Relationship between Charismatic Leadership and Implementation of Change Management strategies in Private Secondary schools in Nairobi County

Erick Huma, Dr. Elizabeth N. Nduku & Dr. Shem Mwalw'a

Relationship between Charismatic Leadership and Implementation of Change Management strategies in Private Secondary schools in Nairobi County

[1] **Erick Huma,** [2] **Dr. Elizabeth N. Nduku &** [3] **Dr. Shem Mwalw'a**

[1]**Doctorate Student, Catholic University of Eastern Africa**

[2] **Lecturer, Catholic University of Eastern Africa**

[3] **Lecturer, Catholic University of Eastern Africa**

Corresponding Author Email: ehuma2011@gmail.com

Abstract

Charisma is characterized by vision and a sense of mission, instilling pride and gaining respect and trust in a group. The purpose of this study is to examine and explore the relationship between charismatic leadership and the implementation of change management strategies in private secondary schools in Nairobi County. This study attempts to explicate and test the key role of charismatic leadership in bringing and implementing change in organizations. A test of the hypotheses was done using bivariate correlation analysis and multiple regression analysis. The study targeted the principals, teachers and school administrators from 28 private secondary schools. The study used both probability and non-probability sampling procedures. The sample size of this study were five hundred and thirteen (n=513) respondents. The study collected data from teachers and school administrators using questionnaires, and from principals using interview guides. Questionnaires were distributed both physically and through emails. The research instruments were tested by two experts for content, trustworthiness and face validity, and another test was done for data reliability. Data were analyzed using both quantitative and qualitative data analysis approaches following the research questions. For quantitative data, descriptive and inferential statistics was used for analysis; Statistical Package for the Social Sciences (SPSS) Version 26 was used to code data and conduct analysis. From the analysis, the study concluded that charismatic leadership has an effect on the implementation of change management strategies in the private secondary schools. The study recommended that top management need to encourage employees to share their opinion and be part of every creative process in the private secondary schools.

Key Words: *Charismatic Leadership, Implementation of change management strategies, private secondary schools*

1.0 Background to the Study

Traditionally leadership was not seen as a critical influence on creativity and innovation, rather managers needed to stand back and let the really creative people do the work (Gates, 2016, Tonkin, 2016). However, thirty years of evidence cited by these authors, indicates that leaders exert a strong influence on innovative cultures. Transformation that is significant, systematic and sustained change aimed at the success of all learners, poses new and exciting challenges for school leaders (Caldwell, 2014). Clearly old solutions to old problems will no longer suffice. New ways of thinking, new mindsets and new forms of expertise are required (Kaiser & Halbert, 2009; Caldwell, 2014).

Armstrong (2006) defines strategic change management as the activities adopted and implemented during the change process. These activities include leadership, communication, stakeholder involvement and employee participation among others. Strategic change can be affected by the internal state of an organization and its external environment. The fit between an organization and its external environment determines the performance of an organization and hence it is important to watch for current opportunities and threats in the external environment to quickly adapt.

Organizations change their strategy in response to the environmental change. An organization's environment can affect the change of strategy, but some organizations opt to keep their structure and strategy (Ichangi, 2016). The key objective of strategic change therefore, is to enhance the competitiveness of the organization and continuous adaption of the organization to various environmental turbulence levels. Individuals resist the transition that has to be undergone to incorporate change rather than the actual change. This is situational whereas transition is a process (Chemengich, 2013). One way of ensuring the survival of an organisation is through innovation. There is need to encourage innovation by loosening very tight controls and rigid structures. Survival can also be sought by widening the search for new ideas, maintaining a link between innovators and mainstream operators and finally improving co-operation and communication (Karmarck, 2013).

Charismatic Leadership is crucial in the management of change with stress on creating direction, aligning, motivating and inspiring others (Kotter, 1996). Even though leadership has always been associated with executive managers, there is a need for all managers to develop leadership skills. There is need to change programs and projects to best manage change in an organization (Cummings & Worley, 2013). Change is only possible when it is contextualized against the backdrop of a company's particular past and presents (Harigopal, 2014).

The place of innovation in creating schools for 21st century learners is central to Avenell's (2015) extensive work on developing 'future focused schools': Enterprises which thrive in the information-rich economy tend to image their personnel in new ways. The enterprise and its members are flexible, they can make quick and strategic decisions, they encourage innovation and entrepreneurship; they value creativity rather than conformity, they give members the power to take local decisions and to exercise initiative, and they regard the people in the organisation as partners rather than property.

