The Consequences of Change Management in an Institutional Performance: A Case of Machakos Technical Training Institute, Kenya

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A Research Project Submitted to the School of Education in Fulfillment of the Requirements for the Award of Master of Education (Administration) of Kenyatta University.
DECLARATION

This research project is my original work which has never been presented to any other institution for the award of any Degree, Diploma, or Certificate whatsoever.

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DEDICATION

I dedicate this project to my loving family Members, especially my beloved husband, Abdalla, who has been of great encouragement to me and has given me moral support to complete my studies. Also to my dear children; Issah and Tasha, who have been very understanding when their Mom was too busy to be adequately available for them. May God bless you in a mighty way, hoping that one day you will make great managers.
ACKNOWLEDGEMENT

I most sincerely acknowledge the moral support given by the principal of Machakos Technical Training Institute, and especially my immediate Head of Department M/S Addah Anyango. Madam, you were very understanding and supportive, God bless you for that.

I am indebted to my supervisor Dr. John Aluko Orodho for his commendable academic nurturing as well as assistance and honest guidance in making the project work a success. The support you gave me in terms of academic guidance as well as reference materials enabled me to complete this project successfully. May God bless you.

My heart felt gratitude to Dr. Norbert Ogeta, my second supervisor who was always available for consistent and professional guidance on the rough road to successful completion of this project.

This work would not be complete were it not for the tireless work of Mr. Maurice Nyaoke, who spent time and energy typing, I owe him greatly.

Last but not least, my due regard also goes to my family and friends for the moral support they have accorded me through this time. Thank you very much.
ABSTRACT

Change management is a challenge to both the administrators and entire staff. The main purpose of this study was to unveil the consequences of change management in an organizational performance with reference to Machakos Technical Training Institute.

The researcher employed an exploratory approach using a case study design in collecting information through structured questionnaires and personal interviews to the management, teaching and subordinate staffs of M.T.T.I. whose population size was 240. The data gathered was subjected to both qualitative and quantitative analysis by the use of descriptive.

The results indicated that the management group respondents (65%) agreed that the change management had great impact on the change development of the institute and all the stakeholders. The involvement of the staff in the change management was supported by (60%) of the respondents. Concerning the change and efficiency at work, (75%) agreed that it was a great improvement however, the respondents on remunerations (80%) agreed that it was not worthy to the employees and therefore not motivating to champion the change required. The teachers and the non-teaching staff showed that (70%) of the respondents agreed that most of the change management was not satisfactory to them. They agreed that changes and motivation did not have great value and (65%) of the respondents were dissatisfied in the manner in which the procedures were handled. However all the three groups namely, management, teachers and the subordinate staff appreciated the initiative of change management and (95%) of the respondents confirmed that the finance to achieve the objectives was available.

Concerning the remunerations the teaching and subordinate staff still had a lot of grievances citing the fact that the salaries and allowances were too low as compared to what their efforts. (60%) of the respondents showed that the communication line was not fully exploited because most of the decisions portrayed an image of red-tape, despite of the availability of suggestion boxes. The research shows that the institute still needs to be revamped in these areas such as training, communication, appreciation, involvement and remunerations as far as management is concerned.

The study made conclusions and recommendations that will enhance the change management successfully to realize it’s objectives in relation to all the stakeholders. However further research was recommended with regard to perfect change management positive principles. Research of this kind was recommended to all other institutions and organizations in bid to develop and improve in the light of challenges and problem alleviation in the country.
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
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<td>HOD</td>
<td>Head of Department</td>
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<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<tr>
<td>KESI</td>
<td>Kenya Educational Staff Institute</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>MTTI</td>
<td>Machakos Technical Training Institute</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, Measurable, Attainable, Realistic and Time bound objectives</td>
</tr>
<tr>
<td>TIVET</td>
<td>Technical Institute and Vocational Educational Training</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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CHAPTER ONE
INTRODUCTION

The chapter presents the background information of the study, statement of problem, study objectives, research questions, study significance, scope of the study, limitation of the study, delimitation of the study, assumptions of the study and theoretical framework.

1.1 Background of the Study

Change is an inevitable process in any institution that is striving to measure up to the demands of the fast growing technology and in ensuring that the workers are well prepared to handle the challenges that change would come with in an attempt to achieve required competitive results. As a result it is the concern of each institutional head and management to understand what has to be done to improve and maintain high levels of performance. This study therefore aims at bringing out a clear understanding of the consequences of change management on the performance of an institution.

This presents most school administrators with an unfamiliar challenge. In major transformations of large educational institutions, they and their advisors conventionally focus their attention on devising the best strategic and tactical plans. But to succeed, they also must have an intimate understanding of the human side of change management, the alignment of the college culture, values, people, and behaviors to encourage the desired results. Plans themselves do not capture value; value is realized only through the sustained, collective actions of the thousands perhaps the tens of thousands of experts who are responsible for designing, executing, and living with the changed environment (Saleemi, 2006).

Long-term structural transformation has four characteristics namely scale (the change affects all or most of the organization), magnitude (it involves significant alterations of the status quo), duration (it lasts for months, if not years), and strategic importance. Yet, schools will reap the rewards only when change occurs at the level of the individual employee.
Many senior school heads know this and worry about it. When asked what keeps them up at night, School heads involved in transformation often say they are concerned about how the work force will react, how they can get their team to work together, and how they will be able to maintain good results. They also worry about retaining their college’s unique values and sense of identity and about creating a culture of commitment and performance. Leadership teams that fail to plan for the human side of change often find themselves wondering why their best-laid plans have gone awry (Smith, 1994).

No single methodology fits every educational institution, but there is a set of practices, tools, and techniques that can be adapted to a variety of situations. There are a number of guiding principles for change management in educational institutions which by using them as a systematic and a comprehensive framework, school heads can understand what to expect, how to manage their own personal change, and how to engage the entire institution in the process (Prasad, 1992).

Any significant transformation creates issues to people. New leaders will be asked to step up, jobs will be changed, new skills and capabilities must be developed, and both academic and non-academic staff will be uncertain and resistant. Dealing with these issues on a reactive, case-by-case basis puts speed, morale, and results at risk. A formal approach for managing institutional change begins with the leadership team and then engaging key stakeholders and leaders should be developed early, and adapted often as change moves through the organization. This demands as much data collection and analysis, planning, and implementation discipline as does a redesign of strategy, systems, or processes. The change-management approach should be fully integrated into program design and decision-making, both informing and enabling strategic direction. It should be based on a realistic assessment of the institution’s history, readiness, and capacity to change (Smith, 1994).

According to Leslie W. Rue (1992), performance refers to the degree of accomplishment of the tasks that make up the employee's job. It shows how well the employee is fulfilling the requirements of his/her job. Usually performance is confused with effort but the two are different such that while effort refers to energy spent, performance is measured in
terms of results. For example a student may put a lot of effort in preparing for an exam and still fail. In this case the effort applied is high but the performance is low. It is thus concluded that when managing performance of teams and individuals one has to consider both the inputs (behaviour) and outputs (results), this is called the 'mixed model' of performance management which covers competency levels and achievements as well as objective setting and review.

Machakos Technical Training Institute (MTTI) opened its doors to learners way back in January 1957, and was then called Machakos Technical Rural Training School. It was taken over by the Government and renamed Machakos Technical and Trade School in 1958. It became Machakos Technical Secondary School in 1967.

The institute was one of the 19 Government maintained National Technical Secondary schools, which were upgraded to Post Secondary Technical Training Institute with the advent of the 8-4-4 system of education in 1985. Thus the secondary school curriculum was gradually phased out by 1987 when the last O-level exams were taken and the institute became purely a post secondary school institution.

The institute is managed by a Board of Governors (BOG) appointed by the Minister of Science and Technology. It also has Parents Teachers Association (PTA) to assist the BOG especially in matters of development and students discipline. Currently, the institute boasts of a student enrolment capacity of about 2000, with boarding facilities that can accommodate 650 students. Much as the management has tried improving these facilities, this capacity is still not fully utilized as the school still stands on the same grounds with limited space and scattered old structures.

The institute has 9 academic departments offering 15 diploma and 14 craft certificate training programmes. Currently the institute offers 29 different training programmes spread across different levels including Certificate, Craft and Diploma courses in various disciplines.
The growth of this institution has evidently been rapid and therefore it would only be important that the management concentrates on matching up this growth to the ability of the human resource by preparing them adequately to handle the change that accompanies this growth if better performance has to be realized.

1.2 Statement of the Problem

This research project was intended to unveil the consequences of change management in an institutional performance in Kenya with Machakos Technical Training Institute as a case. Change can be defined as a shift or alteration in the present environment or situation, (Saleemi, 2006).

Educational administration is demanding and ever-changing. New challenges and changes in education and training have led to greater responsibilities for administrators and the need for constant updating. Foundation degree course need to be designed for those working in administrative support roles in schools, colleges, higher education (HE) and education authorities. This course will enable one to understand the wider educational context and prepare him or her for extra responsibility by giving one the opportunity to study policies, legislation, and technological developments in educational administration. Such training will also give a chance to meet others from different institutions for comparison of experience and practice.

Kenya Educational Staff Institute (KESI) has put a lot of effort in ensuring that school managers are equipped with management skills but there is still an existing gap leading to the classical problems in the institutions where most of the heads remain bureaucrats who have made the rules and procedures ends, rather than means. This has led to bad blood amongst school administrators and staff of the institutions, thereby degrading production both academically and growth-wise.

New crop of managers on the other hand have had their efforts thwarted by old members of staff who have an attitude of “this is the way things are done here, and we have done so over the years and produced good results, so why change what works?” Change management therefore is a challenge to both the administrators and staff. Though
bureaucracy is an approach still used by many businesses, governments, and large organizations, it however needs a dynamic orientation to eliminate obsolete and dysfunctional systems and sustain/ manage change. Each and every organization aspires to have a team of workers who can perform to the expected levels. As a result, it is the concern of each institution to understand what has to be done to improve and maintain high levels of performance (Bateman, 1980). This study therefore aimed at bringing out a clear understanding of the consequences of change management on the performance of an institution.

Machakos Technical Training Institute has grown from a small technical secondary school to its current status and may be crowned a polytechnic status in 2010. The institution, like many others in the country is composed of members of staff who have worked in the institution in all the years and tend to resist to changes brought about by new heads. They would like to continue doing things the old way oblivious of the massive growth of technology, times and even the institution. Saleemi (2006) says the role of a jobholder plays a significant part in the structure of an organization, which can trigger various changes. These changes have to be accommodated and respected by all stakeholders for the good of the organizational performance.

1.3 Purpose and Objectives of the Study

The purpose of a study can be defined according to Orodho, 2008 as a broad statement indicating what you intend to do about the problem. Based on the concept stated above, the main purpose of the study was to analyze the consequences of change management in an institutional performance with reference to Machakos Technical Training Institute.

The specific objectives of the study are to:

i) To determine the extent of inclusion of the entire staff in change management process.

ii) To ascertain the steps taken by the management to ensure that the employees are able to handle new challenges.
iii) To analyze the consequences of change management on employees’ productivity and efficiency in the institutional management.

iv) To determine how effectively communication is used towards efficient change management?

