input is sought and factored into the change that they will own and readily accept change. To achieve this state the school leadership should take time to make members understand why the change

must take place now and what would happen if the change does not occur so that they reduce resistance and enhance compliance.

The change leaders will then critically engage all teachers, students and support staff in examining their internal environment in relation to the schools external environment to identify current risks or possible risks that threaten the school and seek opportunities that if pursued would propel the school from its present complacent state to a vibrant institution of learning. The change champions can then use the current schools strengths as a basis for leading strategic change. Kotter (2007) argues that change strategies at this level fail because of not establishing a great enough sense of urgency.

The strategic change champions should therefore communicate a compelling message showing why the existing way of doing things cannot be allowed to continue if the institution is to provide value for individuals and groups in and out of the institution. The biggest mistake at this step according to Kotter (2007) is to allow complacency to set in. This is a critical step and change leaders need to be empathetic with the members as they go through the coping cycle of denial, defense, discarding, adaptation and internalization. The proper handling of this process will assure all affected by the change that they made the right decision to embrace change and must press on.

2.2.1.2 Forming a Powerful Coalition

Kotter (2014) posits that large-scale change can only occur when very significant number of employees gather under a common opportunity and move in the same direction. He suggests that a large volunteer army of effective people, within institutions' ranks is necessary to guide the change, coordinate it and communicate its activities. For any change strategy to be successful in the long-term according to Kotter (1996) it is essential to get real commitment from the right people who demonstrate teamwork and have the respect of those within the wider institution.

The change champions should therefore be men and women with power, influence and legitimacy to spearhead the change. However, Kotter advices that including some of those who are likely to prove resistant early can facilitate the change process through early response to resistance (Kotter, 2007). Setting up the coalition could allow school staff and students to participate, have the opportunity to shape the proposed change

outcomes and develop their commitment to the change. This way they can sell the change concept to members within the school thus giving members the opportunity to partner in further shaping the change strategy.

The volunteer change army needs to be empowered with knowledge, skills and attitude to give them credibility, power and influence necessary to mobilize change for success (Kotter, 1996). Once empowered they can then constructively engage others in the school to think strategically about their context of change and then define the scope, content and process of change. All the relevant stakeholders are engaged to scan their environment for strengths to be enhanced, weaknesses to be avoided, threats to be mitigated against and opportunities to be pursued. Kotter (2007) argued that a common pitfall in this step is lack of prior experience and training in teamwork. Since this is not an easy task, school leadership is required to gradually introduce and manage formal change programs carefully and systematically. Each part of the change program must be thoughtfully constructed so that the need to be prepared for constant change reaches employees at all levels. It is therefore prudent that the change team to work in a cooperative, coordinated manner, exhibit commitment and lead by example to teach and model the change they advocate.

2.2.1.3 Creating a Vision for Change

The school creates a shared vision by engaging all members of staff, board of management members, students and parents to reflect on their current state, visualize a desired future state, and come up with strategic activities to bridge the gap between current and future. The critical questions stakeholders should seek to answer are: What is the new vision for the school? What change is necessary? What should not be altered? What is the best way to make the vision a reality? What change strategies are unacceptable? The answers to these questions strategically position the school to successfully leap into the future. The stakeholders share and harmonize their visions at a special joint meeting to create a school's shared vision. The vision needs to include a collective sense of what a desirable future looks like, in clear and measurable terms that all stakeholders can stand behind (Clark, 2010). The result should be a compelling

statement that clearly articulates what the school is trying to achieve for individuals and groups that can be easily understood by all.

The common pitfall at this step according to Kotter (2007) is presenting a vision that is too ambitious, complicated or vague to be communicated easily to members. This step ensures that the school leaders involve all teachers, students and parents to participate in creating the vision, knowing the change, perceiving how the change will affect them, strategizing on how to achieve the change and being clear about how the change will be evaluated. This process will ensure ownership and support from all members.

2.2.1.4 Communicating the Vision

Communication plays a critical role in overcoming the fears and concerns stimulated by the change. Timely and adequate communication reduces resistance to change, enhances cooperation as it captures the hearts and minds of the implementers (Kotter, 1996). This makes individual's commitment possible as people begin to feel valued and respected. The school leadership could use formal and informal communication channels to pass information and to provide regular feedback to the school community for any serious change to take place. The current issues that are driving the new change should be communicated in a clear and open manner to all those affected by the change to reduce anxiety.

Constant communication and active engagement can counteract most resistance to change and improve compliance as all actors get converted into change leaders themselves and hence a large army of change drivers is formed (Kotter, 2014). The change leaders need to be careful to match their words with their actions to be consistent with change vision and to review their past words and actions that contradict the vision for members to trust and accept them.

2.2.1.5 Empowering Action

Institutions that desire to create real impact to change need to empower action by enhancing people's capabilities and removing barriers such as inefficient processes that drag change. This provides members with the necessary freedom and skills to work across departmental boundaries. Kotter (2014) advises that for institutions to move forward, innovation and risk taking should be encouraged and rewarded. He posits that innovation goes beyond generating completely new ideas to include removing barriers and making new ideas a reality.

The school leadership needs to incorporate small training sessions for all teachers, support staff and student leaders to empower them with knowledge, skills and attitude for change. This will make them familiar with the steps of the strategic change process so that members understand first hand why actions are being taken for their support, ownership and to reduce resistance to change. This empowerment makes the school staff (Peterson & Deal, 2011) to perceive and feel worthy and valued the school mission vital, and the future lives of the students so precious that they all feel obliged to support each other to do their best to achieve goals for themselves, for others.

To solve current problems and move the school forward, leaders will have to come up with new operating standards otherwise the status quo will prevail. This step calls for learning new concepts and giving new meanings to old concepts. After creating the climate for change, the school staff begins to look for new ways of doing things. They begin to believe and act in ways that are consistent with the new direction. Members of the school community came to realize what it is they stand to gain as individuals and as teams in the new change. This step demands that the school leaders remove or alter systems, structures and persons that undermine the vision. This may necessitate alignment in form of promotions, reshuffles, transfers, demotions and/or exclusions. Kotter (2007) observed that failure to remove powerful individuals who resist the strategic change effort is a common pitfall at this step.   The school community should consistently assess if there are any persons resisting the change, if there are actions that are not working and if there are any school processes that are impeding the change process to further inform the way forward.

Kotter (2007) posits that a common pitfall at this step is under communicating. All efforts need to be geared towards working together to remove obstacles and empower all members to effectively participate in the change process. The school leader may consider providing incentives for embracing change, and provide feedback on how the members can be of more use to the change strategy for the benefit of the institution (Campbell, Edgar, & Stonehouse, 2011). Changing the culture of a workplace takes time, and with time urgency drops and complacency sets in (Kotter, 1996). The institutions should therefore be careful to constantly review progress and come up with new innovative ways to maintain momentum.

2.2.1.6 Creating Quick Wins

When developing a strategic change implementation plan schools need to build in short specific targets that can be easily achieved and which can then be visibly communicated to sustain enthusiastic participation. Kotter (2014) posits that short-term wins need be collected, categorized, communicated and rewarded early and often as this assists in tracking the progress and energizes members to persist on the change. Short-term wins emotionally rewards the hard workers, keeps the critics at bay, builds momentum and they should be visibly and timely recognized and rewarded. The series of short-term wins demonstrate to everyone in the school that the new change strategy is achievable and desirable as it produces results. The leadership connects the institutions success to the change vision and the momentum created is used to set new achievable goals (Clark, 2010).

After each win it is important that schools to analytically review whatever went right and what needs to be improved on to inform the way forward. The school leaders need to be careful to provide adequate resources to achieve short-term objectives and to recognize that rewarding persons who consistently excel in achieving goals will go a long way towards giving the change credibility. Kotter (2007) posits that leaving short-term successes up to chance and failing to register successes early enough as a common pitfall at this step. The school leadership should appreciate the fact that publicizing and celebrating results demonstrates that the change is on course and that further change is both possible and desirable. This becomes an assurance to all that commitment to the

change process is expected as it will eventually yield results and as a sign to those who are resisting change to ship in or ship out.

2.2.1.7 Building on the Change

The school leaders use each achievement as an opportunity to build on what went right or improve on what didn't work quite well. The change leaders use increased credibility from the early wins to change school systems, structures, and policies that undermine the change strategy. The early gains can be used to guide the hiring, promoting, and further developing employees who are aligned to the change vision. The change process can also be re-energized with new activities and change agents to create freshness.

A common pitfall to avoid at this step (Kotter, 2007) is declaring victory too soon with the first performance improvement which allows resistors to convince collaborators that the change war is won hence ended and now they can go back to business as usual. Long-term change is best sustained when many achievements are celebrated and best practices shared and institutionalized. The institution achieves competitive advantage among peers through coming up with new better ways of operating as part of continuous process improvement.

2.2.1.8 Making Change Stick

The anchoring step helps the schools to internalize and institutionalize the changes by making sure that the changes are embraced by all people all the time. Change should be allowed time to sink otherwise it will be perceived as change for its own sake, and the motivation required to implement new changes may fade. The school leadership provides opportunity to reflect on success so that a clear view of what would remain stable and what requires improvement can emerge. The new sense of stability makes the teachers, students and the support staff to feel confident and comfortable with the new operating standards. Failure to anchor the change makes the next change initiative difficult to sell (Kotter, 1996). School culture often determines what gets done and what is ignored, so the changes should be made part of the daily operations.

The school leadership need to emphasize on the connections between the new behaviors and schools' success and to continue to support the change as it becomes clear that change begets change. The creation of a leadership development and succession plan by the school management needs to be consistent with the new change approach for the purpose of entrenching strategic change into the school culture (Armstrong, 2011). The new teachers and other new employees who come into the school need to clearly be made to understand the new operating standards that cannot be compromised at the expense of individual goals. Regular monitoring, evaluation and review processes require to be enshrined to provide feedback and capture what is working and what needs improving to inform future strategic change (Kotter, 2014).