Gates (2016) focused on the needs of the child and future society when they implore educators and families to foster creativity in young people so that they may live fulfilling lives and enable the planet to survive into the next century. They argue that schools are destroying creativity and must change. Zhao (2013) weighs into the creativity debate, urging educators to explore and create new world class education systems and schools through

different ways of thinking and teaching. He believes that the future needs innovators, creators and entrepreneurs; and that the reform efforts to date have been improving an out of date paradigm. Stoll (2011) summarises the challenge for educators and schools: To bring about the changes embodied in 21st century skills and create the kinds of learning environments that will enable learners to be more self-directed requires major shifts in many teachers' current practices. Teachers need to be creative, to experiment and try out new approaches of teaching and learning, and curriculum designing. The schools must also be places where teachers can develop an intellectual confidence to explore ideas and to make mistakes from which they can learn.

2.0 Statement of the Problem

Previous studies on charismatic leadership and implementation of change management strategies have targeted companies in developed countries (Abbasiyannejad et al. 2015). Such results may not be generalized for the third world countries because of cultural, economic, social, political and religious differences. This study is a source of subsequent studies on the role of charismatic leadership style in overcoming "employee resistance" in the management of organizational change process in the context of a developing country's institutional environment and more specifically private secondary schools in Nairobi County. This study determines whether charismatic leadership is an effective factor in overcoming resistance to implementation of strategic change in the private secondary schools in Nairobi County.

Research Question

What is the relationship between charismatic leadership and the implementation of change management strategies in private secondary schools in Nairobi County?

Research Hypothesis

There is no statistically significant relationship between charismatic leadership and the implementation of change management strategies in private secondary schools in Nairobi County.

2.0 Review of Literature

The term charismatic is derived from the word charisma. The word originates from Greek where its interpretation is "divine gift". There are various definitions of charisma within the field of organizational management. Max Weber points out that charisma relates to the personal virtue of an individual that differentiate them from the rest, as the society perceives the individual to exhibit exceptional qualities that are rare in others. Bernard Bass, on the other hand, argues that charismatic individuals have the favor of grace from the divine. Kouzes and Posner (2011) believe that a charismatic person is a person with a magnet like influence on the people. Charismatic leadership, on the other hand, refers to the application of charisma to encourage the desired behavior in others. The tenets of charisma in leadership include Confidence, Creativity, Vision, determination and Communication. (Conger & Kanungo, 2010).

Leaders with this skill employ seductive communication, persuasion, emotional appeal, and personal charm to accomplish their aim. Charismatic leaders need to understand the needs or interest of the employees so as to appeal to their desires. In addition, the leader needs to have the power to spark interest in the employee so as to portray the desired behavior. Here, motivation plays a huge role as the leader must manipulate the employee into thinking that accomplishing a certain task will benefit both the organization and the employee. Charismatic

leadership will function if only the employee feels a part of something great. This is normally the case in charismatic leadership where the leader is mostly influencing the subjects.

McGrath (2014) noted that the reverse also holds true. According to him, in a charismatic leadership setting, both the leader and the followers have a mutual relationship where power and influence go both ways. The history of charismatic leadership dates back to the late 1950's where the leadership style was documented by Max Weber in a publication titled "Types of Legitimate Rule". In this article, Weber introduces three leadership styles charismatic being one of the styles. Although the style has a long history, it was not until the 1990's that scholars seriously devoted their expertise in studying the effects of this type of leadership style when applied to a work setting.

The role of a leader is to foster adaptability (Keiu, 2010). Adaptability has to do with the employees being able to adapt to the tasks delegated to them. This involves the employee feeling safe and comfortable in his working environment so as to be able to deliver the company's expectation. Apart from employee adaptability, the company needs to adapt to changes in internal and external events. This means that the leadership should be in a position to foresee possible changes that may affect the organization and put in place measures to cope with these events. According to Asencio (2016) an organizations main objectives does not end with its existence rather organizations should continually enhance their performance in order to cope with changes taking place in the market.