1.4 Research Questions

i) To what extent is the entire staff involved in matters relating to change management at Machakos Technical Training Institute?

ii) What is the management doing to ensure that the employees are well prepared to handle their new assignments?

iii) What is the impact of change management on employees’ productivity and efficiency at Machakos Technical Training Institute?

iv) How effectively is communication used towards efficient change management?

1.5 Significance of the Study

Change management performs a vital role in the socio-economic development of any society. This is because it covers competency levels and achievements as well as objective setting and review. As a result, performance is a matter of concern to all. The study is therefore hoped to benefit the following; Educational institutions would use the study findings to improve performance of their institutions as well as that of their employees in order to achieve their set visions and missions, the government of Kenya would benefit from the study especially now, when governance is an issue of global concern. The place held by educational institutions in the society against ignorance diseases can be over emphasized. The study would therefore boost the government’s effort in understanding the impacts of change management, and lastly other members of the scholarly community would find this study useful as a reference material for their studies on related topics.

1.6 Scope of the Study

The scope of this study was to determine the consequences of change management in Machakos Technical Training Institute. It was aimed at verifying the effectiveness of
various infrastructures laid down by the management towards achieving and sustaining change. The institution was taken as a representative of similar institutions since it had grown from a mere technical secondary school in the 1967 to the present major institute offering a vast variety of courses. The study used both qualitative and quantitative research methods to assess the consequences of change management. The participants in this study were senior management staff, the teaching staff, and the non-teaching staff.

1.7 Limitation of the study

Limitation of the study was the choice of Machakos Technical Training Institute alone as much as it is a representative of other institutions of similar cadre, the problem cannot be generally applied in the other institutions. Though the study was carried out in the public institution, strategic change management plans were implemental in all sectors of the economy, a larger sample covering more institutions was more representative. Lastly, some staff members were unwilling to respond to certain issues as required. The researcher therefore used persuasive language and assured the respondents of confidentiality of any information they will give. The researcher exhausted all avenues available and went extra mile to ensure that all issues raised were adequately addressed.

1.8 Delimitation of the study

The study confined itself to the management, teaching and non-teaching staffs of MTTI who are the primary change agents in the institution. As much as students and parents are the beneficiaries of change, the study did not concentrate on them even knowing that they act as a confirmation / judges of the change and performance.

There are several forms and sources of change associated with any institution. The researcher limited herself to those changes that come about with new management and personalities, as there has been a high turnout on top management in various government institutions Machakos included, as they are centrally controlled by TSC.

1.9 Assumptions of the study

The study assumed to come up with a solution for challenges to change management in educational institutions in Kenya; besides the study hoped to boost the government’s
effort in understanding the consequences of change management in managing both public and private sector all round.

1.10 Theoretical Framework

This study was based on bureaucratic theory which is a management or administration system marked by hierarchical authority among numerous offices and by fixed procedures. Bureaucracy was developed by the classical system theorists who had a primary interest in establishing an overall management system for large organizations that would promote efficiency, (Weber, 1947).

The Bureaucratic approach emphasizes a structured, formal network of relationships among specialized positions in an organization. The bureaucracy relies on management through rules and regulations, where authority is linked to specific positions in the management hierarchy to ensure the efficient achievement of organization objectives, (Bateman, 1980).

The focus and contribution of this theory is to allow large organizations to perform the many routine activities needed for their existence. The administration of this depended on six principles: proper division of responsibilities, sufficient power to carry out the responsibilities, means to track if the responsibility is faithfully executed, preparation of daily reports and checks, and a mechanism to detect and fix responsibility errors, (Bateman, 1980).

This system of management is however a limitation in sustainable change since many organizations like Machakos Technical Training Institute, have had problems with it, especially organizations or departments that need rapid decision making and flexibility to meet demands of a changing environment. The disadvantages of this system result from faulty execution of its principles rather than from the essential idea, in which people may have too much authority leading to resistance to other change frameworks out of routine bias, abuses of power, secrets, and autocratic leadership and control. It has also been observed that, in most cases bureaucrats concern themselves following the rule and forget why the rule was designed and the system once established becomes difficult to
dismantle to embrace changes (Bateman, 1980). The bureaucrats insist on rules without caring much on the method of implementation or even how these rules affect the implementers. However, I believe that the staff are the major implementers of change and therefore their opinion should be sort on challenges of the changes and how best to go about them.

1.11 Conceptual Framework

This includes the relationship between the independent and dependent variables. The dependent variable was the change management process, while the independent variables were based on the following pillars: planning, organizing, resource allocation, directing and controlling to sustain the change process in an institution.

Further, ability can be said to depend on level of employee training, ICT infrastructure, and experience while motivation depends on working environment, good leadership, communication and the organization culture. This can be presented diagrammatically as below;

Figure 1.1: Correlation of change management process

Independent Variables

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<th>Planning</th>
<th>Dependent Variable</th>
<th>Organizing &amp; Staffing</th>
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<td>Communication</td>
<td></td>
<td>Directing</td>
</tr>
<tr>
<td>Directing</td>
<td></td>
<td>Controlling</td>
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Source: adopted from Bullock and Batten (1985)

Bullock and Batten (1985) developed an integrated concept conforming to the above and condensed it into four phase model of planned change that summarizes the variable
factors of change management process. These change phases and processes are identified as follows:

**Exploration Phase**
In this state an organization has to explore and decide whether it wants to make specific changes in its operations and if so commits resources to planning the changes. The change process involved in this include: awareness of need for change, facilitation to assist with planning, implement the changes, and establishing/defining each party’s responsibilities.

**Planning Phase**
This phase involves understanding the organization’s problem or concern. The change process involved in this are: collecting information to establish a correct diagnosis of the problem, establishing change goals and designing the appropriate actions to achieve the goals and getting the key decision makers for approval and support of proposed changes.

**Action Phase**
An organization implements the changes derived from the planning. The change processes involved are designed to move an organization from its current state to a desired future state. This includes establishing appropriate arrangements to manage the change process and gaining support for the actions to be taken, and evaluating the implementation activities and feeding back the results so that any necessary adjustments or refinement can be made.

**Integration phase**
This state commences once the changes have been successfully implemented. It concerns consolidating and stabilizing the changes so that they become part of an organization’s
normal everyday operation and do not require special arrangement to maintain them. The change processes involved are: behavior change and feedback, reward system, change sustainability, communicating and implementing the change aspects throughout the organization, training the employees and managers to monitor the changes constantly and seek to improve upon them (monitoring and evaluation of the process).
1.12 Definition of Central Terms Used

**Bureaucracy:** a theory of management or administration system marked by hierarchical authority among numerous offices and by fixed procedures.

**Change:** Shift or alteration in the way of doing things

**Consequences:** a result of something that has happened

**Efficiency:** is used to refer to competency and good organization.

**Management:** the process of leading and directing all or part of an organization through the deployment and manipulation of resources (human, financial, material, intellectual or intangible).

**Motivation:** are the factors that influence people to behave in certain ways.

**Performance:** refers to achieving intended results within the target period.

**Proactive Change:** Change that is planned and caused by circumstances within the organization.

**Productivity:** refers to measures of output from production processes, per unit of input.

**Reactive change:** Change that is caused by external circumstances.

**Strategy:** Particular purpose or plan

**Working environment:** refer to factors and circumstances, both internal and external, with which the workers interact on a daily basis as they perform the functions of their duties.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The review is on the consequence of change management in an organizational performance in the light of various variables such as planning, organizing, resource allocation, directing and controlling.

Change management is a factor of effective management in an institution and thus has to fulfill the principles and functions in a management process. The key components and characteristics of effective management are based on the pillars of establishing an effective institution as active leadership, providing incentives/ opportunities to achieve high performance, and creating positive work environment. Change management therefore is focused on the following initiatives for sustaining an institutions performance; Exploring new ideas, methods, products, and services; developing creative solutions to old/ recurrent problems; challenging employees to give their best; seeking long term success for the organization, and their employees (Bateman, 1990).

2.1.1 The Concept of Change Management

Change management is a systematic approach to dealing with change, both from the perspective of an organization/ institution and on the individual level. A somewhat ambiguous term, change management has at least three different aspects, including: adapting to change, controlling change, and effecting change. A proactive approach to dealing with change is at the core of all three aspects. For an organization/ institution, change management means defining and implementing procedures and/or technologies to deal with changes in the business environment and to profit from changing opportunities (Heitger et al, 2004).

Terry Paulson, (1995) the author of Paulson on Change, quotes an uncle's advice: "It's easiest to ride a horse in the direction it is going." In other words, don't struggle against change; learn to use it to your advantage.
Successful adaptation to change is as crucial within an organization/institution as it is in the natural world. Just like plants and animals, organizations and the individuals in them inevitably encounter changing conditions that they are powerless to control. The more effectively you deal with change, the more likely you are to thrive. Adaptation might involve establishing a structured methodology for responding to changes in the business environment (such as a fluctuation in the economy, or a threat from a competitor) or establishing coping mechanisms for responding to changes in the workplace (such as new policies, or technologies) (Heitger et al. 2004).

The fundamental approach to organizational/institutional change that is often taken both by change management professionals and executives in their client organizations may be inherently problematic, particularly in today’s complex world. Change management seems to be approached as if it were a one-time transition process intended to take the organization from one steady state to another steady state. It is often an “afterthought” practice, applied after the change has been decided on by senior management in response to urgent needs, and when planning for change is already underway. (At that stage, the application of change management techniques is often too late to be fully effective). It is thought of as an “extra” expense that has to be in the budget because of anticipated “resistance” by employees and others to the change. (Its cost is, therefore, a major consideration for management, and is particularly closely watched, because it looks like icing on the cake. After all, people should simply do their jobs.) It is frequently “completed” or ended long before its effects can be durable, partly because of the fiscal and time costs involved in continuing. (Heitger et al, 2004)

Traditional approaches to change management should be considered a special case of a broader process and that the special cases in which it can be successfully applied are increasingly rare. “Steady states” are infrequent; recurrent, disruptive change is more and more common in businesses, governmental agencies, and other organizations. The proper task of the change management professional, therefore, is to help prepare client organizations for periodic change, and to help them through instances that may be especially difficult for them (Gumpert, 1998)
Heitger and Doujak (2004) make an excellent case both for the major disruptions that are common to change efforts, and for the enormous complexity involved in change management.

Change management preferably can be stated as preparation for *major changes in the present and the future* -- as a means of strengthening the *agility, the internal resilience, and the peripheral vision* of the organization. If we assume that steady states are, in most cases, temporary and illusory, a serious investment in long-term preparation for changing conditions is essential to the survival of companies. Even apparently simple organization changes, such as a government agency's adaptation to new IT technologies, are far more complex (and more frequent) than they appear. While a defined change problem in the present can be a stimulus for more permanent organizational enhancement, the preparation for the particular change should be thought of as an investment in longevity. It should be thought of also as enhancing the organization's present and future capacity to adapt successfully to (and eventually create) market, mission, and environmental conditions (Saleemi, 2006).