Kotter (2007) posits that not creating new social norms and shared values consistent with the new changes and promoting people into leadership positions who do not personify the new approach is a common pitfall in making change to stick. Kotter warns against declaring the victory too soon as this means that people may lose all urgency to act and incase the changes have not been firmly anchored into the culture, people may slip back into the old way of doing things. This step requires a continued focus on the change goals and objectives and the strategic steps required to achieve change strategy until it becomes a permanent part of the school culture and is reflected in the shared assumptions, beliefs and values (Clark, 2010). Through sensitive leadership and careful planning, change becomes reflective, appropriate and innovative rather than a spontaneous reaction.

2.3 Organizational Culture Theories

The concept of organizational culture has its major roots in culture theory and has been subject of research for decades. Organizational culture has been recognized as an influential factor in analyzing organizations in various contexts and it often determines what gets done and what is ignored. Organizational Culture has been defined as the pattern of basic assumptions, invented, discovered, or developed by a given group, as it learns to cope with its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore is to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (schein, 2004). Schein viewed organizational culture as having three basic elements of artifacts,

values and basic assumptions. He argued that values had an impact on artifacts, which in turn influenced values. Artifacts are purposeful and can be easily seen, heard and felt. The school's logo, vision, mission, anthem, uniform, infrastructure and the general tone of the school are artifacts and are determinants of the school culture. The values of the teachers, students and the support staff in the school play an important role in deciding the school's culture. Their mindset regarding the school influences the culture of the school. The assumed values of the school community regarding their roles as teachers, students or workers cannot be measured but are accepted the way they are and that makes a lot of difference to the culture of the school.

Organizational culture encompasses the way in which an organization behaves towards its members and its environment. It determines an organization's structure, core values and leadership style. Organizational culture, as viewed by the perspective approach, influences and contributes to the change strategy making process of an organization. Steensen (2014) viewed change strategy as the outcome of complex cultural and political processes which create mental models that guide strategic choices. A school can only change its way of doing things if it modifies the shared mental models that determine the way school leaders formulate and implement change.

Organizational culture dimensions have been viewed by scholars as having significant influence   on change. Handy (1978) recognized power culture, task culture, role culture and person culture models of organizational culture. The power culture model is based on a strong power figure with strong leadership and influencing skills to co-ordinate all activities and oversees all decisions. The school principal becomes the center of power and communication is top-down. The teachers are expected to follow the dictates of the principal and the students to follow those of their teachers and the support staff. The task culture model is based on the idea of completing a task or a project. There is no central power figure but there is a strong sense of teamwork and commitment to completing tasks. The schools departmental structure becomes the influential factor. The teachers are expected to complete the syllabus and attend to other duties assigned to them from time to time.

Role culture is based on strong roles and impersonal systems. The school focuses on roles of individual teachers, students and the support staff to accomplish set tasks. The

assumptions regarding these various roles as head, teacher or student determine individual's response towards duties and obligations. Person culture is concerned with the individual members of the organization. Its mission aims and objectives are to enhance and develop organization's members at a personal level by creating opportunities and promoting learning and individual progress. Person culture promotes sharing of resources and success is achieved by sharing common personal values. Schools focus on individual's empowerment and contribution to overall school goals and objectives (Schein, 2012). Each of the culture models has strengths and challenges and successful schools use a mixture of different models. Some culture models are more flexible and can easily cope with change whereas other models are rigid and need to operate in a rather stable environment. School culture is a valuable tool in implementing strategic change and leaders need to have a good understanding of school's culture.

To effectively lead strategic change an institution needs to foster a continuous learning culture in its people. The school with a learning culture is able to manage the challenges of continuous change by questioning its performance, by seeking new creative ways of solving problems and by encouraging teachers and support staff to develop at a personal and professional level. Learning opens people's minds and feelings hence making leading change manageable. Staff development and training are important as they empower individuals for self-leadership, provide collegial support and promote partnership and collaborations for the schools success (Sergiovanni, 2012). When the school community's capacity is built at individual and group level, it minimizes resistance to change and promotes willing compliance and commitment hence attainment of goals.

Organizational culture can be strong or weak, flexible or rigid, formal or informal, internally or externally oriented. A formal, strong and flexible organizational culture is more likely to enhance change than an informal, weak and rigid one. Schein (2004) argued that there is a negative side to creating a strong and cohesive organizational culture. He posits that shared values which have been consistently successful in the past make organizations resistant to certain types of change regardless of the merit therein. A school may need a strong culture in its formative years to hold it together as it grows. Once the school increases in size and in scope, managing culture focuses on binding the warring factions and subcultures making a strong culture cease to be beneficial.

Hofstede (2011) identified five independent dimensions of culture as Distance from Power, Individualism versus Collectivism, Masculinity versus Femininity, Uncertainty avoidance and time orientation all of which are reflected in the behavior of employees at the workplace. He posits that organizational culture legitimizes strategies, structures, and operations but needs to stand in line with societal values. Hofstede distinguished organizational culture from national culture and observed that each influences the other. The dimension of culture a school becomes high on greatly determines achievement of goals, working collaboratively with others and focusing on customers' satisfaction since individual and group's basic assumptions and values will be influenced by their belief system.

Quinn and Robert (2011) illustrated a six step process for addressing the competing values frameworks within organizations as a way to address organizational change processes. The school leader must facilitate consensus on what the current culture is, what the desired future culture will be, determine what the change will mean or not mean to individuals and the school, facilitate identification of school's narratives about their culture and changes within the culture from key stakeholders in the school. These processes make the school community to gain an understanding of what is at stake for them as individuals and for the institution. This will create an urgent urge for change to survive (Kotter, 2007). This study focused on organizational culture variables of goal orientation, team orientation, customer orientation and cultural strength since they cut across organizational culture perspectives, dimensions, typologies and competing values.

2.4 Empirical Literature Review

Change theory has two main schools of thought, the voluntarists and the determinists. The voluntarists believe that leaders can make a difference and human agency can intervene to affect change in ways that will promote or undermine organizational effectiveness. Dinwoodie (2011) posits that once leaders shape a culture that contributes to creating direction, alignment, and commitment across the organization, the probability of attaining superior performance was quite high. Strategic choice is the key factor in determining the success of an organization. Hayes (2014) argued that leaders can affect the way an organization responds to change and they can be trained to lead change more

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effectively. Change leaders can use conceptual models, change leadership skills and have confidence in their own ability to make a difference to influence change. The voluntarists have an optimistic view of leading strategic change and act more proactively.

The deterministic approach advocates that organizations are elements interdependent of a much greater system where changes are brought about by the forces of the political, economic, social and technological and legal change management. In this view the leader is powerless and his ability to effect change is very limited for he can only be reacting to situations. The determinists have a pessimistic view of leading strategic change and they act more reactively. Reeves (2006) argued that when an organization is faced with unfavourable changes, leaders have little or no control over events. They believe they cannot influence events and will neither adapt nor adopt a proactive approach to leading strategic change or use any structured or unstructured means aimed at leading an institution towards a given goal within given resources and time frame to meet institutions goals and objectives. He noted that change strategy involves a radical change in an organization where the mission, vision as well as operations of a given organization change significantly. Sagiv and Schwartz (2007) argue that organizational culture is influenced by the surrounding society and that organizations operate under societal pressure. They emphasized the close relationship and interactions that exist between societal culture represented by the external environment institutions and organizational culture with its internal self-organization, self-reference and identity. Schools need to adopt a realistic and proactive approach towards leading strategic change as this would allow the institution to borrow best approaches from both the voluntarists and the determinists.

An institution initiates change by constructing a vision, drafting a mission, conceptualizing core values and setting of strategic direction and activities. The set goals and objectives are achieved through implementing the change strategy at the operational, management and policy levels targeting institutional structures, systems and values as operational tools. Sibbet (2012) observed that a vision is a motivating and guiding force for the organization. The creation of a vision is a process whereby strategic options are identified, an initial vision is created and the gap between ideal and the present situation identified. The vision helps an organization and its members to know where they are

heading for and to judge which actions to take. Harrison (2011) posits that change strategy is also concerned with the formulation and implementation of strategic choices aimed at matching the organization's capabilities with the opportunities, constraints and demands of the environment. DeLotell and Kelly (2015) argued that a good organization is that which communicates its values and purposes to the team and the individuals who work therein through the mission statement. All change theories recognize that vision and strategy are fundamental aspects of leading strategic change.

Strategic change development can be viewed through either the perspective stream or the analytical stream. Perspective approach to strategy making views change strategy as a rational and quantitative process which is reliant on quantitative tools and techniques. Purce (2014) viewed strategy as an intentional, controlled perspective process based on a rational model which produces a complete and deliberate strategy. The analytical approach to strategy making is concerned with how an organization comes to formulate strategy rather than prescribing how strategy should be formulated. Titus, Covin and Slevin (2011) viewed strategy as the outcome of a series of political, social and economic factors involved in the decision-making process of organizations. His view was that strategic change is not a totally intentional, rational and detailed plan but is determined by day to day decisions and actions in the life of an organization.

The competitive forces model, the strategic conflict model and the resource-based model (Burnes, 2004) can be applied to the corporate, business and functional levels of strategic decision-making. Burnes argued that these different levels are interrelated and that the strategic direction can be either top-down or bottom-up process. In the competitive forces model industry structure influences the market as well as the range of strategies open to organizations. In the strategic conflict model an organization can increase its worth by influencing the actions and behaviour of its rivals firms by manipulating the market environment. In the resource-based model, organizations are unique in terms of their abilities, resources and capabilities (Burnes & By (2012).

A study by Ng'ang'a and Nyongesa (2012) on the impact of organizational culture on performance of educational institutions in Kenya concluded that an institutional culture could be strong and cohesive when it conducts its business according to a clear and explicit set of principles and values, which the leadership devotes considerable time to

communicate to teachers, support staff and students, and whose values are shared widely across the school. They observed that having a founder or an influential leader who establishes desirable values, a sincere and dedicated commitment to operate the business of the institution according to these desirable values and a genuine concern for the well-being of the institution's stakeholders greatly contribute to the building up of a strong culture. They advocated for the development and perpetuation of a strong culture in an institution that supported high performance.

Another study to assess the influence of organizational culture and marketing capabilities on performance of microfinance institutions in Kenya by Owino, Kibera and Musyoka (2015) revealed that organizational culture has positive and significant influence on performance. They concluded that organizational culture and product capability strongly influences performance outcomes of microfinance institutions in Kenya.