Employees tend to easily follow charismatic leaders as they believe that these individuals have solutions to the challenges that they are facing. The employees gain confidence as they base their trust in the leadership. This has an advantage as it motivates them to work to their full potential. This style has benefits as the management concentrates on developing strategies rather than wasting time micromanaging employees. Employees are given the space to perform their task as the management has belief in them that they will utilize their time effectively. The self-interest of the individual and those of the organization are the same if the individual feels connected, this further strengthens the bond between the employee and the company.

Taghipour and Dejban (2013) conducted a study that showed the organizational leadership style and its effects on performance. It showed that charismatic leadership has a positive correlation with increased organizational performance. Despite the benefits associated with charismatic leadership, there is also a dark side to it. It is important to keep in mind that charismatic leaders are people with their own traits. These individuals may have bad traits that may affect the organization negatively. A charismatic leader with poor decision-making qualities may blind the organizational vision and easily get away with it as the followers are loyal to their leader. A charismatic leader may use his influence to manipulate both the management and the employees to accomplish his selfish ambitions. The mistakes of a charismatic leader may be overlooked as the followers may fear to offend their leader.

Thomson (2015) conducted a study that explored behaviors which teachers perceive would be effective when leaders are undertaking organizational change. A sample of one hundred teachers drawn from all levels of the education system in Jamaica was used. The study had two research questions -What are teachers' perspectives concerning the approaches/strategies that are most effective in stimulating passion for and commitment to supporting change efforts? and What leadership behaviors do teachers regard as being supportive of their efforts to facilitate organizational changes being undertaken? A quantitative research design was used. Convenience sampling technique was used and data were collected using a Likert-type instrument that was designed by the researcher and was tested for reliability using Cronbach's Alpha. The study found two categories of leadership conduct, and ten specific

strategies which teachers considered to be effective tools in effecting organizational change efforts. This study also found that the forces for change are largely internal and deeply personal. The findings of the study suggest that change at the organizational level requires, and depends upon, change at the level of the individual employee and the quality of the engagements and interactions at the interpersonal level. If organizations are to be successful in effecting organizational change they must first succeed at effecting behavior change at the individual level. The study has major planning implications. Planning for improvements in the performance of schools is a change management undertaking, especially for schools which are underperforming. This study also provides clues for leaders concerning the kinds of leadership approaches and behaviors which motivate and sustain support for change. The study however does not capture the innovative aspect for the implementation of change management in secondary schools. The study is also delimited in scope as it captures only the views of teachers and fails to check on the school principals and other stakeholders.

In Nigeria, Osabiya (2015) conducted a study on the effect of employees' motivation on organizational performance. He established that, among the top ten critical factors affecting motivation and productivity are teamwork, work based on contract, supervision based on leadership by example and provision of equipment. He also identifies communication, love and belongingness, opportunity to undertake challenging task, identification with goal and overtime among the critical factors. He built up those variables, for example, arrangement of gear, provisional labor, cooperation and supervision that is because of charismatic leadership affects employee's inspiration and efficiency. Other basic elements incorporate additional time, objective ID, correspondence, opportunity gave to attempt testing undertakings and a feeling of being cherished and having a place.

Al-Mawali (2013) argues that such leaders with idealized influence are capable of developing and articulating a vision, helping the followers to focus on the future and mapping to the followers how they are to achieve the intended goals and the manner in which those goals will contribute to the organization and to themselves. To realize that his or her followers are effectively influenced, the leader establishes high standards of performance to his or her followers and portrays the value of confidence in the face of uncertainty and also of determination towards the attainment of the desired goal (Schieltz 2018). Similarly, Muogbo (2013) saw that there exists a connection between the inspiration of workers and firm's execution. He further saw that inherent inspiration given to their representative's builds their presentation. OvidiuIlliuta (2013) likewise discovered that there exists a positive connection between the inspiration of representatives and the adequacy of associations.

A strong attachment to a charismatic leader has an effect on the employee as they may overwork themselves with the aim of pleasing their leader. This is clear and history is full of examples of charismatic leaders who used the affection of the people to accomplish their selfish ambition, for example, Hitler's Nazi movement. Spector (2010) termed this as an awe-inducing effect, where followers suppress their emotional feeling to accommodate the leaders. This awe inducing effect is serious such that an investigative study carried out by the Havard Business Review found out that a majority of charismatic CEO's tend to earn higher income despite the fact that the work they do is average. The study also discovered that a majority of these charismatic leaders do not advocate for change in the interest of the organization or employees at heart rather they do so for their own self-interest. In addition, the appointment of a charismatic leader is not based on their experience or expertise. It is normally the case that appointment of these leaders arises from personal feelings towards them. Therefore, in a majority of cases, they fail to make objective decisions that steer the organization. Charisma being in itself an irrational feeling is hard to characterize as both the

leader and the follower have to agree to perform a certain task. If the charismatic leader pushes the employee too far, the fall out would be great as the employee may feel betrayed.