### 2.1.2 Planning for change

Planning is analyzing a situation, determining the goals that will be pursued in the future, and deciding in advance the actions that will be taken to achieve these goals. Plans are developed to cover the entire institution, or specific work units, and may cover long periods of time or short time horizons. The institutional management is thus responsible for gathering and analyzing the information on which plans are based, setting the goals that will be achieved, and deciding what needs to be done. It is imperative in this systematic approach that proactive change has to be incorporated in the planning stage of management, involving all levels of operations. There should be flexibility in the plan in order to accommodate reactive change.

Saleemi (2006), quotes Fayol saying, "the plan of action is at one and the same time the results envisaged, the line of action to be followed, the stage to go through and the methods to use. It is a kind of future picture wherein proximate events are outlined with
some distinctiveness whilst remote events appear progressively less distinct”. He also quotes Terry saying, “Planning is a method or technique of looking ahead. It is a deliberate conscious search used to formulate the design and orderly sequence of action through which it is expected to reach the objective”.

Planning is a managerial function which coalesce around the following sub functions; forecasting, decision – making, establishing objectives, programming, scheduling, budgeting, strategy formulation, problem solving, setting procedures, innovation, research and investigation, (Saleemi, 2006).

Planning can help the decision-makers at all levels—from classroom teachers to national ministers and parliaments—to make better-informed decisions. It can do this by helping them see more clearly the specific objectives in question, the various options that are available for pursuing these objectives, and the likely implications of each. Planning can help to attain larger and better aggregate results within the limits of available resources. To achieve such benefits, however, planning must use a wide-angle lens through which a great many interlocking variables can be put in focus and all of them seen as parts of a dynamic organic whole—as a system susceptible of system analysis. So, before recommending any one course of action, planners must first see what room the decision-makers have, right now, for maneuver.

The planners must look, for instance, at the state of the society, where it wants to go, and what it will require, educationally, to get there; at the nature of the students, their needs, aspirations and practical prospects; at the state of knowledge itself and the state of the educational art and technology; and not least of all at the innate ability of the educational system to examine itself critically and to take intelligent action to improve its own performance. One of the central tasks of educational planning is to determine how best to keep these intricate internal and external relationships of the educational system in reasonable balance under dynamically changing circumstances, and to bend them constantly in the required direction, (Coombs, 1969).
Whether the need for change arises from an organization’s strategy or emerges in some other way, once it has been established that it should take place and what form it should take, it is then necessary to plan how this will be achieved and then to implement the plan. According to Burnes, (1996) the process comprises of interrelated activities as follows:

- Establishment of a management team to consist of some or all responsible for the original assessment of the need for change including the assistance of outside consultant or change facilitator. Since organizational transitions tend to be ambiguous and need direction, special structures, for example, in order to establish appropriate reporting relationships to senior management, may need to be created to support and guide the change management team. These management structures should include people who have the power to mobilize resources to promote change.

- Activity planning involves constructing a schedule for the change programme, citing specific activities and events that must occur if the transition is to be successful. Activity planning should clearly identify and integrate discreet change tasks and should link these tasks to organization’s change goals and priorities. It should also gain top management approval, be cost effective, and remain adaptable as feedback is received during the change process. It must therefore determine the final and intermediate objectives and where possible this must be tied to a specific timetable in order to avoid uncertainty amongst those who have to carry out the changes.

- Commitment planning involves identifying key people and groups whose commitment and support is needed for change to occur, and deciding how to gain their support. These people should be involved in selecting and planning change.

Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. It is also defined as the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be
made from among them. Making a decision implies that there are alternative choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that (1) has the highest probability of success or effectiveness and (2) best fits with our goals, desires, lifestyle, values, and so on, (Coombs, 1969).

It should be noted here that uncertainty is reduced rather than eliminated. Very few decisions are made with absolute certainty because complete knowledge about all the alternatives is seldom possible. Thus, every decision involves a certain amount of risk.

Establishing objectives should give you an idea of your direction and your aims. However, objectives do more than just establish aims: they provide a benchmark for evaluation. It should be noted that the more specific the objective the better the result.

When setting your objectives it is useful to consider the following: - make objectives that are measurable (clear and achievable), relevant and realistic, align them with institutional goals, and ensure that they are attainable and acceptable.

Budget generally refers to a list of all planned expenses and revenues. It is a plan for saving and spending. A budget is an important concept in micro economics, which uses a budget line to illustrate the trade-offs between two or more goods. In other terms, a budget is an organizational plan stated in monetary terms.

In summary, the purpose of budgeting is to provide a forecast of revenues and expenditures i.e. construct a model of how an institution or business might perform. Financially speaking if certain strategies, events and plans are carried out, enable the actual financial operation of the business to be measured against the forecast.

2.1.3 Organizing & staffing
It is the process of establishing a harmonious authority – responsibility relationships among the members of the enterprise. It is the function of creating a structure of duties
and responsibilities. The network – responsibility relationship is known as organizational structure. Although a good plan is important, people and tasks of the institution or work unit must be coordinated in away to allow efficient and effective change, (Bateman, 1990).

Organizing is an important element of management because it is through organizing that a manager brings together the material and human resources required for the achievement of desired goals. According to Fayol (1946), “to organize a business is to provide it with everything useful to its functioning – raw materials, tools, capital, and personnel”. A sound organization helps to avoid duplication of work and overlapping of effort.

The process of organizing consists of the following sub functions; fictionalization, divisionalisation, departmentation, assignment of duties, delegation of duties, and decentralization. It purely dependent on how you readily prepare the staff to undertake the various changes through capacity building. Training is therefore a key part of any change project and takes a number of forms. The obvious one is in relation to new skills that might be necessary. It may aim to give staff the skills to undertake the change themselves or may also be the intention to leave them with the ability to pursue continuous improvement, once the change has been substantially achieved or it may be intended to make them aware of the need for change and to win them over. This may result to a team building session, (Burnes, 1996).

To ensure that various types of training are targeted to the right people or groups a training programme starting before implementation and continuing after completion should be established showing who needs training, the form of training and when it should take place. This involves and motivates the people concerned and those whose support is necessary.

Organizational change requires individuals and groups to reconsider radically their attitudes towards how work is performed and how they behave towards both their colleagues internally and their counterparts externally. Even where change is purely of a
technical or structural form, there has to be willingness among those concerned to change
to want to be involved. The organization must therefore put a great deal of effort into
creating a climate where change is accepted as the norm. Institutions need to create a
readiness for change amongst their staff and adopt an approach which is aware of the
possibility and causes of resistance and deal with these at an early stage, (Burnes, 1996).

Even in the best run organization, sometime, initial enthusiasm for change wanes and the
face of the normal day to day pressures to meet customer needs, progress, becomes
slower and can grind to a halt. For organizations to achieve any change it will normally
require additional resources both financial and human. Where staff are required to keep
up the same level of output during the transition phase it may require considerable
additional resources to achieve this. It is important that those extra resources are budgeted
for and allocated as necessary whether for provision of training, or senior management
time, (Pettinger, 2002).

An enormous responsibility falls upon the change management team to give support to
the change agents. They have not only to plan and oversee the change project but also to
motivate others and deal with difficulties, sometimes very personal problems.

Change frequently demands new knowledge, skills, and competencies. Increasingly
managers have to learn new leadership styles, staffs have to learn to work as a team and
all are expected to be innovators and improvers. This requires more than just training, but
also include on the job counseling and couching. The organization must consider what is
required, who requires it, and how to deliver it, (Pettinger, 2002).

2.1.4 Communication
One way of avoiding the uncertainty that change can promote is to establish a regular and
effective communication process. The purpose of this should be to inform those who will
be affected by the change process from the early stages what is happening, how it might
or definitely will affect them and to give them reports on the progress being made. It is
important to give the contexts for proposed changes as well as the details and consequences. Communication should be a regular rather than a one-off exercise. This is important not only in provision of information, but also listening to the response and taking it seriously. This helps the change management team to pick up any worries and concerns and respond to them in good time. The team will also be aware of aspects which have been overlooked that need to be taken into consideration and assumptions which have been made can be tested and sometimes challenged. Communication does help to overcome fears and does encourage those concerned to assist rather than resist change. The members of staff then feel more involved and responsible for the change, (Cole, 2004).

According to Coombs, (1969) in effective change management, a definite communication process has to be planned to ensure that all of the following occur within your change management process. Communicating consistently, frequently, and through multiple channels, including speaking, writing, video, training, focus groups, bulletin boards, Intranets, and more about the change.

Communicating all that is known about the changes, as quickly as the information is available. Make clear that your bias is towards instant communication, so some of the details may change at a later date. Tell people that your other choice is to hold all communication until you are positive about the decisions. This is disastrous in effective change management.

Provide significant amounts of time for people to ask questions, request clarification, and provide input. If you have been part of a scenario in which a leader presented changes, on overhead transparencies, to a large group, and then fled, you know what bad news this is for change integration.

Clearly communicate the vision, the mission, and the objectives of the change management effort. Help people to understand how these changes will affect them personally. (If you don’t help with this process, people will make up their own stories, usually more negative than the truth.) Recognize that true communication is a
“conversation.” It is two-way and real discussion must result. It cannot be just a presentation, (Coombs, 1969).

DuBrin (2006) on essentials of management notes that the change leaders or sponsors need to spend time conversing one-on-one or in small groups with the people who are expected to make the changes. Communicate the reasons for the changes in such a way that people understand the context, the purpose, and the need. Practitioners have called this: “building a memorable, conceptual framework,” and “creating a theoretical framework to underpin the change.” Provide answers to questions only if you know the answer. Leaders destroy their credibility when they provide incorrect information or appear to stumble or back-peddle, when providing an answer. It is much better to say you don’t know, and that you will try to find out. DuBrin goes ahead to give various qualities of leadership as below.

- Leaders need to listen. Avoid defensiveness, excuse-making, and answers that are given too quickly. Act with thoughtfulness.

- Make leaders and change sponsors available, daily when possible, to mingle with others in the workplace. Hold interactive workshops and forums in which all employees can explore the changes together, while learning more. Use training as a form of interactive communication and as an opportunity for people to safely explore new behaviors and ideas about change and change management. All levels of the organization must participate in the same sessions.

- Communication should be proactive. If the rumor mill is already in action, the organization has waited too long to communicate. Provide opportunities for people to network with each other, both formally and informally, to share ideas about change and change management.

- Publicly review the measurements that are in place to chart progress in the change management and change efforts. Publicize rewards and recognition for positive
approaches and accomplishments in the changes and change management. Celebrate each small win publicly.

2.1.5 Directing

This is the managerial function of execution or implementation of plans, guiding, supervising, motivating, and leading people towards the attainment of planned targets of performance. The manager takes active steps to ensure that the employees accomplish their tasks according to the established plans. It consists of execution or implementation of plans, guiding, counseling, supervision or overseeing, motivation, or activating, communication, leadership, (Cole, 2004).

Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals, (Hicks, 1984). The concept of leadership is relevant to any aspect of ensuring effectiveness in organizations and in managing change. It involves having a vision of what the organization can become. It requires eliciting cooperation and teamwork from a large network of people and keeping the key people in the network motivated, using every manner of persuasion. Leaders influence people to do things through the use of power and authority, where power is defined as the ability to influence decisions and control resources, authority is the formal right to get people to do things and control resources, (Higgins, 1994). It is attributed to cool-headed, far seeing, visionary, courageous and is a winning combination of personal traits and the ability to think and act as a leader, a person who directs the activities of others for the good of all.