2.5 School Culture

School culture is (Peterson & Deal, 2011) the underground stream of beliefs, values, norms, traditions and rituals that have built up over time as people work together, solve problems and confront challenges. This binds the members together and shapes how they think feel and act in schools. It also includes physical and emotional safety of students and the orderliness of classrooms and public spaces. School culture is constantly being constructed and shaped through interactions with others and through reflections on life and the world around them in general. School culture becomes the guide for behavior that is shared among members of the school at large. The schools' operational environment is guided by the core values of integrity, professionalism, teamwork, efficiency, courtesy, confidentiality, fidelity to law and respect for individual differences (MOEST, 2015).

The steps towards leading change in schools (Fullan, 2008) are loving employees, connecting colleagues with purpose, building capacity of employees, learning continuously, creating transparent rules and making systems to learn. The way things are done in a school affects the way teachers, relate with each other, students, parents, administrators and the community. School factors that support successful change strategy according to Mbeba (2014) were clarity of objectives, engagement of members, provision

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of resources, alignment of strategy and culture, provision of leadership, and tracking of change all of which need to be nurtured. Satisfactory performance of these factors assists the schools in internal integration and external adaptation for survival and growth. Each of these functions is supported or hampered by basic assumptions, values and beliefs most of which are often unstated and unspoken often not seen. These culture elements are powerful forces for organizational effectiveness or failure and determine what gets done and what gets ignored. School leaders who include the principal, teachers, and parents play a critical role in shaping the culture of schools and will determine its success or failure.

The leadership capabilities that successful change leaders in schools consistently display according to Robinson (2010) are knowledge in relation to the alignment of administrative processes with learning outcomes, knowledge about how to solve complex school problems unique to their context and knowledge concerning effective interpersonal skills that would allow for relational trust to be built among teachers, students and support staff who must be satisfied with the schools' products and services offered to them. No matter how strong the school culture is and how well the other functions are performed, if the internal and external customers are not satisfied with what the school offers and does, then the school will be deemed as not creating value for society and it is destined for rejection. The effectiveness with which a school is able to deal with and lead competition with others, rapid technological changes, new government rules and regulations is dependent on people's basic belief system. If members of a school belief they cannot change, as in the determinist's perspective, they probably cannot and will not invest much time, money, emotions or efforts in trying to change to the detriment of individuals and the schools and vice versa.

A positive school culture is (Peterson & Deal, 2011) one where the staff have a shared sense of purpose and teachers are committed to the teaching and learning process. The underlying norms are of collegiality, continual improvement, hard work and a tradition that celebrate students' accomplishment, teachers' innovation, and parental involvement. In such schools there exists an informal network of storytellers and heroes who provide a social web of information, support, and history. The school becomes a comfortable place to work in where success, joy and humour abound. They described a school with a

negative culture as a place where teachers are complacent and unwilling to change. The atmosphere is tense, the tone is confrontational and nobody desires to belong there because of prevailing negativity which dominates conversations and interactions. The only stories told there are negative, reductive, and focused on things that don't work which drains the teachers' energy. This greatly affects the members' commitment, innovation, and teamwork.

Effective schools are expected to be efficient, effective and productive, they exhibit strength in leadership with members supporting each other and working as a team. There exists factual approach to decision making, teachers and support staff are focused on students' needs and expectations, schools' processes and systems are aligned to the schools overall culture (Sashkin, 2013). This study focused on the schools' culture variables of goal orientation, team orientation, customer orientation and cultural strength to investigate their effect on leading strategic change in secondary schools in Nakuru Sub-County.

2.5.1 Goal Orientation

Goal orientation is the focus of individuals and groups (Porter, 2005) as they strive to enhance their knowledge, skills and competencies to master tasks and to demonstrate their abilities and expertise as they act towards achieving set goals and objectives. A critical success factor to successful leading and realizing benefits from change initiatives is to create a heightened level of stakeholder engagement. Locke and Latham (2013) highlights the importance of goals by suggesting that they affect behavior by directing attention to a task, mobilizing on-task effort, developing task strategies, encouraging task persistence, and setting levels of task proficiency. The schools create a clear focus on specific, measurable, achievable and realistic goals and objectives to achieve for students and the teachers. Having clear goals has been proven repeatedly to have a very strong relationship to actual success and achievement. Goal achievement is enhanced when individuals and groups goals are aligned with each other and with the overall school goals. Schools' achievement is supported by the members' belief that it is important to be doing and achieving what they have agreed upon as an institution. Teachers, students and

support staff need to believe in a constant and never-ending search for improvement and strive towards it.

The school principal provides direction and leadership for the school through collaborating with teachers, students, support staff and parents to develop a change strategy for the school, identify goals and objectives, establish supportive structures, establish systems and provide adequate resources to support the change strategy (Horvath & Herleman, 2006). They posit that the need to achieve has to do with accomplishing more and doing better than others. Academic emphasis should be driven by academic excellence with high but achievable goals set for teachers and students. The school leadership should therefore display behavior that demonstrates their expectation for excellence, quality, and high performance to all internal and external customers. The study examined the extent to which individuals and teams had clearly defined and compatible goals that were aligned to the overall school goals and objectives, their participation in defining the goals, how members were measured and rewarded and whether goals were constantly stretched for continuous improvement.

2.5.2 Team Orientation

Team oriented culture has the basic assumptions that the environment can best be managed through teamwork and employee development. Long term school survival depends on how well the efforts of individuals and groups within the institution (Kotter, 2007) are tied together, coordinated and sequenced so that teachers, students and support staff work efforts fit together effectively. The change process starts with having change team leaders derived from all departments in a school. The school that excels places a high premium on teamwork, participation, and consensus (Peterson & Deal, 2011). Successful teams require strong technical and interpersonal skills to effectively work in teams. When school leadership creates an environment that invites people to feel significant, competent and likable, they reduce the level of fear and create an environment that is more conducive to honesty, collaboration, accountability and fun (Peterson & Deal, 2011). In such an environment people bring out their best to the workplace and productivity improves in an atmosphere of trust. It is therefore not only important to build the teams capacity but also to carefully guide them through the teams'

dynamics of forming, storming, norming and performing. This way the staff comes to believe in a shared goal that they all strive to work together towards achieving.

Armenakis, Holt, Feild, and Harris, (2007) suggested that the degree to which employees are prepared for change is influenced by the degree to which they are convinced that a change is necessary, the change could be implemented, the change would be organizationally beneficial, the organizational leaders were committed to the change and the change would be personally beneficial. The school leaders promote positive working relationships through setting clear standards, expecting the best, paying attention to details, personalizing recognition, telling the success story, celebrating wins together, and setting the example.

This process can encourage the staff to be effective, productive, contented, and committed thus making the school a better place to work in (Deal & Peterson, 2010) and learn from moments of excellence (Mohr & Watkins, 2002) rather than focus on what the organization is lacks. An effective school promotes and accepts the norms, values and beliefs that support effective coordination and collaboration. The sharing of the same values, beliefs, and goals makes the school a friendly place to work in where members are supportive to each other. The study sought to measure the extent to which the teachers view their school as effective in supporting and providing teams with necessary resources and leadership to work cooperatively in a coordinated manner to achieve set targets, colleagues supporting each other to succeed together and having strong interpersonal skills in working collaboratively to achieve results for individuals and groups.

2.5.3 Customer Orientation

Customer orientation is (Brockman, Jones & Becherer, 2012) the understanding of customers' needs and expectations and focusing on customer satisfaction. In a customer oriented culture the customers are best thought of as partners and success is defined in terms of the internal climate created and the concern for people exhibited. Yang and Da-hai (2006) in their study to re-examine the direct relationship between customer orientation and business performance from a cultural perspective, showed a significant positive relationship of customer orientation and business performance. Schools that focus on their customers consistently are more likely to outperform their competitors.

Such schools carefully identify and group their customers, develop specific values to offer the target customers and deliver beyond customers' expectations. In customer oriented schools everyone knows what the customer satisfaction strategy is and makes decisions consistent with this strategy. The schools leadership ensures that the school goals and objectives match with what the school staff and the students together with external customers desire from the school. The school can only survive if its staff and students needs and expectations are constantly identified, met and even exceeded.

Since the school's central function is the provision of access to quality and relevant teaching and learning, all school activities should be centered along those functions. The students' issues and concerns should always be resolved to their satisfaction since they are the critical customers for who the schools exist. A school that continually satisfies the students and the teachers' needs and expectations is more likely to receive consistent support and acceptance from the school's internal and external stakeholders. The successful school is always in constant search for new better ways to serve the students and other customers. This practice may be encouraged through visibly recognizing and rewarding employees who consistently serve students best.

To empower staff for action, the school leadership may consider providing its teachers and support staff with opportunities for professional growth and development and the students the opportunity for academic excellence (Sashkin, 2013). This can assure schools of survival and consistent support from all stakeholders. The study measured the extent to which teachers view their schools' activities as directed towards consistently identifying, meeting and improving the needs and goals of students and teachers and the extent to which basic beliefs, norms and values that support an effective customer satisfaction are present.

2.5.4 Cultural Strength.

Culture strength reflects (O'Reilly & Chatman (1996) the intensity of shared set of basic assumptions, norms and values that are widely shared and strongly held throughout the institution. They posit that a strong culture enhances an institutions performance and effectiveness. School culture can be strong or weak, formal or informal, flexible or rigid, internally or externally oriented. LaGuardia (2008) posits that a strong culture can

provide greater stability of institutional functioning if it supports school goals and objectives. A strong culture can only be a good culture for a school if it supports achievement of its goals and objectives. When the strong culture is based on values that do not support the functions of managing change, achievement of school goals, customer orientation, and coordinated teamwork it might actually hamper institutional survival.

Strong school culture enhances coordination and control, improves goal alignment between the school and its members, and increases employee motivation. Schools with strong cultures outperform (Deal & Peterson, 2010) those with weak cultures as they can easily adapt to change. Successful schools clearly communicate their policies and procedures that should never be compromised at the expense of personal goals. The school leadership clearly articulates and institutionalizes the core values of professionalism, quality, teamwork, collaboration, honesty, fairness, transparency and accountability which all members are encouraged to always follow (MOEST, 2015).