Shaban, Al-Zubi, Ali and Alqotaish (2017) conducted a study on the effect of Low Morale and Motivation on Employees' Productivity & Competitiveness in Jordanian Industrial Companies. The study had two objectives; to determine the causes of low morale and motivation, and to point out the effect of low morale and motivation on employee's productivity and competitiveness. Data was collected through a survey and questionnaires were distributed randomly to a total of 64 firms. Cronbach's Alpha was used to test the internal reliability of the measurement instrument. It was concluded that the influence of Low Morale and Low Motivation on Productivity and Competitiveness is significant. It was therefore recommended that Management should ensure a positive work environment which encourages confidence, discipline, and willingness to perform the job in the best possible manner. Management should also work on strong and sustained compensation policies that bridge the gap between the payrolls of the employees. Management should work on increasing productivity by increasing employees' satisfaction through re-engineering systems and processes, providing education and training. Encouraging practices that focus on learning of personal development competitive attitudes. This study however did not recommend how the management would implement the changes to motivate the employees. This study fills the gap on the influence of charismatic leadership in the implementation of change management strategies in private secondary schools in Nairobi county, Kenya.

Ndururu, (2019) conducted a study on the influence of charismatic leadership on employee performance where it was concluded that in order for the employees to meet their objectives, leaders need to practice charisma leadership and to rouse inspiration and to achieve maximum employee performance. The research objectives included: To examine the effect of charismatic leadership on employee performance within Cooperative bank of Kenya, To examine the impact of rousing inspiration on employee performance within Cooperative bank of Kenya, To examine the impact of individualized thought on employee performance within Cooperative bank of Kenya. The research adopted a descriptive research design on a target population of 350 employees. The purposive sampling technique was used for this study and data was collected through questionnaires. The research demonstrated that leaders in the organization give employees a motivating mission and vision, and they urge employees to be part of the general hierarchical culture. The research demonstrated that a Charismatic authority conduct, is a praiseworthy model for his adherents as it empowers and is able to conquer the requirements for authoritative change. The research however did not focus on the implementation strategies and it leaves a gap on the same.

This study therefore seeks to fill the gaps on the influence of charismatic leadership in the implementation of change management strategies in private secondary schools in Nairobi County, Kenya. This research will provide more precise and adequate recommendations for the implementation strategies to be implemented successfully and contribute to the improvements in in the management of education in Kenya.

3.0 Research Design and Methodology

This study applied a Mixed Methods Research; Convergence parallel design (Creswell, Plano & Clark, 2007). In order to corroborate and validate data, the researcher triangulated the methods by directly comparing the quantitative statistical results and qualitative findings. It is a single phase design in which the researcher implements both qualitative and quantitative methods during the same time frame and with equal weight.

Barton (2001) observes that any scientific research targets a given population through which data instruments are administered. This study had a target population of 1458; 957 teachers, 108 principals, 393 school administrators from 28 private secondary schools within Nairobi County. This population was expected to provide an adequate sample size and valuable information relating to the study.

Both primary and secondary data was collected for triangulation purposes (Sekaran 2003; Stiles & Taylor, 2001). The secondary data was largely quantitative and was used to measure the dependent variable. Primary data was both qualitative and quantitative and was concerned about the operationalized variables under the study. The researcher did a pilot testing of research instruments to ensure its trustworthiness. The pilot study allowed for pre-testing of the research instrument. The pilot study enabled the researcher to be familiar with research and its administration procedure as well as identify items that require modification

Descriptive and inferential statistics was used to analyze the data collected from the private Secondary schools in Nairobi County. Descriptive statistics involved determination and calculation of the average score, standard deviation percentages and contingency tables as well as frequency distribution tables that was used to show demographic features of the participants and that of the organization. Normality of the collected data was tested using the measures of dispersion, and factor analysis was used to reduce the items of study. This study established the relationship between charismatic leadership characteristics and the implementation of change management strategies.