According to DuBrin, (2006), in addition to personal traits in leadership, a leader must also behave in certain ways and possess key skills. An effective leader is adaptable to the situation, demands high standards of performance for group members, provides emotional support, gives frequent feedback and accept feedback, demonstrates a strong customer orientation and recovers quickly from setbacks.

In change implementation it is imperative as well to make people aware of pressures of change. The organization should therefore inform employees on a regular basis of its plans for the future, the competitive/ market pressures it faces, customer requirements
and the performance of its key competitors. Through this approach members of the organization come to appreciate that change is not inevitable, but is being undertaken to safeguard rather than threaten their future. Giving a regular feedback on the performance of individual processes and areas of activities within the organization allows a company to draw attention to any discrepancy between actual performance and desired present and future performance. It allows those concerned to begin to think about how the situation can be improved and prepares them for the need for change. The management needs to be open about its objectives and the companies or functions current performance, (Pettinger, 2002)

Publicizing successful change creates a positive attitude towards change. Companies should publicize the projects which are seen as models of how to undertake change and the positive effects it can have for employees. Staff should be empowered to expect and set credible and positive outcome for change programmes. Organizations need to recognize that change does create uncertainty and that individuals and groups may resist or may fully cooperate with it if they fear the consequences. Resistance should be seen as a signal that there is something wrong with the change process rather than with those who are resisting. It reminds the organization that it has not considered all the consequences of its actions and forces it to review its plans. It follows that those championing change need to pay special attention to the potential for assistance both in terms of the adverse consequences it can bring and the underlying problems it may indicate (Coombs, 1969).

2.1.6 Controlling

It is the process of ensuring that the organization is moving in the desired direction, and that progress is being made towards the achievement of goals. It is composed of setting standards, recording, measurement, reporting, appraisal, and corrective action. Controlling emphasizes evaluation and change through monitoring the progress of the plans by careful decision making, and market research (Lynch, 1982).

It is important to monitor progress and see to what extent objectives are being met. This allows plans to be modified in the light of experience. The more uncertain and unclear the
change process, the greater the need for periodic review. After change or when a particular milestone has been passed, a post audit should be carried out to establish that the objectives have been really met, and to ascertain what lessons can be learnt by future projects, (Lynch, 1982).

2.2 Consequences of Effective Change Management Process
It is therefore imperative that an institutional management’s objectives towards any meaningful change be jointly identified and worked out by both the management and entire staff. The manner in which change has been initiated may deter or benefit the institution in a number of ways in terms of creating conducive working conditions. The overall result and effects of change then is manifested in such an institution through the following factors: improved working environment, high motivation of personnel, increased productivity of the workforce, increased efficiency in the institutional system, and improved performance (Saari, 2006).

2.2.1 Working environment
Working environment refer to factors and circumstances, both internal and external, with which the workers interact on a daily basis as they perform the functions of their duties. The environment provides the resources and opportunities for the institution’s existence and also determines what institutions can and cannot do. If organizations want to remain prosperous, they must adapt to the demands of the environment. This dependence on how the environment puts a great challenge to every organization and hence a need for active management (Nzuve, 1999).

2.2.2 Motivation
Motivation therefore is about the factors that influence people to behave in certain ways. Motivating others is about getting them moving in the direction you want them to move in order to achieve the desired objectives. Motivation is often based on emotions, specifically, on the search for positive emotional experiences and the avoidance of negative ones, where positive and negative emotional experiences are defined by the
individual brain state, not by social norms. For example, a person may be driven to self-injury or violence because his or her brain is conditioned to create a positive response to these actions. Motivation is important because it is involved in the performance of all learned responses. Quite apart from the benefit and moral value of an altruistic approach to treating colleagues as human beings and respecting human dignity in all its forms, research and observations show that well motivated employees are more productive and creative. The inverse also holds true.

2.2.3 Productivity
Productivity in economics refers to measures of output from production processes, per unit of input. Labor productivity, for example, is typically measured as a ratio of output per labor-hour, an input. Productivity may be conceived of as a measure of the technical or engineering efficiency of production. As such quantitative measures of input, and sometimes output, are emphasized (Herzberg, 1959). Productivity will therefore be determined by final performance of the workers. It is the duty of the management to create a conducive and enabling atmosphere for the staff in order to keep productivity high. The change management program must be explained to the staff and their expected participation be made clear so that they work around a familiar goal. Resources to make the dream come true must be availed by the management.

2.2.4 Efficiency
Economic efficiency is used to refer to a number of related concepts. A system can be called economically efficient if no one can be made better off without making someone else worse off or more output cannot be obtained without increasing the amount of inputs and when production proceeds at the lowest possible per-unit cost. These definitions of efficiency are not exactly equivalent. However, they are all encompassed by the idea that nothing more can be achieved given the resources available, Saari, (2006).

2.2.5 Performance
According to Armstrong (2001) a performance standard can be defined as a statement of the conditions that exist when a job is being performed effectively. The standards are
used when it's not possible to set time based targets. Performance standards are at times
described as standing or continuing objectives. This is because their essential nature may
not change significantly from one review period to another especially if the key task
remains unchanged. If circumstances change then modifications may be made. In the
field of Audit for example we have the International Auditing Standards. Michael
Amstrong (2001) states that performance measures are agreed when setting the
objectives. It is necessary to define both what is to be achieved and how those concerned
will know that it has been achieved. Performance measures should provide evidence that
the intended results have been achieved and the extent to which the job holder has
produced that result. This then becomes the basis for generating feedback information for
use by both the management and the individual for monitoring their own performances,
(Leslie, 1992).

The individual measures will be more meaningful if they are linked to other
organizational measures, such as, the balanced scorecard concept. This concept was
originally developed by Kaplan and Norton in 1992. According to Kaplan and Norton
(1992), what you measure is what you get. They emphasized that no single measure can
provide a clear performance target or focus attention on the critical areas of a business,
rather managers want a balanced presentation of both financial and operational measures.
This led them to develop what they called the balanced scorecard which is a set of
measures that give managers a fast but comprehensive view of the business.

2.3 Summary and Gap Analysis

From the reviewed literature the researchers of planned change models stresses on the
fact that change is a cyclical process involving diagnosis, action, evaluation and further
action. Their approach also recognizes that once change has taken place it must be self
sustaining, also stressing on the collaborative nature of the change effort, and a joint
diagnosis of the organization’s problems by plan and design of the specific changes.

In all of these planned models, the gap exists when the researchers assume active
participation of the change adopter (the staff who are the subject) in understanding the
problem, selecting a solution and implementing it. The change agent is a facilitator not a
director or a doer. More important even more than the solution to the problem the
facilitator's real task is to develop those involved, and create learning environment that
allows them to gain new insights into themselves and their circumstances.

It is also worth noticing that most research work on change management process has been
based on business organizations with little attention to educational institutions. The
researcher would wish to lay a lot of emphasis on communication and involvement as the
main pillars of any successful change management process rather than the strict
bureaucratic style of management that thrives in most educational set-ups. That means
that the institutional heads must start seeing rules and procedures as means of attaining
valuable change rather than viewing them as an end that can not be discussed and
evaluated to suit the situation at hand.

Studies on change management in an institutional performance have not been reviewed
scholarly. The researcher therefore found it a ground that needs attention as institutional
management involves a huge personnel and the beneficiary is drawn from all walks of
life. This sector being very vibrant does not seem to receive the attention it deserves in
terms of change management.

In the year 2008, there was cholera out break in Siaya district. The villagers were
advised to change their way of managing their sanitation. The chief was therefore
directed to ensure that the villagers worked together to build a common toilet which was
even funded by a non governmental organization. With the effort of the chief, this was
sure done, but Four months later no one had used the toilet and the villagers continued
using the bush as a toilet. Asked why, they explained that that was the chief's toilet and
his visitors. This shows how important it is not just to involve people in the change but
also to make own and appreciate the change for expected performance to be realized.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents the study design and the methodology used in gathering the required information needed for the purpose of completing the study. It describes the intended research design, target population, sampling strategy, data collection instruments and procedure and data analysis criteria.

3.2 Research Design
The study employed exploratory approach using a descriptive method of research, thus a case study design that investigated the consequences of change management in an institutional performance. Descriptive case study was intended to produce statistical information about aspects of education that interest policy makers and educators (Orodho, 2008).

Mugenda (1999) observes that descriptive methods are widely used to obtain data useful in evaluating present practices and providing basis for decision. The researcher hoped that this would help describe the true position of change management in the institution.

Borg (1989) further confirms that the descriptive case design acts as a very important tool in looking at the nature of existing condition in schools. This design was also appropriate as it involved collecting data in order to answer questions concerning the current status of the subject of under study. It also used to assess attitudes and opinion about events, individuals or procedures.

3.3 Study Locale
The study confined itself to Machakos Technical Training Institute located in Masaku municipality, Machakos District in the Eastern Province of Kenya. The Researcher chose to use this locale as the institution has grown from a mere technical secondary school to its current status hosting over 2000 learners and providing a large menu of practical
educational courses with several staff members still retained in the same station by TSC. The locale has certainly gone through various changes and the researcher would wish to take advantage of these bold steps made by the management in ensuring successful change management, should there be any program of the nature.

3.4 Target Population
This study was confined only to Machakos Technical Training Institute staff. The teaching staff and supporting staff was contacted for the administration of the instruments for data collection.

<table>
<thead>
<tr>
<th>Population category</th>
<th>Population Size</th>
<th>Respondents (n)</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Staff &amp; HODs</td>
<td>15</td>
<td>15</td>
<td>7%</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>125</td>
<td>125</td>
<td>57%</td>
</tr>
<tr>
<td>Support Staff</td>
<td>80</td>
<td>80</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
<td><strong>220</strong></td>
<td><strong>100%</strong></td>
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</table>

3.5 Sampling Procedure
For purposes of this study, the entire population was included in order to get a representative data to other institutes in the country. The management staff, teaching and support staff was purposively used because they are change agents in the institution. Orodho (2009) describes purposive sampling as hand picking the cases to be included in the sample on the basis of one’s judgment on their typicality. The researcher chose to use the entire population to ensure high returns of the issued research instruments.

3.6 Data Collection Instruments
The researcher used structured questionnaires and personal interviews especially where the respondents did not manage to complete the structured questionnaires.
a) Questionnaires

A questionnaire enables one to collect information from a big number of respondents within a short period of time. It is the most commonly used method when respondents can be reached and are willing to cooperate and descriptive data are typically collected through administering of questionnaires (Gay, 1992).

Different questionnaires were administered to the management staff and teaching staff. The researcher proposed the use of both open-ended and closed-ended questionnaires. The questionnaires were delivered by hand with a forwarding self-explanatory letter. To avoid delays the researcher made appointment with the target respondents in advance so as to find them at the designated places, mainly their offices. The researcher assured the respondents of confidentiality of the information gathered and also ensured them that the respondents filled in the questionnaires at their own convenient time. This ensured accuracy of information and reliability.

Management staff questionnaire

The management staff questionnaire focused on issues of management in managing change. It was to establish whether there is a change management plan tailored by the management, who were the participants in that committee, how the changes were administered to the teaching and non-teaching staff, whether there was close follow up and communication on change issues, and finally benefits of these initiatives in terms of efficiency and productivity.