Those leading change should be careful to uphold, teach and model these core values so the staff can own and emulate them. This consistency encourages members to cooperate with the leaders and colleagues to work together to solve common problems as they are assured of fairness in dealing with their issues and concerns. The study measured the extent to which teachers viewed their school members as believing in the presence and practice of a set of strong shared values about working together to solve common problems to reach agreed objectives.

2.6 Conceptual Framework

School Culture

Goal Orientation
- Involvement in goal setting
- Clarity of goals
- Alignment of goals

Team Orientation
- Collegial support
- Team coordination
- Teams' commitment

Customer Orientation
- Prioritization of students
- Identification of their needs
- Satisfaction of their needs

Cultural Strength
- Intensity of shared values
- Presence of shared values
- Practice guided by shared values

Leading Strategic Change
- Creating a Climate of Change
- Engaging and Enabling Action
- Implementing and Sustaining Change

Independent Variables

Dependent Variable

- Org. Structure
- Systems
- Resources
- Motivation from internal & external

Moderating Variables

Figure 2: The Conceptual Framework

2.7 Research Gap

The effect of school culture on leading change is still not yet clear. Most studies across the world have found significant relationship between organizational culture and performance, effectiveness, strategic objectives, strategy implementation, innovation in service, employee performance among others. However, very limited study has been conducted in Kenya on the effect of organizational culture on leading strategic change especially in secondary schools. It is on the motivation to fill the information gap that the study was conducted to extend knowledge and inform practice.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description and justification of the research methodology used. It includes the research design, the target population, the sampling design and procedure, the research instrument, the data collection and data analysis methods for this study.

3.2 Research Design

The study used a descriptive survey design to investigate the effect of organizational culture on leading strategic change in public secondary schools in Nakuru Sub-County. Kerlinger (1973) described survey research as involving the study of valid sample population to discover the relative occurrence, spread and interrelations of sociological and psychological variables. The main characteristic of this method is that the researcher has no control over the variables and can only report things as they are (Kothari, 2004). This design was used because it allowed for systematic collection of primary data and analysis of quantitative data in order to test hypotheses. The findings can help to make inferences to other secondary schools in Kenya. The emphasis of the study was to establish relationship between the independent and dependent variables.

3.3 Target Population

The study focused on all the twenty five (25) public secondary schools in Nakuru Sub-County which formed the sampling frame. The target respondents were all the six hundred and twenty five (625) secondary school teachers who comprised of principals, heads of departments and subject teachers. These were the critical persons who led strategic change in secondary schools as individuals or in groups.

3.4 Sampling Procedure and Sample Size

Sampling is taking any portion of a population or universe as representative of that population (Kerlinger, 1973). The study used stratified sampling to categorize the schools into four homogeneous groups informed by the school's performance in 2013 KCSE. Simple random sampling was then used to select ten public secondary schools in Nakuru Sub-County. The new schools that were yet to seat for KCSE formed a category of their own. This was because several studies had associated successful change strategies with a strong performance culture and effectiveness. Individual schools in the categories were then selected purposively to reflect their size and status as boys or girls, day or boarding, single sex or mixed and special schools. The formula propounded by Nassiuma (2000) was used to calculate sample size to maximize survey precision and reduce bias.

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

$$\text{.. (1)}$$

Where n = sample size, N= population size, C = Coefficient of variance, and the standard error of sampling. Therefore;

Target Population = 625

C = Coefficient of variance 30%

E= Error Term = 2%

Using formula (1) the sample size for the teacher's was two hundred and twenty six (226) which accounted for 36.16% of the whole teacher population in secondary schools which is significant enough to make statistical inference. A stratified random sampling with probabilities proportional to the size of the school was allocated samples using the formula in equation (2) as shown in table 3.1

$$\left(\frac{n}{N}\right)N_i$$

$$\text{.. (2)}$$

Where: n_i = the sample size, n = total sample size, N= total population size, N_i = number of individuals.

Table 3.1*Sample Size of Teachers per School*

		Status	Category A: ≥ 6.00 MSS		
			2013 KCSE	Total Teachers	Teachers Sample $\left(\frac{n}{N}\right)N_i$
1	Nakuru Girls	GB	10.13	43	16
2	Menengai High	MD	7.57	54	20
		Total		**97**	**36**
			Category B: ≥ 4.50 MSS		
3	Afraha Sec.	MD	5.68	45	16
4	Moi Sec	MD	5.07	36	13
5	Nakuru West	MD	4.88	34	12
6	Uhuru Sec.	MD	4.50	16	06
		Total		**131**	**47**
			Category C: < 4.45 MSS		
7	Kenyatta Sec.	MD	4.34	31	11
8	St. Mary's Girls	GD	4.08	15	05
9	Ngala Special	MS	1.89	10	03
		Total		**56**	**19**
			Category D: New Schools		
10	Natewa Sec	MD	New	10	03
	Overall Teachers			**294**	**107**

Key: GD = Girls Boarding, MD= Mixed Day, GD= Girls Day, MS= Mixed Special.
Source: DE0, (2014)

The sample size was one hundred and seven (107) teachers from ten (10) public
secondary schools. The respondents included the principals, heads of departments, and

subject teachers. Purposive sampling was used to identify the particular schools and respondents to enhance inclusivity.

3.5 Data Collection Method and Research Instrument

A structured questionnaire was administered to collect primary data from the sampled teachers. The questions were rated using the Likert rating style of five response categories. The researcher distributed and collected the questionnaire personally to ensure high response rate and to save on time. Leading strategic change which was the dependent variable was measured using sixteen statements that required respondents to express the extent to which they agreed or disagreed that the school leadership was creating a climate for change, engaging and enabling action and implementing and enabling change. School culture which was the independent variable was measured by goal orientation, team orientation, customer orientation and cultural strength variables.

The Goal Orientation variable was measured using six statements that required the respondents to express the extent they agreed or disagreed on whether their schools were effective in involving members in creating a change strategy and in formulating specific, measurable, achievable and realistic goals and objectives that were aligned to schools' overall strategy. It also measured the degree to which shared values that supported continuous improvement and goal achievement rather than maintain the status quo were present.

Team Orientation variable measured the extent to which respondents agreed or disagreed on whether their schools were effective in providing each other with collegial support, the presence of coordinated teams that worked in collaboration with each other and having the commitment to achieve set targets using six statements. It also measured the degree to which shared values that supported working together commitedly to achieve set goals were present.

Customer Orientation variable assessed the extent respondents agreed or disagreed on whether their schools focused on customer satisfaction and whether all the school activities were directed towards consistently identifying, satisfying and improving on the needs and goals of teachers, students, parents and other customers. The statements also

assessed the extent to which basic values that supported an effective customer satisfaction were present.

Cultural Strength was assessed using six statements that required the respondent to agree or disagree on the intensity, presence and practice of shared basic assumptions, beliefs and core values in their schools.

3.6 Reliability and Validity

3.6.1 Reliability of the Instrument

Reliability is the extent to which other researchers would come up with the same findings and the extent to which they agree with the same findings (Bernard, 2011). The Organizational Culture Assessment Questionnaire (OCAQ) which was adapted to guide collection of primary data in the study is a standardized tool which has been used and rated by researchers as a reliable and effective tool for assessing organizational culture in leading strategic change (Sashkin, 2013).

3.6.2 Validity of the Instrument

Validity is the extent to which information collected is true and represents an accurate picture of what is being studied. This study adapted the Organizational Culture Assessment Questionnaire (OCAQ) which has been tested for construct validity. The results can then provide institution members with baseline data and information that shows clearly the discrepancies between the way things are and the way they should be (Sashkin, (2013).

3.7 Data Analysis and Presentation of Findings

The returned instruments were scrutinized for correctness and accuracy, and then coded. Data was analyzed using descriptive and inferential statistics aided by Statistical Analysis Systems (SAS) version 8 data capture software. Multiple regression analysis was used to make predictions and inferences about the population from the observations and analysis of the sample. This was to establish if there was a statistically significant relationship between the dependent and the independent variables. The regression equation used was;

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where,

Y is Leading Strategic Change,

β_0 is the Constant term,

X_1 is the Goal Orientation

X_2 is the Team Orientation

X_3 is Customer Orientation

X_4 is the Cultural Strength

ε is the error term

The analyzed data was presented in tabular form.

CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the results arising from the analysis of data collected using questionnaires. The data was analyzed using descriptive and inferential statistical methods for each variable. The findings are presented in tables and their implications discussed.

4.1.1 Questionnaire Response Rate

Response rate is the total number of respondents who participated in the study. The results were presented using frequencies and percentages. This study had a sample size of one hundred and seven (107) respondents.

Table 4.1: Questionnaire Response Rate

No. of Questionnaires Returned	Target No. of Respondents	Response Rate in %
101	107	94.4

Source: Field Data (2015).

4.2 Descriptive Statistics

This section presents the results of the descriptive statistical analysis of the data and their interpretations. Frequencies and percentages were used to show the basic features of the study.