In testing the relationship that exist between the predictor variables and the dependent variable, inferential statistics was employed. In order to determine the magnitude and nature of the relationship that exists between the independent variables, moderating and mediating variables, Pearson Product Moment Correlation Coefficient technique, which was correlation analysis, was used. This was used to facilitate selection of measures used to represent the variables. Multiple regression analysis was applied to show the effect of each of the predictor variable (Charismatic Leadership) on the dependent (Implementation of change management strategies)

4.0 Presentation, Discussions, Interpretation of the Study Findings

The study sought to determine the respondents' opinion on various statements relating to the charismatic influence in the implementation of change management strategies. Table 1 below shows the findings from the respondents.

Table 1: Charismatic Influence in the implementation of change management strategies

	SD	D	N	A	SA	Mean	Std. Deviation
Growth mind-set amongst the employees of our school has affected the effective implementation of change management in our school	0.0%	0.7%	10.8%	40.7%	47.5%	4.2024	.62683
The negative attitude of our teachers has led to poor implementation of change management in our school	0.0%	0.7%	9.6%	60.0%	29.4%	4.2090	.76781
Teacher's interpretation and a good perception have effectively affected the implementation of change in our school.	0.2%	0.7%	39.8%	39.8%	41.4%	4.0827	.82626
The top managers instill in me a sense of Vision and Mission	0.0%	0.9%	18.1%	45.9%	34.6%	4.1918	.78240
My school leaders talk about important values and beliefs	0.2%	2.1%	17.2%	39.3%	40.7%	4.1196	.82529
My school leaders instil pride, faith and respect and considers moral & ethical consequences of decisions	0.2%	2.1%	20.0%	44.7%	32.9%	4.2053	.79223
My school leader displays confidence and is a role model	0.2%	1.6%	20.2%	40.5%	36.0%	4.0938	.81750
My school leaders increase team efficacy as they inspire a belief in the team's vision	0.5%	2.1%	21.9%	32.2%	41.9%	4.1875	.82048
My school leaders inspire confidence in team members' abilities	0.2%	0.9%	21.9%	40.9%	35.8%	4.1571	.79321
My school leaders actively engage the employees value systems	0.2%	0.9%	18.8%	45.6%	33.9%	4.1899	.77615
My school leaders energize followers to perform toward achieving higher goals and objectives	0.2%	1.2%	18.4%	44.2%	34.1%	4.1114	.79153
Charismatic behaviors and intellectual stimulation are strong predictors to implementation of change	0.0%	0.9%	17.2%	48.5%	32.5%	4.2138	.74763
I feel that my endeavors in the school are perceived	0.0%	0.9%	18.4%	43.3%	36.5%	4.1325	.77039
Pioneers in the school makes you feel persuaded and propelled	0.2%	0.5%	16.0%	48.2%	35.1%	4.1466	.78025
Valid N (listwise)	0.0%	0.7%	10.8%	40.7%	47.5%		

Source: Researcher (2023)

The study obtained data on whether growth mind-set amongst the employees of the school has affected the effective implementation of change management in our school; out of the 425 respondents who participated in the study, 47.5% strongly agreed, 40.7% agreed, 10.8% were not sure, 0.7% disagreed and 0.0% strongly disagreed. This was backed by a mean of

4.20 and standard deviation of 0.63. This is greater than the composite mean and standard deviation which implies that majority of the respondents conceded that growth mind-set amongst the employees of our school has affected the effective implementation of change management in our school.

On whether the negative attitude of the teachers has led to poor implementation of change management in our school; out of 425 respondents who participated in the study, 29.4% strongly agreed, 60.0% agreed, 9.6% were not sure, 0.7% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.21 and standard deviation of 0.77. This is greater than the composite mean and standard deviation which implies that the negative attitude of the teachers has led to poor implementation of change management in our school.

On whether the teacher's interpretation and a good perception have effectively affected the implementation of change in our school; out of 425 respondents who participated in the study, 41.4% strongly agreed, 39.8% agreed, 16.4% were not sure, 0.7% disagreed and 0.2% strongly disagreed. This was backed by a mean of 4.23 and standard deviation of 0.76. This is higher than the composite mean and standard deviation and implies that the teacher's interpretation and good perception have affected the implementation of change in our school.