Teaching staff Questionnaire

This questionnaire looked into the participation of the teaching staff in planning and implementation of change in MTTI. It also put a check on effect of change management on the teachers' motivation and whether that motivation translates to efficiency and productivity.

b) Interview schedule for support staff

According to Orodho (2006), an interview schedule is a set of questions that an interviewer asks helping to obtain the data required to meet the specific objectives of the
study. The researcher used an interview schedule to obtain data from the support staff who may not be able to understand and answer the questionnaire. The interview focused on the participation of the subordinate staff in planning and implementation of change in MTTI and whether the changes are deemed relevant by the change agents. It put a check on effects of change management on the workers’ motivation and whether that motivation translates to efficiency and productivity.

3.7 Piloting of research instrument
Kerlinger (1964) advices that an instrument should measure what it purports to measure in order to test the reliability and content validity of the research instrument which is piloted. The questionnaires and interview schedules were piloted in MTTI to five correspondents from management, teaching and subordinate staff. The piloting ensured clarity and sustainability of the language used and gave a chance for expert opinion from my supervisors who checked on the content and constant validity of the instruments. This assisted in eliminating any weakness that might have been contained in the instruments.

3.7.1 Validity of the instruments
Validity is the degree to which a test measures what it is supposed to measure, (Gay, 1992). Validity of instruments to be used for data collection was determined through content validity procedure by seeking expert judgment and discussion with the supervisors.

3.7.2 Reliability of the instruments
Reliability of the instrument concerns the degree to which a particular measuring procedure instrument gives similar results over a number of repeated trials (Gay, 1992). The identified problems were supplied with the instruments and were scored manually by the researcher for the consistency of results. The responses were analyzed after which two weeks period was allowed to pass before the same treatment was applied to the same respondents. After doing pretest-retest, the result was subjected to spearman’s coefficient of correlation in order to come up with a coefficient of correlation to show whether the
items in the instrument of data collection were reliable. The correlation appeared above 0.5 and the items were regarded as reliable. Whereby the formula used was:

\[
\text{Rho (r_s)} = 1 - \frac{(6 \sum d_i^2)}{n (n^2 - 1)}
\]

Where \( \text{rho (r_s)} \) = Spearman’s coefficient of correlation

\( d_i \) = different between ranks of pairs of the two variables

\( n \) = the number of pairs of observation

3.8 Data Collection Procedure

For the purpose of administration of instruments the researcher sought permission from the Ministry of Education Science and Technology (MoEST) to conduct the research from the MTTI management, teaching and subordinate staff. There was a recruitment of a research assistant who was inducted for a day for her to understand the research problem, methodology and the instruments. The researcher then sort the consent of the respondents assuring them that the information given will only be used for the purpose of the study. Then the researcher distributed the questionnaires for the management and teaching staff at 10.00 am, tea time for three days when most of them were available in order to cover all of them. The subordinate staff was interviewed by the researcher all through and the results coded manually as most of them were not comfortable with tape recording. The researcher ensured that all questionnaires issued were all collected systematically just as they had been issued. They were then counted to confirm the number returned at hand.

3.9 Data Analysis

Responses from questionnaires, interview schedules were organized according to pertinent aspects of the study. Gay (1992) observes that the complexity of analysis is not an indicator of its goodness. The researcher used quantitative and qualitative methods to
analyze data. Data were analyzed quantitatively by describing and summarizing the data using descriptive statistics, which enabled the researcher to meaningfully describe distributions of scores or measures using statistics. Qualitative data were analyzed in a systematic way in order to come up with useful conclusions and meaningful recommendations. Upon obtaining the relevant information the researcher established pattern trends and relationships from the information gathered. The qualitative data was grouped into similar themes and analyzed so as to display the opinion of the respondents. For purposes of comparisons, explanations and clarity, data was presented in frequencies, pie charts, bar charts, and percentages.

For quantitative data, frequency tables were used to enable arranging of data from the lowest to the highest percentages; also measures of central tendency were used as a data analysis technique which enabled the testing of relationships between the dependant and independent variables.
CHAPTER FOUR
PRESENTATION OF RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction
This chapter is divided into two main sections. Section one presents demographic data for the subjects. The second section presents the results of the study which are organized along the research questions of the study. In this case, the results of the study will be presented based on research questions. As such, the research question will be first posed and then the data relating to that research question will be presented. The following Research questions were the principal guiding factors in the data analysis, which will be followed by a summary statement of the conclusion of the study in regard to the question.

i) To what extent is the entire staff involved in matters relating to change management at Machakos Technical Training Institute?

ii) What is the management doing to ensure that the employees are well prepared to handle their new assignments?

iii) What is the impact of change management on employees’ productivity and efficiency at Machakos Technical Training Institute?

iv) How effectively is communication used towards efficient change management?

4.2 Demographic data of study participants

The respondents’ demographic data is presented in the following figures:-

Figure 4:2.1 Ages of respondents

![Respondents by age groups](image-url)
Figure 4.2.1 shows the respondents by age groups as 20-25 is (5.8%), 25-30 was (5.8%), 30-35 was (23.8%), 35-40 was (19.4%), 40-45 was (19.4%) and 45 and above (76%) being the highest in number.

**Figure 4:2.2  Professional qualifications of the management staff**

As indicated in Figure 4.2.2, the research found out that the management staff were highly qualified with (25%) obtaining Masters Degrees, (50%) University Degrees and only (25%) were Higher National Diploma holders.

**Figure 4:2.3  Professional qualifications of the teaching staff**
Figure 4.2.3 shows the professional qualification of the respondents as, Higher National Diploma (40%), Bachelor of Education (30%), Postgraduate (10%), and Others (20%). This reveals that the teaching staff is composed of well learned personnel who should be very resourceful when it comes to planning, implementing and administrating change issues. All these are very helpful in an inclusive decision making.

**Figure 4:2.4  Duration of work at MTTI by management Staff**

As concerns the work experience of the management respondents figure 4.2.4 shows that (85%) said yes, that is they had worked else where before joining MTTI, while (15%) said no and had only worked in MTTI for their period of employment.

This indicates that there had been a big change over years with different new management personalities coming in with new workers that they probably viewed as loyal to them. However, the number of years worked in other institutions ranges from 5-10 years for most of the respondents. Having worked in other institutions gives the members a status of exposure and hence can give varied ideas regarding the change at hand.
Figure 4:2.5  Duration of work at MTTI by the teaching staff

According to Table 4:2.5 the duration of teachers working at the institute it was found out that, those teachers who worked Less than 5 years were (55%), 5-10 years were (10%), 10-15 years were (15%) and 15 and above years (20%).

This also shows that there are still a number of teachers who have worked for a very long period of time in the institute without being transferred to other stations. TSC as a matter of fact has allowed some teachers to actually own a station by not transferring them to other places for exposure and in attempt to preventing cartels in change hurdles. The danger of holding teachers in one station for long is that apart from lack of exposure, the teachers are used to one traditional way of doing things and therefore rigid to new approaches.
4.3 The magnitude of change realized in the institution

The researcher first established whether there were truly any changes that had been effected by the management in the recent past. This then would give a basis for analyzing on how these changes have influenced performance by members of staff in terms of attainment of goals and personal satisfaction.

Table 4.3.1 Changes effected by management in recent past

<table>
<thead>
<tr>
<th></th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>big change</td>
</tr>
<tr>
<td>1 Time schedules</td>
<td>30</td>
</tr>
<tr>
<td>2 Additional Teaching Subjects</td>
<td>60</td>
</tr>
<tr>
<td>3 Change in Leadership personalities</td>
<td>70</td>
</tr>
<tr>
<td>4 Change in Technology</td>
<td>70</td>
</tr>
<tr>
<td>5 Student Admission Capacity</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3.1 shows the kind of changes that have been effected as follows:-

**Time schedules:** (30%) big change, slight change (70%). The teachers explain that the working period was pushed up from the official 4.00pm to 5.00pm due to lack of class rooms to accommodate more shifts in order to deal with the large numbers of admissions.

**Additional Teaching Subjects:** (60%) big change, (40%) slight change. In an attempt to expand the management has introduced new courses and subjects to be taught by the same teaching staff therefore contributing to understaffing.

**Change in Technology:** (70%) big change, (30%) slight. The teaching staffs have to use the internet in doing their research and preparation for their lessons, they also have to work with the computer in preparing performance records for the students. The school has developed various computer templates with the assistance of the information technology department to assist the teachers in the input of various data.
Change in leadership personalities: (95%) of the respondents agreed that in the recent past there had been a big change in leadership personalities at the management level. (5%) of the respondents however said that there has been a slight change in leadership. It was realized that the (5%) were new staff who had not been in the institute for long.

Student admission capacity: The study also realized that the institute has increased in a great deal the number of students that are admitted as new subjects have been introduced in various departments. This is a change that was unanimously agreed by all respondents as (100%).

It is evident that there have been changes in the institution in the recent past initiated by the management. It is important to find out how the whole staff was incorporated in the planning and implementation of these changes and whether the change process adds value towards attainment of goals hence higher performance.

4.4 Involvement of staff in change management processes

**To what extent is the entire staff involved in matters relating to change management at Machakos Technical Training Institute?**

Having established that there are sure so many changes that have been initiated by the management, the researcher was interested in knowing who were the major players in regards to planning and implementation.

4.4.1 Participation in planning for change

Planning means analyzing a situation, determining the goals that will be pursued in the future and deciding in advance the actions that will be taken to achieve these goals. All levels of operations therefore need to be involved for the successful acceptance of the changes decided on.

The researcher therefore looked into the participation of various levels of operation within the institute as follows;
According to Table 4:4.1, the data on participation in planning for change by members of staff indicates that (80%) of the management staff highly participates in planning for any change that is to be initiated in the institute, (20%) of the management staff said they partially participate in planning for change.

Amongst the teaching staff, their participation in planning for change was recorded as follows; high participation (20%), partial participation (20%), while the other (60%) said that they participate very little in any planning for change that is initiated by the management.

The results of participation in planning for change by the subordinate staff were; (10%) indicated that they partially participate in planning, while (90%) indicated that they participate very little.

The study also realized that the management involved experts depending on the technicality and magnitude of the change and therefore about (20%) was realized as a partial participation by experts involved, while (80%) participates very little.

This reveals that the management staff who are entrusted with the task of promoting change in the institute have dominated the planning process having (80%) of their members being very active. The management staff explained that the various changes that they handle need home grown solutions and therefore change experts are rarely involved in the planning depending on the technicality of the change at hand.

It is also noted that the teaching staff who are directly dealing with the changes that are planned for are highly involved at only (20%) and partially involved at (20%) yet the
larger percentage of 60 are not participants in planning for the changes. The teaching staff seems to be reading a raw deal in the planning for various changes that are initiated by the management as only a few of them are involved in the planning for change very oftenly.

4.4.2 Participation in implementation of changes

This is an important element in a change management process whereby the planned resolutions are then put to practice. This should be done by all stakeholders and proper supervision is required to ensure that all is moving well as earlier planned. The table below indicates the participation of various levels of staff.