4.2.1 Descriptive Statistics for Leading Strategic Change

The study sought to investigate the effect of organizational culture on leading strategic change. The results for leading strategic change which was the dependent variable are presented in table 4.2 below

Table 4.2 Leading Strategic Change

	Statement	SA Freq (%)	A Freq (%)	N Freq (%	D Freq (%)	SD Freq (%)	χ^2	p-Value
1	We examine and analyze our school and compare our performance with the best schools in the country to borrow best practices.	28 (27.72)	51 (50.5)	13 (12.87)	6 (5.94)	(32.97)	77.2	0.01
2	We identify and discuss crises or potential crises that threaten this school to mitigate against and we seek opportunities to pursue to achieve goals and objectives.	28 (27.72)	54 (53.47)	12 (11.88)	6 (5.94)	1 (0.99)	91.1	0.25
3	An inclusive team of the right people who demonstrate teamwork with enough power, influence and legitimacy is formed to lead the change process.	28 (27.72)	36 (35.64)	24 (23.76)	9 (8.91)	4 (3.96)	35.3	0.01
4	We are encouraged to work as a team in a cooperative and coordinated manner.	54 (53.47)	36 (35.64)	9 (8.91)	2 (1.98)		69.2	0.01
5	All teachers, students and parents are involved in creating and identifying the change strategies to direct and lead all our operations.	25 (24.75)	36 (35.64)	21 (20.79)	15 (14.85)	4 (3.96)	27.9	0.01
6	We have set clear, specific and measurable change strategies which we believe are attainable to achieve the change goals and objectives.	16 (15.84)	59 (58.42)	20 (19.8)	5 (4.95)	1 (0.99)	105.1	0.62
7	We use every possible							

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	means to communicate the change strategy to the teachers, students and parents in a timely and effective manner.	20 (19.8)	49 (48.51)	19 (18.81)	10 (9.9)	3 (2.97)	60.9	0.01
8	Our leaders teach and model the new expectations by the examples they consistently present to us.	13 (12.87)	41 (40.59)	25 (24.75)	19 (18.81)	3 (2.97)	39.8	0.01
9	We share empowering experiences with each other to eliminate obstacles to change and discuss creative ways to enhance each other's capacity to perform better.	16 (15.84)	51 (50.5)	25 (24.75)	6 (5.94)	3 (2.97)	73.6	0.01
10	Teachers and support staff are encouraged to be creative, innovative and to take initiative in experimenting on new ideas, activities and actions that are beneficial to our school.	18 (17.82)	43 (42.57)	28 (27.72)	7 (6.93)	5 (4.95)	49	0.01
11	Resources to achieve set targets are always provided in a timely and adequate manner, success visibly celebrate and the gained momentum used to set new targets.	18 (17.82)	43 (42.57)	27 (26.73)	9 (8.91)	4 (3.96)	47.5	0.01
12	Teachers and the support staff who consistently achieve set targets are visibly recognized and rewarded as an assurance that commitment is expected as it will yield results.	15 (14.85)	29 (28.71)	29 (28.71	19 (18.81)	9 (8.91)	15.3	0.01
13	We use current achievements to change systems and structures that undermine our change vision and the personnel is aligned with the change vision.	16 (15.84)	42 (41.78)	32 (31.68)	8 (7.92)	2 (1.98)	55.6	0.01
14	We bring on board new							

		SA	A	N	D	SD	χ^2	p
	activities and change agents to re-energize the teachers, students and the support staff and to sustain momentum.	13 (12.87)	44 (43.56)	27 (26.73)	12 (11.88)	5 (4.95)	47.7	0.01
15	We emphasize the connection between the new behaviors and school success to internalize and institutionalize the changes.	12 (11.88)	51 (50.5)	26 (25.74)	9 (8.91)	3 (2.97)	72.8	0.01
16	We develop leaders and put in place a succession plan that is consistent with the new change approach.	14 (13.86)	38 (37.62)	31 (30.69)	6 (5.94)	12 (11.88)	36.7	0.01

Key: SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree and SD= Strongly Disagree.

Source: Field Data (2015)

The results in Table 4.2 are responses on whether the schools were creating a climate for change, engaging and enabling action, and implementing and sustaining for change in public secondary schools in Nakuru Sub-County. The respondents agreed (50.5%, $\chi^2 = 77.2$, p < 0.01) that they examined and analyzed their schools and compared their performance with the best schools in the country to borrow best practices. This comparison makes member to aspire to learn more on how to improve as individuals and groups. Schein (2004) postulates that for cultural change to occur the survival anxiety must be greater than the learning anxiety. He posits that people need to relate to the vision, believe that the change is timely and makes sense, and that they respect those who are championing it. On whether the school members identified and discussed crises or potential crises that threatened the schools to mitigate against and sought opportunities to pursue to achieve goals and objectives, the respondents agreed (53.7% , $\chi^2 = 91.1$, p < 0.25. This implied that the secondary schools in Nakuru Sub- County were creating a climate for change through creating a sense of urgency in leading strategic change. Campbell (2008) posits that creating urgency involves helping people to think, see and feel first hand why a change needs to occur. This compares with Kotter (2007) who

argued that for change to be successful there must first be an acceptance of the existence of the problem to be addressed.

The respondents agreed (35.64%, $\chi^2 = 35.3$, p < 0.01) that they formed inclusive teams of the right people who demonstrated teamwork with enough power, influence and legitimacy to lead the change process. On whether the members were encouraged to work as teams in a cooperative and coordinated manner, respondents agreed (35.64%, $\chi^2 = 35.3$, p < 0.01). This implied that the schools were forming a large volunteer army of effective people, within their departments to guide the change, coordinate it and communicate its activities (Kotter, 2014). He posits that for any change strategy to be successful in the long term, it was essential to get real commitment from the right people who demonstrated teamwork and had the respect of those within the institution (Kotter, 2007). On whether the teachers, students and parents were involved in creating and identifying the change strategies to direct and lead all schools operations, the respondents agreed (35.65%, $\chi^2 = 35.3$, p < 0.01). They agreed (58.84%, $\chi^2 = 105.1$, p < 0.62) that they set clear, specific and measurable change strategies which they believed were attainable to achieve the change goals and objectives. This implied that the schools were creating a vision for change. This was in line with Clark (2010) who posited that the change vision needs to include a collective sense of what a desirable future looks like, in clear and measurable terms that all stakeholders could stand behind.

On whether the schools engaged and enabled the members to lead strategic change process, the respondents agreed (48.51%, $\chi^2 = 60.9$, p < 0.01) that they used every possible means to communicate the change strategy to the teachers, students and parents in a timely and effective manner. They also agreed (40.59%, $\chi^2 = 39.8$, p < 0.01) that their leaders taught and modeled the new expectations by the examples they consistently presented to the members. This implied that the schools were communicating the change vision. Communication played a critical role in overcoming the fears and concerns stimulated by the change. Kotter (2014) posits that constant communication and active engagement could counteract most resistance to change and improve compliance as all actors get involved in the change process. On whether the school members shared

empowering experiences with each other to eliminate obstacles to change and discussed creative ways to enhance each other's capacity to perform better, respondents agreed (50.5%, χ^2=76.3, p < 0.01). Empowering school members make them familiar with the steps of the strategic change process so that members understand first hand why actions are being taken for their support, ownership and to reduce resistance to change. The respondents agreed (42.57%, χ^2=49, p < 0.01) that teachers and support staff were encouraged to be creative, innovative and to take initiative in experimenting on new ideas, activities and actions that are beneficial to their schools. This implied the schools were empowering members to act. Kotter (2014) argued that institutions that desired to create real impact to change needed to empower action by enhancing people's capabilities and removing barriers such as inefficient processes that dragged change.

Respondents strongly agreed (42.57%, χ^2=47.5, p < 0.01) that resources to achieve set targets were always provided in a timely and adequate manner, success visibly celebrated and the gained momentum used to set new targets. On whether teachers and the support staff who consistently achieved set targets were visibly recognized and rewarded as an assurance that commitment is expected as it would yield results, (28.71%, χ^2=15.3, p < 0.01) agreed while an equal percentage were neutral. The school leaders need to be careful to provide resources to achieve short-term objectives and to recognize that rewarding persons who consistently excel in achieving goals would go a long way towards giving the change credibility. This implied that while the schools provided resources to create quick wins, a significant number were not convinced that those who highly contributed to the success were visibly recognized. Bevan, (2011) summarized the conditions, resources, and processes that supported successful change as clarity, engagement, resources, alignment, leadership, communication and tracking that every school should strive towards.

On implementing and sustaining for change the respondents agreed (42%, χ^2=55.6, p < 0.01) that the schools used current achievements to change systems and structures that undermined their change vision and the personnel was aligned with the change vision.

The school leadership needs to provide members with opportunity to reflect on success so that a clear view of what would remain stable and what required improvement can emerge. On whether the schools brought on board new activities and change agents to re-energize the teachers, students and the support staff and to sustain momentum, the respondents agreed (43.56%, χ^2=55.6, p < 0.01). This implied that the schools were building on the changes. This supports Kotter (2007) who posits that the school leaders should use each achievement as an opportunity to build on what went right or improve on what didn't work quite well. The respondents agreed (50.5%, χ^2=72.8, p < 0.01) that the schools emphasized the connection between the new behaviors and school's success to internalize and institutionalize the changes. On whether the schools developed leaders and put in place a succession plan that was consistent with the new change approach, the respondents agreed (37.62%, χ^2=36.7, p < 0.01) while a significant number (30.69%) were neutral. This implied that while the schools were making attempts to make change stick, there was no consensus on developing leaders and having a succession plan. Kotter (2007) argued that institutions should provide members with opportunity to reflect on success so that a clear view of what would remain stable and what required improvement could emerge. Armstrong (2011) posits that the school's management needs to create a leadership development and succession plan consistent with the new change approach for the purpose of entrenching strategic change into the school culture. Staff development and training are important as they empower individuals for self-leadership, provide collegial support and promote partnership and collaborations for the schools success (Sergiovanni, 2012). Since school culture often determines what gets done and what is ignored, the schools that entrench changes as part of the daily operations perform better.

4.2.2 Descriptive statistics for Goal Orientation

The study sought to examine the effect of goal orientation on leading strategic change in public secondary schools in Nakuru Sub-County. The results are presented in table 4.3.

Table 4.3: Goal Orientation

	Statement	SA Freq %	A Freq %	N Freq %	D Freq %	SD Freq %	χ^2	p-Value
17	Individual teachers and teams in this school are actively involved in defining specific, measurable, achievable and realistic goals.	15 (14.85)	59 (58.42)	18 (17.82)	3 (2.97)	6 (5.94)	100.7	0.5
18	In this school individual teachers and teams goals are aligned to overall school goals and objectives.	18 (17.82)	62 (61.39)	14 (13.86)	6 (5.94)	1 (0.99)	116.9	0.89
19	Individual teachers and teams in this school are clear about specific goals to achieve for students and other relevant customers.	24 (23.76)	53 (52.48)	17 (16.83)	7 (6.93)		46.5	0.01
20	Individual teachers and teams in this school are measured and rewarded according to how well goals are achieved.	12 (11.88)	30 (29.7)	33 (32.67)	16 (15.84)	10 (9.9)	22.2	0.01
21	Individual teachers and teams are often expected to reach goals which they believe are difficult to attain.	17 (17.82)	39 (38.61)	27 (26.73)	15 (14.85)	2 (1.98)	37.8	0.01
22	In these school individuals, teams, and departments often have incompatible goals.	9 (8.91)	19 (18.81)	25 (24.75)	36 (35.64)	10 (11.88)	23.1	0.01

Key: SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree and SD= Strongly Disagree.