On whether the top managers instill a sense of Vision and Mission; out of 425 respondents who participated in the study, 34.6% strongly agreed, 45.9% agreed, 18.1% were not sure, 0.9% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.19 and standard deviation of 0.78. This is higher than the composite mean and standard deviation which implies that the top managers instill a sense of Vision and Mission.

On whether the school leaders talk about important values and beliefs; out of 425 respondents who participated in the study, 40.7% strongly agreed, 39.3% agreed, 17.2% were not sure, 2.1% disagreed and 0.2% strongly disagreed. This was backed by a mean of 4.12 and standard deviation of 0.83. This is higher than the composite mean and standard deviation which implies that most respondents conceded that the school leaders talk about important values and beliefs.

On whether the school leaders instils pride, faith and respect and considers moral & ethical consequences of decisions; out of 425 respondents who participated in the study, 32.9% strongly agreed, 44.7% agreed, 20.0% were not sure, 2.1% disagreed and 0.2% strongly disagreed. This was backed by a mean of 4.08 and standard deviation of 0.79. This is higher than the composite mean and standard deviation which implies that there was a general assertion the school leaders instils pride, faith and respect and considers moral & ethical consequences of decisions.

On whether the respondents feel that their endeavors in the school are perceived, out of 425 respondents who participated in the study, 36.5% strongly agreed, 43.3% agreed, 18.4% were not sure, 0.9% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.13 and standard deviation of 0.77. This is greater than the composite mean and standard deviation which implies that they feel that their endeavors in the school are perceived.

From the interview schedules, it was clear that transformative factors have a significant influence on the implementation of change management strategies. For instance, one of the key informants suggested

"The behavior of certain leaders may arouse the followers to a certain level of thinking and by appealing to the ideals and values, the leaders enhance commitment and vision"

The study findings were in line with Henman (2012) who asserted transformative leaders who manifest idealized influence are capable of enhancing their followers' awareness of the significance and relevance of their tasks and as such, are capable of making them perform well. They also pay attention to the particularistic and personality needs of the subordinates and empathize with them and offer extra effort and guidance (Hughes, 2014). This has the potential of enhancing trust among the employees and also create better rapport with the management. Performance.

One of the key informants also suggested that

"Idealized influence is among the key attributes of transformative leaders that positively influences change management. Through idealized influence, leaders are able to encourage employees that are experiencing change to align their personal interests and values with those of the group and in so doing to strive at realizing the common purpose and goal"

The study findings are also in line with Deschamp, (2016) who found out that transformational leaders are capable not only of espousing the desired vision of the organization during change but are also capable of creating an environment that is enabling for the followers to aspire to contributing to the realization of that vision. Transformational leaders establish standards of justice that enhance followers' perception of justice, fairness, and trust in decision-making during change (Rinfret and Ngo-Manguelle, 2007).

Bivariate Linear Correlation Analysis

Further to check on the relationship between charismatic factor and implementation of change management strategies, a simple linear regression is done on the data for the two variables and the results are as follows.

Model Summary

The findings in Table 2 shows that 10.1% (R Square = 0.101) variation in implementation of change management strategies in private secondary schools is explained by the charismatic factor.

Table 2: Model Summary for Charismatic Factor

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.318[a]	.101	.099	.42553

a. Predictors: (Constant), Charismatic Influence

ANOVA results for the relationship between Charismatic Influence and the implementation of change management strategies in private secondary schools in Nairobi County

Table 3: Analysis of Variance on Charismatic Influence

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.019	1	8.019	44.284	.000b
	Residual	71.526	395	.181		
	Total	79.545	396			

a. Dependent Variable: Implementation of Change Management Strategy

According to the ANOVA results in Table 3, the $F_{(1, 395)} = 44.284$, $p = 0.000 < 0.05$. Since the obtained p values on the relationship between charismatic factor and the implementation of change management strategies are less than the level of significance, the null hypothesis was rejected and concluded that there is a significant relationship between the charismatic influence and the implementation of change management strategies in the private secondary schools. This shows that the charismatic factor was significant in predicting implementation of change management strategies in the private secondary schools. This finding coincides with that of Ndururu, (2019) on the influence of charismatic leadership on employee performance. This study concluded that leaders need to have charisma in order to rouse inspiration for the achievement of maximum employee performance.