Table 4.4.2 Participation in implementation of changes

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Management staff</th>
<th>Teaching staff</th>
<th>Subordinate staff</th>
<th>Change Management experts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Participants</td>
<td>Partially Participants</td>
<td>Very Little Participants</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>35</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
<td>100</td>
<td>-</td>
</tr>
</tbody>
</table>

As indicated in Table 4:4.2, participation in implementation of changes (80%) of the management staff said that they highly participate in the implementation of changes while (20%) of them said that they are partial participants.

The teaching staff also participated actively with (80%) having highly participated and (20%) partially participating.
The subordinate staff participation was recorded as (25%) highly participating, (35%) as partial participants and (40%) participated very little. The management staff also said that they do not outsource much on experts when it came to implementation and therefore change management expert’s participation was recorded as very little if any.

The study shows that the management staff takes the heavy task of implementing the various changes planned for and at this level they heavily involve other members of staff unlike in planning. The members of staff therefore are expected to put in a lot of effort in implementing a program that they did not get a chance to participate in its planning process.

4.5 Preparation of staff to sufficiently meet challenges of initiated changes

What is the management doing to ensure that the employees are well prepared to handle their new assignments?

Change frequently demands for new knowledge, skills and competencies. Increasingly managers have to learn new leadership styles, staffs have are expected to be innovators and improvers, which they can only do if they are sure of what they are doing. All these call for training, job counseling and a lot of encouragement.

The researcher gathered the following information regarding to what the management is doing to ensure that the staff is well prepared to meet their new tasks.
Figure 4.5.1 shows that The management has ensured that the management team is encouraged to take short time courses or training in order to meet there new management challenges. This is evident by (75%) of the management staff agreeing that they often go for short time courses and only (25%) say they rarely attend short time courses. It is with no doubt that the managers organize courses and trainings for themselves rather than organizing them for the deserving staff that directly deal with change on the ground hence the training has no great effect on change management.
Figure 4.5.2 indicates that the (75%) of the management staff oftenly attend seminars on relevant topics regarding the changes planned for. Among the 75% were the principal, her deputy, the dean of studies who attended most of the seminars. In that light of seminars, only (25%) respondents rarely attended seminars.

The management staff informed the researcher that in order to keep up with the new changes either in technology or other improvement, they send their staff to attend relevant seminars. These seminar opportunities just like the short trainings are popular with the management staff rather than the teaching and non teaching staff and are organized by the management.
Figure 4.5.3 shows that (20%) of the respondents among the management team averagely went for industrial attachment while (80%) of them indicated very little opportunity.

The management does not organize much of industrial attachment for themselves compared to seminars and short courses.

The management staff explained that industrial attachments take a longer duration compared to seminars and therefore they do not want to release the management team to the attachments unless it is very necessary.

Being a technical training institute, the management expressed concern about giving learners the right training for the market. They therefore thought it was only right to send more lectures on industrial attachments so that they could teach the relevant industrial requirements hence prepare the learners for the competitive industry.
Figure 4.5.4 On job training for management staff

Figure 4.5.4 shows that the respondents were (20%) very often, (40%) averagely and (40%) very little. The study shows that only (20%) of the management staff had got the opportunity to learn on-job. The study shows that there was very little delegation of work and so low on-job learning.

Table 4.5.1 Preparation of the teaching and non teaching staff for roles

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not At all</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short term courses/training</strong></td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td><strong>Attending relevant seminars</strong></td>
<td>15</td>
<td>30</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td><strong>Industrial Training Attachment</strong></td>
<td>30</td>
<td>20</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td><strong>On job training</strong></td>
<td>35</td>
<td>20</td>
<td>30</td>
<td>25</td>
</tr>
</tbody>
</table>
The teaching and subordinate staff indicated the following results in table 4.5.1 regarding the effort of the management to prepare them to meet their new tasks;

**On short time courses/training**, (20%) of the respondents said they Very often they are sent to take part in short time courses or training organized by the management, (25%) indicated that they Often go for training, (20%) of the respondents said they Rarely attend short time trainings while (35%) said that they have Not at all attended any training towards their new tasks.

The preparedness according to attending relevant **seminars** were, (15%) of the respondents said they Very often attended seminars on change issues, (30%) indicated that they Often attended seminars, (25%) said Rarely got a chance to attend seminars while (30%) said they have never had a chance to attend any seminar on change management organized or facilitated by the management.

In **Industrial Training attachments** on current market trends, (30%) of the respondents said that they were Very often sent on industrial training attachments organized or facilitated by the management, (25%) indicated that they Often attended seminars, (20%) said were Rarely considered for industrial attachments, while (25%) said they have never had a chance to attend any industrial attachment.

**On-job training**, the results were; (35%) of the respondents said Very Often they were involved in on-job training within the institute, (20%) said they were Oftenly involved, (30%) said Rarely while (25%) said Not at all were they considered for an On-job training.

The results of therefore show that as much as the management team is putting some effort in preparing their staff to meet challenges of change, they need to do more and involve
more of the staff members in all the programs they have initiated. Being a technical institute, the teachers need to often boost their skill knowledge in order to stay relevant to the learners and the industries that the learners are prepared to join.

4.6 Effect of change management process on employee productivity and efficiency

What is the impact of change management on employees' productivity and efficiency at Machakos Technical Training Institute?

Change is viewed to be for the betterment of the institution but may also prove to give negative results if the process is not well followed. The researcher therefore wanted to ascertain whether the changes initiated improved on employee’s productivity and efficiency at work, hence performance. It also sort to find out whether the management prepares the workers in order to meet various changes in order to boost there productivity and efficiency.

Figure 4.6.1 Value of training to job performance
The researcher found out in relation to training and job performance that (20%) said that it was extremely valuable, (40%) said that it was valuable, while (40%) said it was slightly valuable as shown in figure 4.6.1

Figure 4.6.2 Impact of change on output of workers

Figure 4.6.2 shows how the changes initiated impacted on the output of the workers. (20%) of the respondents said that there was excellent improvement on output due to changes initiated while (80%) of the respondents said there an average impact on output of the workers.
Most of the respondents in figure 4.6.3, that is (70%), agreed that they completed the new assignments on time, while (30%) said that they were unable to complete the assignments regarding changes of the previous year. That shows that only a few people were unable to complete their assignments on good time by the end of the year.

4.7 Change versus motivation of workers (teaching and subordinate staff)

The researcher had established that there were rewards given to the staff members who had performed well in the year. These rewards were organized by the management staff and included both monetary and non monetary.
Table 4.7.1 Changes versus motivation

<table>
<thead>
<tr>
<th></th>
<th>Percentage (%)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quite often</td>
<td>Rarely</td>
<td>Very Rarely</td>
<td>Not At all</td>
</tr>
<tr>
<td>1</td>
<td>Issuing of certificates</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>On offering promotion in grades</td>
<td>15</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Increment in remuneration</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Non-financial rewards like trips</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Continued training</td>
<td>10</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Issuing letters of appreciation</td>
<td>50</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4.7.1 indicates that members of staff whose delivery had improved due to change in various ways by issuing of certificates (30%) of the respondents felt it was done quite often, (30%) said rarely, (30%) said very rarely, and (10%) felt certificate issuing was not done at all.

On offering promotion in grades (15%) respondents felt it was done quite often, (15%) said this was rare, (20%) said very rarely (50%) said this was not done at all.

On increment in remuneration, the respondents were, (10%) who said quite often, (15%) said rarely, (25%) said very rarely and (50%) said this was not done at all.

Non-financial rewards fully paid staff trips. The respondents (5%) said quite often, (10%) rarely, (30%) very rarely and (55%) said not all. Continued training including sponsorship for further education, (10%) said quite often, (10%) rarely (30%) very rarely and (50%) said not at all. On issuing letters of appreciation (50%) said quite often, (30%) said rarely, (10%) very while (20%) said not at all.
However little, the management has tried to reward performers in order to motivate the workers to keep up with the good work or even to improve and do better.

**Figure 4.7.1 Motivation of workers**

In relation to self ranking (5%) of the respondents ranked themselves as highly motivated (65%) said they were motivated and (30%) said they were de-motivated.

**4.8 Communication in change Management (Management team)**

*How effectively is communication used towards efficient change management?*

There is a need to build consensus so that decisions can be taken and the change process can move forward. Consensus building activities build constituencies for change to ensure momentum for change is not dissipated in in-fighting among stakeholders about details. These activities can also overcome resistance to change and entail opportunities to discuss or ascertain real versus apparent agendas. For any change instantiated to be
successful there has to be good Communication between the management team and the implementers of that change.

All the staff members agreed that there was a suggestion box in the institute which was used as a way of solving the communication gap between the management and the staff.

**Figure 4.8.1 Communication by workers through suggestion box**

![Figure 4.8.1 Communication by workers through suggestion box](image)

Figure 4.8.1 Shows how the workers were able to communicate on issues of changes implemented whether they are workable or not and the findings were as follows, Quite often (15%), Often (40%), Rarely (30%) and Never (15%).

These results reveal that not many members of staff use the suggestion box as a means of communicating to the management about change issues.
The degree of implementation of what is in the suggestion box showed that (10%) said it was often implemented, (35%) said it was rarely implemented, while (55%) said their suggestions have never implemented.

The suggestion box may be present but if it is not used to solve the present problems then it is reduced to useless. If the suggestion box is to be used for communication then it must actively be visited and suggestions responded or reacted to.
On the rate of the information flow (15%) of Respondents said it is perfect, (35%) said it is fair, (30%) said it is poor and (20%) said it is very poor.

It is important to note that the management is trying hard to ensure that there is some form of good information flow from the office to the members of staff on change issues. About half of the members of staff think that the information flow is good while the other half thinks that something more can be done about the flow of information.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
In this chapter the results of the study are summarized, discussed and recommendations made thereafter. The following were the guiding objectives in the study:

i) To determine the extent of inclusion of the entire staff in change management process.

ii) To ascertain the steps taken by the management to ensure that the employees are able to handle new challenges.

iii) To analyze the consequences of change management on employees’ productivity and efficiency in the institutional management.

iv) To determine how effectively communication is used towards efficient change management?

5.1 Summary of the findings are as follows:

5.1.1 A) Management respondents.

General information
a. Demographic data on management respondents showed that (40%) of them fell between 35 to 40 years, another (40%) were between 40 to 45 years while (20%) were above 45 years. Majority of the managers (60%), were therefore above 40 years old.

b. The respondents’ professional qualifications were; (25%) had higher National Diploma were, Bachelor of education holders were the majority with (50%) the other (25%) had Masters Degree in deferent disciplines.

c. The average years of working in the institute were 15 years and above for most of the respondents, yet interestingly, they had moved through ranks within the institute to finally be promoted to management ranks.
d. Concerning the change management programme initiated by the management (65%) of the respondents agreed that the institution have a change programme, (25%) said there was no change program that they new of while (10%) were non committal.

e. All the respondents (100%) agreed that there were funds set aside for the sake of a change management process.