Source: Field Data (2015).

The respondents agreed (58.42 %, χ^2 =100.7, p < 0.5) that individual teachers and teams in the schools were actively involved in defining specific, measurable, achievable and realistic goals and that individual teachers and teams goals were aligned to overall school goals and objectives (61.39%, χ^2 =116.9, p < 0.89). On whether school members were clear about specific goals to achieve for students and other relevant customers, the

respondents agreed (52.48%, χ^2 =46.5, p < 0.01). The respondents were neutral (32.67%, χ^2 =22.2, p < 0. 01) on whether school members were measured and rewarded according to how well goals were achieved. Although respondents agreed (38.61%, χ^2 =37.8, p < 0.01) that individual teachers and teams were often expected to reach goals which they believed were difficult to attain some 26.73% of the respondents were neutral an indication of lack consensus. Respondents disagreed (35.64%, χ^2 =23.1, p < 0.01) that members often had incompatible goals.

The results implied that the schools involved their members in setting clear goals which were aligned to overall school goals and objectives. However, a significant number choose to be neutral on some issues which was an indication that there was no consensus. Members of the school should be actively involved from inception since it's only when their input is sought and factored into the change that they will own and readily accept change. Sibbet (2012) argued that a vision is a motivating and guiding force for the organization. The vision helps an organization and its members to know where they are heading for and to judge which actions to take. The findings were in agreement with those of Locke and Latham (2013) who posit that having clear goals has been proven repeatedly to have a very strong relationship to actual success and achievement. Goal achievement is enhanced when individuals and groups goals are aligned with each other and with the overall school goals.

4.2.3 Descriptive statistics for Team Orientation

The study sought to find out the effect of team orientation on leading strategic change. The results are summarized in Table 4.3.

Table 4.4: Team Orientation

	Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p-Value
23	Teachers and support staff in this school believe and participate in teamwork, they value what they gain as a team rather than as individuals.	23 (22.77)	32 (31.68)	31 (30.69)	8 (7.92)	7 (6.93)	29	0.01
24	This school is effective in providing teams with resources and leadership needed to work cooperatively to achieve set targets.	22 (21.78)	48 (47.52)	20 (19.8)	9 (8.91)	2 (1.98)	61	0.01
25	In this school teachers and support staff do not provide each other with collegial support or promote partnership and collaborations for the school's success.	11 (10.89)	18 (17.82)	21 (20.79)	33 (32.67)	18 (17.82)	12.8	0.01
26	Teachers and support staff in this school believe in working together collaboratively, preferring cooperation over competition.	19 (18.81)	43 (42.57)	24 (23.76)	9 (8.91)	6 (5.94)	42.7	0.01
27	Teachers and support staff in this school often lack the commitment needed for teams to perform effectively.	5 (4.95)	12 (11.88)	24 (23.76)	33 (32.26)	27 (26.73)	25.9	0.01
28	In this school team members respect and value each other's contribution towards overall goals and objectives.	21 (20.79)	46 (45.54)	17 (16.83)	13 (12.87)	4 (3.96)	49	0.01

Key: SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree and SD= Strongly Disagree.

Source: Field Data (2015).

The findings in table 4.3 indicated that the members agreed (31.68%, χ^2=37.8, p < 0.01) that the school members believed and participated in teamwork, they valued what they gained as teams rather than as individuals, however, (30.69%) were neutral. Respondents

agreed (47.52%, χ^2 =61, p < 0.01) that the school leadership were effective in providing teams with resources and leadership needed to work cooperatively to achieve set targets The respondents disagreed (32.67%, χ^2 =12.8, p < 0.01) that school members did not provide each other with collegial support or promote partnership and collaborations for the school's success. On whether teachers and support staff in the schools believed in working together collaboratively, preferring cooperation over competition, the respondents agreed (42.57%, χ^2 =42.7, p < 0.01). The respondents also disagreed (32.67%, χ^2 =25.9, p < 0.01) that school members often lacked the commitment needed for teams to perform effectively. On whether the school team members respected and valued each other's contribution towards overall goals and objectives, respondents agreed (45.54%, χ^2 =49, p < 0.01). This implied that though the school members provided collegial support to each other, their teams were coordinated and they exhibited commitment, a significant number was none committal on some issues. The management is therefore obligated to clearly communicate the terms of operations and execute it in a transparent manner as agreed by all. The school factors that supported successful change strategy according to Mbeba (2014) were clarity of objectives, engagement of members, provision of resources, alignment of strategy and culture, provision of leadership, and tracking of change all of which need to be nurtured. Satisfactory performance of these factors assisted the schools in internal integration and external adaptation for survival and growth. Kotter (2007) posits that long term school survival depends on how well the efforts of individuals and groups within the institution are tied together, coordinated and sequenced so that teachers, students and support staff work efforts fit together effectively. Kotter argued that the institution that excels places a high premium on teamwork, participation, and consensus.

4.2.4 Descriptive statistics for Customer Orientation

The study sought to assess the effect of customer orientation on leading strategic change in public secondary schools in Nakuru . The findings are presented in table 4.5

Table 4.5: Customer Orientation Variable

	Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p-Value
29	In this school we give the highest priority and support to meeting the needs of students and other customers, prioritize attending to their issues.	38 (37.62)	46 (45.54)	15 (14.85)	2 (1.98)		49	0.01
30	The policies and procedures in this school help us to provide the best service to all our students and other relevant customers.	25 (24.75)	53 (52.48)	17 (16.83)	2 (1.98)	4 (3.96)	83.4	0.1
31	Teachers and support staff in this school often see students and customer problems as someone else's responsibility.	9 (8.91)	20 (19.8)	12 (11.88)	35 (34.65)	25 (24.75)	21.5	0.01
32	When students in this school have problems with the services they receive, those problems are always resolved to their satisfaction.	11 (10.89)	49 (48.51)	28 (27.72)	10 (9.9)	3 (2.97)	68.1	0.01
33	Teachers and support staff consistently strive to satisfy, exceed and improve students, parents and other relevant customers' expectations.	29 (28.71)	48 (47.52)	14 (13.86)	8 (7.92)	1 (0.99)	70.3	0.01
34	Teachers and support staff are always looking for new ways to better serve students, parents and other customers.	24 (23.76)	51 (50.5)	16 (15.84)	7 (6.93)	3 (2.97)	71.8	0.01

Key: SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree and SD= Strongly Disagree.

Source: Field Data (2015).

The findings in table 4.4 indicate that the schools gave the highest priority and support to meeting the needs of students and other customers and prioritized attending to their issues

(45.54%, χ^2=49, p < 0.01). The school policies and procedures helped members to provide the best service to all their students and other relevant customers (52.48 %, χ^2=83.4, p < 0.01). The respondents disagreed (34.65%, χ^2=21.5, p < 0.01) that teachers and support staff in the schools often saw students and customer problems as someone else's responsibility. On whether students problems with the services they received were always resolved to their satisfaction, respondents agreed (48.51 % (χ^2=68.1, p < 0.01). The respondents agreed (48%, χ^2=70.3, p < 0.01) that teachers and support staff consistently strove to satisfy, exceed and improve students, parents and other relevant customers' expectations. This was because the school members were always looking for new ways to better serve students, parents and other customers (50.5%, χ^2=71.8, p < 0.01). This implied that schools prioritized students, identified their needs and consistently satisfied them. Yang and Da-hai (2006) in their study to re-examine the direct relationship between customer orientation and business performance from a cultural perspective, showed a significant positive relationship of customer orientation and business performance. Robinson (2010) argued that knowledge concerning effective interpersonal skills allowed for relational trust to be built among teachers, students and support staff who must be satisfied with the schools' products and services. No matter how strong the school culture is and how well the other functions are performed, if the internal and external customers are not satisfied with what the school offers and does, then the school will be deemed as not creating value for society and it is destined for rejection.

4.2.5 Descriptive statistics for Cultural Strength

The study sought to evaluate the effect of cultural strength on leading strategic change in public secondary schools in Nakuru Sub- County. The findings are presented in table 4.6.

Table 4.6: Cultural Strength

	Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	p-Value
35	Teachers and support staff in this school value and make use of each other's unique strengths and different abilities for effective performance.	22 (21.78)	53 (52.48)	11 (10.89)	8 (7.92)	7 (6.93)	73.6	0.01
36	Everyone in this school knows and understands our objectives and priorities.	17 (16.83)	44 (43.56)	24 (23.76)	9 (8.91)	7 (6.93)	44.1	0.01
37	Teachers and support staff in this school sometimes compromise school's policy and procedures to reach personal goals.	11 (10.89)	24 (23.76)	19 (18.81)	31 (30.69)	16 (15.84)	11.6	0.01
38	Teachers and support staff in this school have access to timely and accurate information about what is really happening in the school and why.	10 (9.9)	50 (49.5)	15 (14.85)	18 (17.82)	8 (7.92)	58.1	0.01
39	Decisions in this school are most often made based on assumptions and prejudices other than on facts.	11 (10.89)	14 (13.86)	19 (18.81)	29 (28.71)	28 (27.72)	13	0.01
40	Everyone in this school strongly believes in a set of shared values about how people should work together to solve common problems and reach mutual objectives.	14 (13.86)	57 (56.44)	16 (15.84)	10 (9.9)	4 (3.96)	88	0.18

Key: SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree and SD= Strongly Disagree.

Source: Field Data (2015).