Regression Coefficients

According to the regression coefficients in Table 4, ß = 0.269, p = 0.000 < 0.05. This shows that a unit change in charismatic Influence results to a significant 0.269 change in implementation of change management strategies

Table 4: Regression Coefficients on Charismatic Influence

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.077	.169		18.197	.000
	Charismatic Influence	.269	.040	.318	6.655	.000

a. Dependent Variable: Implementation of Change Management Strategy

5.0 Conclusions

The study findings concluded that their school leaders are more creative and innovative supporting the effective implementation of change management. The study also found out that through the aid of team work, the leaders have inspired us ensuring effective implementation of change management in the school. The study also established that majority

of the respondents conceded that the leaders ability to make good decisions has affected effective implementation of change in the school. It was evident from the findings that majority of the respondents strongly agreed that the commitment and dedication illustrated by the school leaders has promoted the effective implementation of change in the school. The bivariate correlation analysis showed that the moderate and positive correlation between charismatic factors and implementation of change management strategies. The study also established that holding other factors constant, a unit increase in charismatic factor would lead to a positive-unit increase in implementation of change management strategies.

6.0 Recommendations

From the findings, summary and conclusion the following recommendation was drawn: That institutions' leaders should arouse their employees' curiosity about work to enhance their performance through intellectual stimulation. Managers in the private secondary schools intending to boost their organizations performance through charismatic leadership should be focused and enthusiastic so as to encourage passion in the employees on the implementation of change management strategies.

7.0 AUTHOR CONTRIBUTIONS

Erick Huma wrote the concept paper as well as the research paper. He sought permissions from relevant institutions and collected, cleaned and analyzed the data under the guidance and supervision of Dr. Elizabeth N. Nduku as well as Dr. Shem Mwalw'a who proofread the final work to ensure it was in line with academic standards before sharing for publication.

8.0 ACKNOWLEDGEMENT

This study is the result of coordinated efforts made by a variety of people, institutions, and organizations. Although it may be impossible to thank everyone who provided invaluable contributions to this first body of work, I would like to take this opportunity to express my sincere appreciation to everyone who helped me along the way. Dear family and friends, I appreciate your efforts. A special thank you to my supervisors Dr. Elizabeth N. Nduku as well as Dr. Shem Mwalw'a for their guidance.

9.0 CONFLICT OF INTEREST DECLARATION

Erick Huma declares that there are no conflicts of interest regarding the publication of this Manuscript. In addition, the ethical issues; including plagiarism, informed consent, misconduct, data fabrication and (or) falsification, double publication and (or) submission, redundancy has been completely observed by the authors.

BIBLIOGRAPHY

Akala, B. M. (2021). Revisiting education reform in Kenya: A case of Competency Based Curriculum (CBC). *Social Sciences & Humanities Open*, 3 (1). https://doi.org/10.1016/j.ssaho.2021.100107

Al Bakri, N., (2016). How to design and evaluate Research in education; 4 th Ed. New York USA; McGraw-Hill

Alcott, B., & Rose, P. (2016). Does private schooling narrow wealth inequalities in learning outcomes? Evidence from East Africa. *Oxford Review of Education*, 42, 495–510. https://doi.org /10.1080/03054985.2016.1215611

Andreasen A.R., and Kotlar P. (2003). *Strategic Marketing for Nonprofit Organizations*. Prentice-Hall, 6th edition.

Ansoff, I. (1965). *Corporate Strategy*. McGraw Hill, New York.

Ansoff, I. and McDonnell, E. (1990). *Implanting Management*. 2 Edition. Prentice Hall.

Anyien A., and Wachira L. (2015). Effect of Change Management Practices on Performance of Teachers Service Commission. International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2015): 78.96. Impact Factor (2015): 6.391

Aosa, E. (1992). Empirical investigation of aspects of strategy formulation within large, private manufacturing companies in Kenya. Ph.D Dissertation, University of Strathcclyde (Scotland), 1992.

Appelbaum, S., St-Pierre, N. & Glavas, W., (2014). Strategic organizational change: the role of leadership, learning, motivation and productivity. Management Decision, 36/5, 289–301.

Arieu (2007). Strategic Management in Public and Private Organizations: Implications of Distinctive Contexts and Constraints. *Academy of Management Review*, 10, 276-286.

Armstrong, M. (2006).Human Resource Management Practice (10th ed.). USA.

Asiago, D. (2018). *Administrative factors influencing quality of education in public secondary schools in Kitui, Kisii and Nairobi counties, Kenya* (Doctoral dissertation, University of Nairobi).