5.1.1 B) Teaching Staff respondents

General information

a. The demographic data for the teaching staff respondents showed that by age groups, between 20 to 25 years were (5.8%), 25 to 30 years were (5.8%), 30 to 35 years were (23.8%), 35 to 40 years were (19.4%), and between 40 to 45 years were (19.4%). Therefore, the majority (76%) ranged at above 45 years. There are older people in the teaching staff than the young

b. On professional qualification, the respondents with Higher National Diploma were (40%), Bachelor of Education and other degrees in technical oriented subjects were (30%), there were (10%) Postgraduate holders, and Other qualifications other than the above were (20%).

c. Concerning the working experience, a majority of the respondents (85%) indicated that they had worked elsewhere before joining MTTI, while (15%) had only worked in MTTI with no previous experience. However, the number of years worked in those other institutions ranged from 5 to 10 years for most of the respondents.

d. The duration of working at the institute were; a majority of (55%) had worked for less than 5 years, between 5 to 10 years were (10%), 10 to 15 years being (15%) while above 15 years were (20%).

e. Looking at the results of the study, it is evident that this staff room is very rich in human resource in terms of age, experience and even education. All these should be well tapped for the benefit of a smooth positive change management for higher performance and achievements of goals.
5.1.2 Inclusion of staff in change management process

a. The study shows that there have been many changes initiated by the management. Most of these changes have been necessitated by the large numbers of admission of learners and increase of new teaching subjects. Technology leads in the changes implemented at (70%). The teaching hours had also to be adjusted in order to accommodate all the learners in classrooms as the rooms are not adequate.

b. The change initiatives by the management indicated that the majority (80%) of the management staff highly participated in planning for change. Amongst the teaching staff only a skeleton of (20%) highly participate in the planning for change and another (20%) being partial participants, the subordinate staff majority (80%) participates very little just like the Change Management Experts who registered (80%) in participating very little. Therefore the planning for change is an exercise that is more associated with the management staff and very little incorporation of the other members of staff if any.

c. Participation in implementation indicates that majority management staff (80%) highly participates in implementation. Unlike planning where the teaching staff are not well represented, at the implementation stage the majority of teaching staff highly participates at (80%). The subordinate staff majority (40%) participates very little, while Change Management experts (80%) participate very little.

5.1.3 Preparation of staff to sufficiently meet challenges of initiated changes

a. Having initiated several changes, it is the responsibility of the management to prepare their staff to adequately meet challenges that come with these changes in order to improve on performance.

b. On short term courses/training, the management staff takes the lead in attendance as (75%) of them have had a chance of attending these courses. On the other hand only (25%) of the teaching staff had the opportunity to attend these courses and no subordinate staff got to enjoy this facility.
c. Regarding attendance of relevant seminars, there was also a high attendance on the part of the management staff at (75%). Here also the teaching staff and the subordinate staff are not well represented in comparison to the management staff.

d. Industrial Training attachments on current market trends are majorly given to the teaching staff rather than the management and subordinate staff.

e. On-job training was also used as a way of preparing the staff towards the tasks expected of them to handle. Here, the teaching staff had a better opportunity as there is a lot of delegation of duty to the teaching staff compared to the management staff and subordinate staff.

f. The results therefore show that as much as the management team is putting some effort in preparing their staff to meet challenges of change, they need to do more on seminars and short term trainings. Being a technical institute, the teachers need to often boost their hands-on knowledge in order to stay relevant to the learners and the industries that the learners are prepared to join.

5.1.4 Effect of change management process on employee productivity and efficiency

a. Even with the many changes that were noticed, the management were still very pessimistic that the productivity and efficiency of work will remain high hence contributing to high performance. The study shows that a majority of (80%) of the respondents felt that there was only a small improvement on the output of the workers.

b. It is also noted that the kind of preparations offered towards attainment of a smooth change management process did not contribute much towards improvement of productivity as those who got the opportunity in the preparations did not have the opportunity to share the same knowledge with other members of staff.

c. All the same the majority of the workers managed to beat the deadlines and complete their assignments within the required time.
5.1.4 Change versus motivation of workers

a. It was realized that the management use appreciation letters and certificates as a means of rewarding those who had excelled in tendering their duties. This did not seem to be much welcomed by most of the members of staff who said they would have preferred rewards such as trips and monetary rewards.

b. The subordinate staff were rather comfortable with promotion at work and adjustment of their pay package as a reward for higher performance.

c. In overall, majority of the respondents were not satisfied with the way the management handled issues of motivation.

5.1.5 Communication in Change Process

a. Communication in any organization is very vital. In relation to the MTII all members of staff were in agreement that there existed a suggestion box in the institute to aid in filling the communication gap between the staff and management.

b. Much as there is a suggestion box, not many members are seen to be using the box as a means of communicating their concerns regarding changes to the management, in fact, the non teaching staff have never used the suggestion box at all to air their concerns on change issues.

c. The few members who make use of the box have indicated that the implementation of the suggestions communicated in the suggestion box is rather wanting as it showed that non of the concerns raised by the members were not dealt with by the management staff.

d. Information flow from administration to staff is efficient but that of staff to administration is not satisfactory.
5.2 Discussion of findings

From the findings of the study it was established that the management has introduced several changes in the institution in the recent past. However, the staff has not been satisfactorily involved and included in the change management processes such as planning, implementation and open discussion of the effects of the changes. The study reveals that the management staff who are entrusted with the task of promoting change in the institute have dominated the planning process and having very little to do with the members of staff. This is a big undoing of the management of MTII as the changes are not embraced by the staff members and they instead view the changes as do or die rather than improvement of the current status.

Change frequently demands for new knowledge, skills and competencies. Increasingly managers have to learn new leadership styles. They are expected to be innovators and improvers, which they can only do if they are sure of what they are doing. All these call for training in one way or another. The study has shown that the management has made effort in preparing their staff to meet challenges poised by change by introducing short term training, seminars, industrial training attachments and on-job training. However these efforts do not adequately meet the needs of the staff towards change management as they are not relevantly given to the needing staff.

Productivity and efficiency of the employees was not very satisfactory as the value of training employed did not reap much according to the workers. The out put therefore remained average even with the many changes introduced. Majority of the workers managed to complete their assignments within the required time, this they reiterated was done by means of trial and error. If the workers were very sure of the process expected of them their targets would have been met appropriately.

The study’s findings further revealed that the communication process on change management issues is more of management to staff and very little feedback and follow ups from the members of the staff. The communication therefore is used as
ends and hence rules rather than building consensus amongst the workers. For any of these changes to be well received it is the duty of the management to give clear instructions and make a follow up to get feed backs on challenges on change.

5.3 Conclusion
The findings of this study with the help of the Four objectives, indicate that the management of MTTI has initiated several changes in the recent past due to the high intake of learners and introduction of new teaching subjects. However, these changes are done with very little consultation with the members of staff in terms of planning and implementation. Except for industrial attachment, the staff is not wholly and adequately prepared to handle the challenges that come with change. Therefore there is little improvement on performance even with the changes that are in place.

The performance in change management is further dragged down by low motivation of the very people who are expected to handle these changes. It is important to note that the management is trying hard to ensure that there is some form of good information flow from the office to the members of staff on change issues. But all these can only be seen as mere orders if there is no proper follow up to get a feed back from those members of staff.

The problems, which range from training, communication, appreciation, involvement, remuneration and internal sensitization of projects, should be addressed in order to embrace a sense of equity and efficiency among the administrators, academic staff and the subordinate staff to benefit the learners. When this is done, the objectives intended for any change in an institution or organization will be deemed as positive and contribute more towards better performance in the management issues and results.
5.4 Recommendations

From the results of the study, the following recommendations were drawn:-

a. Managing organizational change will be more successful with application of the following principles: Change management entails thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the changes. When change is forced on people, its management is strained hence choking performance. Change must be realistic, achievable and measurable. Relevant infrastructure must therefore be put in place before starting organizational change. One should ask the following questions; What do we want to achieve with this change, why, who are the major players and how will they react to it? How much of this change can we achieve ourselves, and what parts of the change do we need help?

b. The staff of MTTI is blessed with members who are well qualified professionally, experienced and advanced in age. The management should take advantage of these qualities and make use of the members of staff by incorporating them actively in planning and implementing change. This way the staff own the changes and feel like they are part of the whole process rather than carrying out orders.

c. Training implies putting skills into people, when actually we should be developing people from the inside out; beyond the skills. The management of MTTI need to focus on facilitating learning by concentrating on more relevant, fast and all inclusive means of training.

d. The management needs to consult widely regarding motivation otherwise their hope to motivate the workers may be irrelevant hence a de-motivation to the
workers instead. Involvement of workers at the initial stages of change process can in itself act as a big motivation to the handlers especially when it finally succeeds in improving performance, everyone would then wish to identify themselves with the process. Communication is a vital tool in change management in order for it to yield success. MTTI and other institutions should ensure a clear and definite flow of information from the management to the staff and follow up for feedbacks and reactions to the changes. People can’t just drop everything and ‘change’, or learn new skills, just because it is said so from above, it is important to gradually introduce change, explain the importance and at the same time build consensus with the people who are to handle that change.

5.5 Recommendation for further research

This study entailed a general study of one institution, being MTTI and the learners were not involved in the study yet any kind of change being carried out in any institution should be tailored to benefit learners. As such the findings of this study may not be generalized to cover performance in educational achievement. Therefore to be of a wider use, the following recommendations could be useful for further research:

a. A study needs to incorporate learners as judges to improvement on performance.

b. A study could also be carried on attitude of both the change initiators and those on the ground and actually handling the change.

c. Communication appears to be a vital element of change management and therefore should be given more light and attention in any study concerning change management.
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Standards Correspondents (24th August 2007) A change we can believe in.
Mombasa Rd, Standard Ltd

Standards Correspondents (13th September 2009) Handling change positively
Mombasa Rd, Standard ltd


APPENDIX A
INTRODUCTORY LETTER

Miriam W. Ajwang,
P.O Box 136
Machakos
KENYA.

Dear Respondent,

SUBJECT: ASSISTANCE IN FILLING IN A QUESTIONNAIRE:

This is to inform you that I am a student of Kenyatta University pursuing Master in Education (administration) degree and as part of the course requirement; I am expected to carry out research project work of which I am researching on “consequences of change management in an institutional performance.”

The purpose of this letter is to request you for assistance in responding to the questionnaires and returning them to me. You are further assured that any information given will be used for the purpose of the study only.

Looking forward to your assistance and corporation.

Yours faithfully,

Miriam Waganda Ajwang
APPENDIX B
QUESTIONNAIRE FOR MANAGEMENT TEAM

Instructions

- The purpose of this study is to unveil the consequences of change management in an organizational performance with reference to Machakos Technical Training Institute.
- You are assured that the information obtained herein shall only be used for the purpose of this study and shall be exclusively confidential. Any additional information that may not have been covered by this questionnaire will be appreciated and you may write them at the back of the questionnaire or on additional paper.
- Do not write your name anywhere in this questionnaire.
- Please answer the questions as honestly as it is and mark an X in the spaces provided and as elaborated by the research assistant.