The findings in Table 4.6 indicate that teachers and support staff valued and made use of each other's unique strengths and different abilities for effective performance with (52.48%, χ^2 =73.6, p < 0.01). Respondents agreed that everyone in the schools knew and understood their objectives and priorities (43.56%, χ^2 =44.1, p < 0.01). On whether

teachers and support staff in the schools sometimes compromised school's policy and procedures to reach personal goals, respondents disagreed (30.69%, χ^2 =11.6, p < 0.01). Respondents agreed (49.5%, χ^2 =58.1, p < 0.01) that teachers and support staff in the schools had access to timely and accurate information about what was really happening in the schools and the reasons. On whether decisions in the schools were most often made based on assumptions and prejudices other than on facts, respondents disagreed (28.71%, χ^2 =13, p < 0.01). Respondents agreed (56.4%, χ^2 = 88, p < 0.18) that school members strongly believed in a set of shared values about how people should work together to solve common problems and reach mutual objectives. This implied that schools had strong and intense set of shared values which were practiced to guide behaviour of members. Deal and Peterson (2010) argued that a strong school culture enhanced coordination and control, improved goal alignment between the school and its members, and increased employee motivation and those schools with strong cultures outperformed those with weak cultures as they could easily adapt to change. A study by Ng'ang'a and Nyongesa (2012) on the impact of organizational culture on performance of educational institutions in Kenya concluded that an institutional culture could be strong and cohesive when it conducts its business according to a clear and explicit set of principles and values. They observed that the three factors that seemed to greatly contribute to the building up of a strong culture were; a founder or an influential leader who established desirable values, a sincere and dedicated commitment to operate the business of the institution according to these desirable values and a genuine concern for the well-being of the institution's stakeholders. They advocated for the development and perpetuation of a strong culture in an institution that supports high performance.

4.3 Inferential Statistics

This section presents results for regression analysis, analysis of variance, parameter estimates and finally the testing of hypotheses.

4.3.1 Regression Analysis

The model summary of regression analysis is presented in Table 4.8

Table 4.7a Regression Analysis

Root MSE	7.15911	R-Square	0.5543
Dependent Mean	58.85149	Adj R-Sq	0.5357
Coeff Var	12.1647		

The results in Table 4.8 show that the adjusted $r^2 = 0.5357$. When all the variables are combined 54 % of the changes in the dependent variable (leading strategic change) can be explained by the independent variables (goal orientation, team orientation, customer orientation and cultural

strength). This means that 46% of the changes in dependent variable are explained by other factors not considered in the study

4.3.2 Analysis of variance

The results of the analysis of variance are summarized in Table 4.8.

Table 4.7b Analysis of variance

Analysis of variance

Source	DF	Sum of Squares	Mean Square	F Value	p-Value
Model	4	6118.5037	1529.62592	29.84	<.0001
Error	96	4920.2686	51.2528		
Corrected Total	100	11039			

The ANOVA results in Table 4.8 indicate an overall significance of $p <.0001$ which indicates that school culture is positively related to leading strategic change. This means that when goal orientation increases by ($\beta = 1.18$), leading strategic change increases by one unit, when team orientation increases by ($\beta = 0.76$), leading of strategic change increases by one unit. When customer orientation increases by ($\beta = 0.0.49$), leading of

strategic change increases by one unit, and finally when cultural strength increases by (β = 0.59), leading of strategic change increases by one unit.

The results indicate a Variance Inflation Factor (VIF) of less than ten for all independent variables with Goal Orientation (1.3555), Team Orientation (1.3827), Customer Orientation (1.1387) and Cultural Strength (1.1175). There was therefore no concern for multi-collinearity.

4.3.3 Parameter Estimates

Table 4.7c Parameter Estimate

Parameter Estimate							
Variable	Label	DF	Parameter Estimate β	Standard Error	t Value	p-Value	Variance Inflation Factor
Intercept	**Intercept**	1	-3.44055	6.0831	-0.57	0.573	0
X$_1$	**Goal Orientation**	1	1.17515	0.2699	4.35	<.0001	1.3555
X$_2$	**Team Orientation**	1	0.76444	0.2675	2.86	0.0052	1.3827
X$_3$	**Customer Orientation**	1	0.48544	0.1176	4.13	<.0001	1.1387
X$_4$	**Cultural Strength**	1	0.58961	0.218	2.7	0.0081	1.1175

Source: Field Data (2015).

The regression equation used was;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: α = a constant or intercept;

β = slope

X_1= Goal Orientation

X_2= Team Orientation

X_3= Customer Orientation

X_4= Cultural Strength

ε = the error term

Y= Leading Strategic Change

Leading Strategic Change = -3.44+1.18 (Goal Orientation) +0.76 (Team Orientation) +0.485 (Customer Strength) + 0.589 (Cultural Strength) + ε. Goal Orientation and Team Orientation were the most influential variables on leading strategic change. Customer Orientation (0.49) was the least significant.

4. 4 Test of hypotheses

The first objective of the study sought to examine the effect of goal orientation on leading strategic change in public secondary schools in Nakuru Sub- County. The objective was analyzed under the hypothesis **H0$_1$: Goal orientation has no significant effect on leading strategic change in public secondary schools in Nakuru Sub- County.** The regression results revealed that there was a positive relationship between goal orientation and leading strategic change (β= 0.18, $p < 0.0001$). The null hypothesis was therefore rejected. This suggests that goal orientation had significant effect on leading strategic change in public secondary schools in Nakuru Sub- County. This implied that the schools involved members in creating the individuals and group goals that were aligned to overall school goals and objectives. The findings were in agreement with those of Locke and Latham (2013) who posit that having clear goals has been proven repeatedly to have a very strong relationship to actual success and achievement.

The second objective of the study sought to find out the effect of team orientation on leading strategic change in public secondary schools in Nakuru Sub- County. The objective was analyzed under the hypothesis **H0$_2$: Team orientation has no significant effect on leading strategic change in public secondary schools in Nakuru Sub- County.** The regression results showed that team orientation significantly affected leading of strategic change ($\beta = 0.76$, $p = 0.0052$). The null hypothesis was therefore rejected. This suggests that team orientation significantly affected leading of strategic change in public secondary schools in Nakuru Sub- County. This implied that the school members provided each with collegial support and that they exhibited commitment to work cooperatively in a coordinated manner to achieve group and school goals. The findings are in agreement with Peterson and Deal (2011) who posits that the schools that excels places a high premium on teamwork, participation, and consensus Successful teams require strong technical and interpersonal skills to effectively work in teams.

The third objective of the study sought to assess the effect of customer orientation on leading strategic change in public secondary schools in Nakuru Sub- County. The objective was analyzed under the hypothesis **H0₃: Customer orientation has no significant effect on leading strategic change in public secondary schools in Nakuru Sub- County.** The regression results showed that customer orientation significantly affected leading of strategic change ($\beta=0.49$, $p < 0.0001$). The null hypothesis was therefore rejected. This suggested that customer orientation had significant effect on leading strategic change in public secondary schools in Nakuru Sub- County. This implied that the school members focused on identifying, meeting students' needs and consistently looking for new ways of serving students and other relevant customers. The findings agree with those of Yang and Da-hai (2006) who in their study to re-examine the direct relationship between customer orientation and business performance from a cultural perspective, showed a significant positive relationship of customer orientation and business performance.

Finally, the study sought to evaluate the effect of cultural strength on leading strategic change in public secondary schools in Nakuru Sub- County. The objective was analyzed under the hypothesis **H0₄: Cultural Strength has no significant effect on leading strategic change in public secondary schools.** The regression results showed that customer orientation significantly affected leading of strategic change ($\beta= 0.59$, $p = 0.0081$). The null hypothesis was therefore rejected. This indicates that customer cultural strength may have significant effect on leading of strategic change in public secondary schools in Nakuru Sub- County. This suggested that the schools may have strong cultures which they practiced and shared basic assumptions, beliefs and values that supported achievement of goals, coordinated teamwork and customer satisfaction as they led strategic change in their institutions. The findings agree with Deal and Peterson (2010) who posits that schools with strong cultures outperform those with weak cultures as they can easily adapt to change.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMEMDATIONS

5.1 Introduction

This chapter presents a summary of findings of the study. It then draws conclusions from them in the context of empirical evidence and discusses implication from the findings. Finally some recommendations are made and suggestions for further studies suggested. The main objective of the study was to examine the effect of school culture on leading strategic change in Nakuru Sub- County. The study specifically sought to examine, assess and evaluate the effect of goal orientation, team orientation, customer orientation and cultural strengths' on leading strategic change in Nakuru Sub- County.

5.2 Summary of Findings

The findings showed an adjusted $R^2 = 0.5357$ which means that about 54% of the changes in the dependent variable (leading strategic change) can be explained by the changes in independent variables (goal orientation, team orientation, customer orientation and cultural strength. 46% of the changes in dependent variable may be explained by other factors not considered in the study.

The first objective sought to examine the effect of goal orientation on leading strategic change in Nakuru Sub- County. The findings revealed the goal orientation significantly affected leading of strategic change ($\beta = 1.18$, p <.0001). This was in agreement with Locke and Latham (2013) who suggested that goals were important since they affected behavior by directing attention to a task, mobilizing on-task effort, developing task strategies, encouraging task persistence, and setting levels of task proficiency.

The second objective sought to find out the effect of team orientation on leading strategic change. The findings revealed that team orientation significantly affected leading of strategic change ($\beta = 0.76$, p = 0.0052).This was in agreement with Peterson and Deal (2011) who observed that when school leadership creates an environment that invites an environment that is more conducive to honesty, collaboration, accountability and fun. The schools therefore will have a chance to learn from moments of excellence (Mohr & Watkins, 2002) rather than focus on what the institution lacks.

The third objective sought to assess the effect of customer orientation on leading strategic change. The findings revealed that customer orientation significantly affected leading of strategic change ($\beta = 0.0.49$, p $<.0001$). This agrees with Yang and Da-hai (2006) who in their study to re-examine the direct relationship between customer orientation and business performance from a cultural perspective, showed a significant positive relationship of customer orientation and business performance.

The final objective sought to evaluate the effect of cultural strength on leading strategic change. The findings were that cultural strength significantly affected the leading of strategic change ($\beta = 0.59$, p $= 0.0081$). This concurs with Deal and Peterson (2010) who argued that a strong school culture enhanced coordination and control, improved goal alignment between the school and its members, and increased employee motivation and those schools with strong cultures outperformed those with weak cultures.

5.3 Conclusions

The study concludes that school culture variables of goal orientation, team orientation, customer orientation and cultural strength significantly (54%) affected leading of strategic change in public secondary schools in Nakuru Sub-County. Goal orientation significantly affected leading of strategic change ($\beta = 1.18$, p $<.0001$) and therefore schools with focused goals that are aligned to strategic vision may achieve set goals and objectives. Team orientation significantly affected leading of strategic change ($\beta = 0.76$, p $= 0.0052$). Therefore, schools with committed and coordinated team that provided collegial support may create value for individuals and groups.