Part A: General information

1. Position in employment ..............................................

2. Age of respondent;

   1) 20 to 25 years □ 4) 35 to 40 years □
   2) 25 to 30 years □ 5) 40 to 45 years □
   3) 30 to 35 years □ 6) 45 and above □

3. What is your Level of education?

   Secondary □ Diploma □ First Degree □ Post graduate □


5. How long have you been in the institution? ..............
   Other specify ..........................................................
Part B: Change initiatives by management

6. Do you have a change management program initiated by the management?

1. Yes □ 2. No □

7. If yes to 4 above, are there funds set aside for the sake of change management process?

   Yes □ No □

8. In a scale of 1 to 4 show (by marking X) the participation of the following people in planning for change. (NB: 4 – Highly participates, 3 – partially participates, 2 – participates Very Little, 1 – Does Not participate at all)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subordinate staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change management experts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. In a scale of 1 to 4 show (by marking X) the participation of the following people in change implementation. (NB: 4 – Highly participates, 3 – partially participates, 2 – participates Very Little, 1 – Does Not participate at all)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subordinate staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change management experts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. In a scale of 1 to 4 show (by marking X) how each of the issues listed below are hindrances to your change efforts. (NB: 4 – Highly hinders, 3 – Hinders sufficiently, 2 – Hinders Very Little, 1 – Does Not Hinder at all)

<table>
<thead>
<tr>
<th>Issue</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortage of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An indifferent staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of change experts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time to follow up the initiated changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part C: Effect of change management on employee productivity and efficiency

11. Tick changes that have been effected by the management in the recent past?

- Remuneration based
- Technology Based
- Performance based
- Motivation based
- Others

Specify: ..........................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

12. How do the changes initiated impact on the output as a worker?

- Excellently
- Averagely
- Poorly
- Not at All

13. In a scale of 1 to 4 show (by marking X) how the management prepares the staff to adequately handle matters of change. (NB: 4 – very often, 3 – averagely, 2 – Very Little, 1 – Not at all)

<table>
<thead>
<tr>
<th>Preparation Method</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing short time courses / training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial training attachments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On job training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Does the preparation offered add any value to job performance of the staff?

1) Yes  2) No
15. If the answer to 14 above is yes, in a scale of 1 to 4 show (by marking X) how you commend the members of staff whose delivery have improved due to the training offered. (NB: 4 – Quite often, 3 – Rarely, 2 – Very rarely, 1 – Not at all)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Issuing of certificates</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Offering promotion in grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Increment in remuneration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Issuing letters of appreciation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part D: Communication in Change management

16. Does your institution maintain a staff suggestion Box?
   1) Yes   2) No

17. If yes, how often are the suggestions implemented?
   1) Quite often   2) Often
   3) Rarely   4) Never

18. How often are workers able to communicate on issues of changes implemented whether they are workable or not?
   1) Quite often   2) Often
   3) Rarely   4) Never
APPENDIX C

QUESTIONNAIRE FOR THE TEACHING STAFF

Instructions

- The purpose of this study is to unveil the consequences of change management in an organizational performance with reference to Machakos Technical Training Institute.
- You are assured that the information obtained herein shall only be used for the purpose of this study and shall be exclusively confidential. Any additional information that may not have been covered by this questionnaire will be appreciated and you may write them at the back of the questionnaire or on additional paper.
- Do not write your name anywhere in this questionnaire.
- Please answer the questions as honestly as it is and mark an X in the spaces provided and as elaborated by the research assistant.

Part A: General information

1. Age of respondent:
   1) 20 to 25 years [ ]
   2) 25 to 30 years [ ]
   3) 30 to 35 years [ ]
   4) 35 to 40 years
   5) 40 to 45 years
   6) 45 and above

2. What is your professional qualification
   HND [ ]
   Bed. [ ]
   Med. [ ]
   Others, specify ..........................................................

3. Have you worked in any other institution YES [ ]  NO [ ]
   If yes, for how long have you worked in the other institutions?
   1) Less than 5 years [ ]
   2) 5 to 10 years
   3) 10 to 15 years
   4) Over 15 years

4. How long have you worked at MTTI?
   1) Less than five years
   2) 5 to 10 years
   3) 10 to 15 years
   4) 15 and above years
Part B: Involvement of staff in change management process

5. Has there been changes in the leadership/management of the institution in the recent past?
   Yes [ ] No [ ]

6. If yes, has there been a change in the way things are done (institutional culture) in your institution with the change in management?
   1) Big Change [ ] 2) Slight Change [ ] 3) Not at all [ ]

7. Tick changes that have been effected by the management in the recent past?
   Teaching methodology [ ] Additional Teaching subjects [ ]
   Time schedules [ ] Change in technology [ ]
   Others [ ]
   Specify: .................................................................................................................................

8. How often have you been involved in the planning for change?
   1). Very often [ ] 2). Rarely [ ] 3). Never [ ]

Part C: Change and efficiency at work

9. Were you able to complete your new assignments in the changes of last year within the set time?
   1. Yes [ ] 2. No [ ]

10. If not, in a scale of 1 to 4 show (by marking X) the major challenges you experience in coping with initiated changes in the institution. (NB: 4 – very often, 3 – averagely, 2 – Very Little, 1 – Not at all)

   |                          | 4 | 3 | 2 | 1 |
---|--------------------------|---|---|---|---|
1  | Lack of appropriate training |
2  | Inadequate information on the change issues |
3  | Inability to influence decisions made by the management |
4  | Inadequate resources |
11. In a scale of 1 to 4 show (by marking X) how the management has prepared you to adequately handle matters of change effected. (NB: 4 - very often, 3 - averagely, 2 - Very Little, 1 - Not at all)

<table>
<thead>
<tr>
<th>Subcategories of training given</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sponsorship on short time courses / training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Attending relevant seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Industrial training attachments on current market trends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 On job training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. To what extent has such training added value to your job performance?

1) Extremely valuable 2) Valuable 3) Slightly valuable 4) Not valuable at all

Part D: Change versus motivation of workers

13. If the answer to 14 above is yes, in a scale of 1 to 4 show (by marking X) how the management commends the members of staff whose delivery have improved due to the change. (NB: 4 - Quite often, 3 - Rarely, 2 - Very rarely, 1 - Not at all)

<table>
<thead>
<tr>
<th>Subcategories of remuneration</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Issuing of certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Offering promotion in grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Increment in remuneration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Non financial rewards e.g. congratulation by administration fully paid for holidays with my family, etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Continued Training including sponsorship for further education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Issuing letters of appreciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Does your institution maintain a staff suggestion Box?

1) Yes 2) No
If yes, how often are the suggestions implemented

Often  □  Rarely  □  Never  □

15. How would you rate information flow (i.e. Communication) from administration to staff in your institution?

1) Perfect  □  2) Good  □

3) Poor  □  4) Very Poor  □

16. As an employee of this institution where do you rank yourself in the following parameters?

1) Highly Motivated  □

2) Motivated  □

3) De-motivated  □

17. In your opinion, how do you rate your performance?

1) Above average  □

2) Average  □

3) Below average  □
APPENDIX D
INTERVIEW GUIDE FOR SUBORDINATE STAFF

Part A: General information
1. What is your age?
2. What is your professional qualification?
3. Have you worked in any other institution?
   If yes, for how long have you worked in the other institutions?
4. How long have you worked at MTTI?

Part B: Involvement of staff in change management process
5. Has there been changes in the leadership/management of the institution in the recent past?
6. If yes, has there been a change in the way things are done (institutional culture) in your institution with the change in management?
7. List the various changes that have come with the new management in the recent past?
8. How often have you been involved in the planning for change?

Part C: Change and efficiency at work
9. Were you able to complete your new assignments in the changes of last year within the set time?
10. If not, what are the major challenges you experience in coping with initiated changes in the institution.
11. How does the management prepare you to adequately handle matters of change effected.
12. To what extent has such training added value to your job performance?

Part D: Change versus motivation of workers
13. How does the management commend the members of staff whose delivery have improved due to the change.
14. Do those rewards mentioned above contributed to your effective delivery.
15. Does your institution maintain a staff suggestion Box?
   If yes, how often are the suggestions implemented
16. How would you rate information flow (i.e Communication) from administration to staff in your institution?
### APPENDIX E

**WORK PLAN**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ACTIVITIES</th>
<th>DURATION</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correcting of final draft of proposal as per supervisor's advice and submission for signature</td>
<td>1 Week</td>
<td>17&lt;sup&gt;th&lt;/sup&gt;-21&lt;sup&gt;st&lt;/sup&gt; Aug 2009</td>
</tr>
<tr>
<td>2</td>
<td>Letter from chairman seeking permit from Ministry of Education Science Technology</td>
<td>1 Week</td>
<td>24&lt;sup&gt;th&lt;/sup&gt;-28&lt;sup&gt;th&lt;/sup&gt; Aug 2009</td>
</tr>
<tr>
<td>3</td>
<td>Field Research: -Piloting</td>
<td>1 Week</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;-6&lt;sup&gt;th&lt;/sup&gt; Sep 2009</td>
</tr>
<tr>
<td></td>
<td>-Actual Data Collection</td>
<td>3 Weeks</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;-26&lt;sup&gt;th&lt;/sup&gt; Sep 2009</td>
</tr>
<tr>
<td></td>
<td>-Data Analysis</td>
<td>1 Week</td>
<td>28&lt;sup&gt;th&lt;/sup&gt; Sep-2&lt;sup&gt;nd&lt;/sup&gt; Oct 2009</td>
</tr>
<tr>
<td>4</td>
<td>Writing Chapter 4 and 5 and submission to supervisors</td>
<td>3 Weeks</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;-23&lt;sup&gt;rd&lt;/sup&gt; Oct 2009</td>
</tr>
<tr>
<td>5</td>
<td>Correction as per advice of the supervisors</td>
<td>1 Week</td>
<td>26&lt;sup&gt;th&lt;/sup&gt;-30&lt;sup&gt;th&lt;/sup&gt; Oct 2009</td>
</tr>
<tr>
<td>6</td>
<td>Submission of final draft</td>
<td>1 Week</td>
<td>31&lt;sup&gt;st&lt;/sup&gt; Oct-7&lt;sup&gt;th&lt;/sup&gt; Nov 2009</td>
</tr>
<tr>
<td>7</td>
<td>Any other corrections and binding</td>
<td>1 Week</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;-14&lt;sup&gt;th&lt;/sup&gt; Nov 2009</td>
</tr>
</tbody>
</table>
Ref: LETTER OF INTRODUCTION - WAGANDA MIRIAM AJWANG REG. NO. E55/CE/15450/05

This is to certify that WAGANDA MIRIAM AJWANG REG. NO. E55/CE/15450/05 who is a student in the Department has completed her coursework and examination in the area of Educational Administration. She is in the process of writing her project entitled: "THE CONSEQUENCES OF CHANGE MANAGEMENT IN AN INSTITUTIONAL PERFORMANCE: A CASE OF MACHAKOS TECHNICAL TRAINING INSTITUTE, KENYA"

She requires a research permit to this end. Any assistance accorded her will be highly appreciated.

Dr. S.N. Waweru
Chairman,

SNW/vmm
Our Ref:
NCST/5/002/R/1108/5

Date:
1st December, 2009

Miriam Waganda Ajwang
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The consequences of change management in an Institutional Performance: A case of Machakos Technical Training Institute, Kenya" I am pleased to inform you that you have been authorized to undertake your research in Machakos District for a period ending 30th January 2010.

You are advised to report to The Principal, Machakos Technical Training Institute before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:
The Principal
Machakos Technical Training Institute