Customer orientation significantly affected leading of strategic change ($\beta = 0.0.49$, p $<.0001$). Schools that readily prioritized their internal and external customers are more likely to consistently satisfy and look for new ways to serve customers and finally cultural strength was found to significantly affect the leading of strategic change ($\beta = 0.59$, p $= 0.0081$). Schools that articulate, internalize and institutionalize a strong flexible culture may successfully leap into their desired future.

However, there were contentious issues, which respondents choose to be neutral about, especially those related to members' involvement, recognition and reward, handling students' issues, and putting in place a staff development and succession plan. The

schools therefore need to relook at their change strategy as regards the stated contentious issues since, together with organization structure, systems, resources and motivation from internal and external sources, could be contributing to the (46%) not explained by the studied variables.

5.4 Recommendations of the Study

The study recommends that school leaders should actively involve all members in the school in setting clear specific goals which are aligned to overall school goals and objectives.

The schools should form strong committed teams that provide collegial support to each other as they work in a cooperative, coordinated manner to achieve goals and objectives for individuals and groups.

The school members should prioritize learners and teachers needs and expectations by constantly identifying, satisfying and looking for new ways of satisfying internal and external customers.

Finally school leaders should support, internalize and institutionalize strong and flexible school culture based on values that support creating a climate for change, engaging and enabling action and implementing and sustaining for change.

5.5 Suggestions for Further Research

The study suggested that future research be carried out on the effect of internal communication, recognition and rewards and how student's problems with the services they get were resolved. This is because a significant number of teachers choose to be neutral about those issues and this was an indication of lack of consensus.

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APPENDIX A: Questionnaire

This questionnaire has two sections A and B. Please indicate the name of your school, proceed to read the statements and tick the option that best describes how much you agree or disagree with the stated facts as they apply to your school in relation to your schools' culture and leading strategic change using the following scale;

SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree and SD= Strongly Disagree.

Name of School…………………………………………………………………..

Section A: Leading Strategic Change

	In this school ………………	SA	A	N	D	SD
1	We examine and analyze our school and compare our performance with the best schools in the country to borrow best practices.	5	4	3	2	1
2	We identify and discuss crises or potential crises that threaten this school to mitigate against and we seek opportunities to pursue to achieve goals and objectives.	5	4	3	2	1
3	An inclusive team of the right people who demonstrate teamwork with enough power, influence and legitimacy is formed to lead the change process.	5	4	3	2	1
4	We are encouraged to work as a team in a cooperative and coordinated manner.	5	4	3	2	1
5	All teachers, students and parents are involved in creating and identifying the change strategies to direct and lead all our operations.	5	4	3	2	1
6	We have set clear, specific and measurable change strategies which we believe are attainable to achieve the change goals and objectives.	5	4	3	2	1
7	We use every possible means to communicate the change strategy to the teachers, students and parents in a timely and	5	4	3	2	1

effective manner.

		SA	A	N	D	SD
8	Our leaders teach and model the new expectations by the examples they consistently present to us.	5	4	3	2	1
9	We share empowering experiences with each other to eliminate obstacles to change and discuss creative ways to enhance each other's capacity to perform better.	5	4	3	2	1
10	Teachers and support staff are encouraged to be creative, innovative and to take initiative in experimenting on new ideas, activities and actions that are beneficial to our school.	5	4	3	2	1
11	Resources to achieve set targets are always provided in a timely and adequate manner, success visibly celebrate and the gained momentum used to set new targets.	5	4	3	2	1
12	Teachers and the support staff who consistently achieve set targets are visibly recognized and rewarded as an assurance that commitment is expected as it will yield results.	5	4	3	2	1
13	We use current achievements to change systems and structures that undermine our change vision and the personnel is aligned with the change vision.	5	4	3	2	1
14	We bring on board new activities and change agents to re-energize the teachers, students and the support staff and to sustain momentum.	5	4	3	2	1
15	We emphasize the connection between the new behaviors and school success to internalize and institutionalize the changes.	5	4	3	2	1
16	We develop leaders and put in place a succession plan that is consistent with the new change approach.	5	4	3	2	1

Section B: School Culture

	Goal Orientation	SA	A	N	D	SD
17	Individual teachers and teams in this school are actively involved in defining specific, measurable, achievable and realistic goals.	5	4	3	2	1

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18	In this school individual teachers and teams goals are aligned to overall school goals and objectives.	5	4	3	2	1
19	Individual teachers and teams in this school are clear about specific goals to achieve for students and other relevant customers.	5	4	3	2	1
20	Individual teachers and teams in this school are measured and rewarded according to how well goals are achieved.	5	4	3	2	1
21	Individual teachers and teams are often expected to reach goals which they believe are difficult to attain.	1	2	3	4	5
22	In this school individual, teams, and departments often have incompatible goals.	1	2	3	4	5

	Team Orientation	SA	A	N	D	SD
23	Teachers and support staff in this school believe and participate in teamwork, they value what they gain as a team rather than as individuals.	5	4	3	2	1
24	This school is effective in providing teams with resources and leadership needed to work cooperatively to achieve set targets.	5	4	3	2	1
25	In this school teachers and support staff do not provide each other with collegial support or promote partnership and collaborations for the school's success.	1	2	3	4	5
26	Teachers and support staff in this school believe in working together collaboratively, preferring cooperation over competition.	5	4	3	2	1
27	Teachers and support staff in this school often lack the commitment needed for teams to perform effectively.	1	2	3	4	5
28	In this school team members respect and value each other's contribution towards overall goals and objectives.	5	4	3	2	1

	Customer Orientation	SA	A	N	D	SD
29	In this school we give the highest priority and support to meeting the needs of students and other customers and prioritize attending to their issues.	5	4	3	2	1
30	The policies and procedures in this school help us to provide the best service to all our students and other relevant customers.	5	4	3	2	1

		SA	A	N	D	SD
31	Teachers and support staff in this school often see students and customer problems as someone else's responsibility.	1	2	3	4	5
32	When students in this school have problems with the services they receive, those problems are always resolved to their satisfaction.	5	4	3	2	1
33	Teachers and support staff consistently strive to satisfy, exceed and improve students, parents and other relevant customers' expectations.	5	4	3	2	1
34	Teachers and support staff in this school are always looking for new ways to better serve students, parents and other customers.	5	4	3	2	1

	Cultural Strength	SA	A	N	D	SD
35	Teachers and support staff in this school value and make use of each other's unique strengths and different abilities for effective performance.	5	4	3	2	1
36	Everyone in this school knows and understands our objectives and priorities.	5	4	3	2	1
37	Teachers and support staff in this school sometimes compromise school's policy and procedures to reach personal goals.	1	2	3	4	5
38	Teachers and support staff in this school have access to timely and accurate information about what is really happening in the school and why.	5	4	3	2	1
39	Decisions in this school are most often made based on assumptions and prejudices other than on facts.	1	2	3	4	5
40	Everyone in this school strongly believes in a set of shared values about how people should work together to solve common problems and reach mutual objectives.	5	4	3	2	1

APPENDIX B: List of Secondary Schools in Nakuru Sub-County

S/N0	School	Status	MSS	Total Teachers	Teachers Sample
					Sampling Formula: $\left(\frac{n}{N}\right)N_i$
			Category A: ≥ 6.00 MSS		
1	Nakuru Girls High School	GB	10.13	43	16
2	Nakuru Boys High School	BB	9.85	54	20
3	Langalanga Secondary	MD	7.77	32	12
4	Menengai High School	MD	7.57	54	20
5	Nakuru Day Secondary	MD	6.07	29	10
	Total			**212**	**77**
			Category B: ≥ 4.50 MSS		
6	Afraha Secondary	MD	5.68	45	16
7	Lanet Secondary	MD	5.42	29	10
8	Upper Hill Secondary	MD	5.12	28	10
9	Moi Secondary	MD	5.07	36	13
10	Nairobi Road Secondary	MD	4.92	20	07
11	Nakuru West Secondary	MD	4.88	34	12
12	Flamingo Secondary	MD	4.85	24	09
13	Hillcrest Secondary	MD	4.52	15	05
14	Tumaini House Secondary	MD	4.52	34	12
15	Uhuru Secondary	MD	4.50	16	06

	Total			**281**	**100**

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Category C: ≤ 4.45 MSS

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16	Kenyatta Secondary	MD	4.34	31	11
17	Crater View Secondary	MD	4.18	12	04
18	St. Mary's Girls Secondary	GD	4.08	15	05
19	Nakuru Central Secondary	MD	3.30	19	07
20	Mogoon Secondary	MD	3.02	15	05
21	Kelelwet Secondary	MD	2.57	7	03
22	Ngala Special School	MS	1.89	10	03
	Total			**109**	**38**

<div align="center">

New Schools

</div>

23	Rhino Secondary	MD	New	5	02
24	Natewa Secondary	MD	New	10	03
25	Mwariki Secondary	MD	New	8	03
				23	08
	Overall			**625**	**226**

Key: GB= Girls Boarding, BB= Boys Boarding, MD=Mixed Day, GD= Girls Day, MS= Mixed
Special

APPENDIX C: RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "LEARNING"   SUB- COUNTY EDUCATION OFFICE

Telephone: 2216529/2216563   NAKURU SUB COUNTY

When replying please quote   P.O. BOX 1028
                                                   NAKURU

REF: NKU/ED/18 (178)   **7th September, 2015**

ALL PRINCIPALS
PUBLIC SECONDARY SCHOOLS
NAKURU SUB COUNTY

**RE: RESEARCH AUTHORISATION FOR JANE WAMUYU THUO –
GMB/NE/0154/01/04**

The above named post graduate student has been authorized to conduct research on "The **Effect of Organizational Culture on Leading Strategic Change in Public Secondary Schools in Nakuru Sub County – Nakuru County, Kenya"** for a period ending 20th November 2015.

Any assistance given to her will be highly appreciated.

Leonard Ngugi
FOR: Sub County Director of Education
NAKURU SUB COUNTY