Aten'g, F.L.B.O. (2007). Challenges of Strategy Implementation at the Ministry of Finance in Kenya, MBA Project, University of Nairobi.

Avenell, K. (2015). Innovation – don't be afraid. *Australian Educational Leader*, 36(4), 16-17

Ayodo, I. A. (2016). Effective change management in institutions of higher learning in Kenya. *International Journal of Management Research and Reviews*, 6(6), 792.

Bainbridge, C. (1996). *Designing for change: A practical guide for business transformation*. New York: John Wiley.

Beatty, K. (2010). The Three Strengths of a True Innovative Leader. Center for Creative Leadership.

Beerel., D., (2016). Organisational Change: Models for Successfully Implementing Change, Undergraduate honours theses, Utah, Utah State University, Digital Commons

Beatty, K., & Quinn, L. (2010). Strategic Command, Taking the Long View for Organizational Success. *Leadership in Action*.

Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row.

Berley, K.C., & Laudon, J.P. (2006). *Management Information Systems: Managing the Digital Firm*. Prentice-Hall of India, New Delhi

Blohowiak, D. (2013). Question your way to the top! *Productive Leader*, 121, 1-3.

Burke, W. (2012). Organization change: Theory and practice. Thousand Oaks, CA: Sage.

Burnes, B. (2004). *Managing change* (4th ed). FT Prentice Hall.

Burnes, B. (2012). *Managing change: A strategic approach to organizational dynamics* (5th ed). FT Prentice Hall.

Caldwell, B.J. (2014). Feeling overwhelmed? It is time for serious innovation. *Australian Educational Leader*, 37(1), 14-17.

Capon, W.J., (2015) Organizational Behavior. Twelfth Edition New Delhi Tata Mc Graw Hill

Carnall, C. (2007). *Managing change in organizations* (5th ed). Pearson Education Canada.

Carton, A., Murphy, C., & Clark, Jonathan. (2014). A (Blurry) Vision of the Future: How Leader Rhetoric About Ultimate Goals Influences Performance. The Academy of Management Journal. 57. 1544. 10.5465/amj.2012.0101.

Chapman, A. (2006). Change management.

Canute S. Thompson (2019). Exploring teachers' perspectives on effective organizational change strategies. Education planning Vol. 26, No. 2 ERIC

Cheema, S., Akram, A., & Javed, F. (2015). Employee Engagement, and Visionary Leadership: Impact on Customer and Employee Satisfaction. *Journal of Business Studies Quarterly*, 7 (2).

Chemengich, H. G. (2013). The influence of performance appraisal on employee productivity in organizations: A case study of selected WHO offices in East Africa. International Journal of Social Sciences and Entrepreneurship, 1 (11), 324-337.

Cherry, K. (2013). *The Eight Major Theories of Leadership (2nd ed)*. The Everything Psychology Book.

Cheserek, G.J., & Mugalavai, V.K., (2012) Challenges and Reforms Facing Kenyan Education System in the 21st Century: Integrating the Principles of Vision 2030 and Constitution 2010. *Journal of Emerging Trends in Educational Research and Policy Studies* (JETERAPS) 3(4) 471-478. www.jeteraps.scholarlinkresearch.org,

Conger, J.A., Spreitzer, G.M. & Lawler, E.E. (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco.

Cooper, D. R & Schindler, P.S. (2008). *Business research methods* (10th ed). McGraw-Hill.

Cooper, D.R. and Schindler, P.S. (2008). *Business Research Methods*. Mc Graw – Hill, New Delhi.

Cowly, K. (2007). Measuring organizational effectiveness in institutions of higher education. Administrative Science Quarterly, 23, 604-632. http://dx.doi.org/10.2307/2392582

Cummings, T., & Worley, G. (2013). Organization Development and Change (9th ed.). New York, USA.

Damanpur, T. (2016). Management and the Dominance of Manager. New York: Routledge.

Damanpour, F., & Gopalakrishnan, S., (2016). The Dynamics of the Adoption of Product and Process Innovations in Organizations. Journal of Management Studies. 38. 45 - 65. 10.1111/1467-6486.00227.

Davies, J. (2014). *Strategic leadership School Leadership & Management*. University of Hull, UK.

Davy, J. A., Kinicki, A., Kilroy, J. and Scheck, C. (1988). After the merger: dealing with people's uncertainty. *Training and Development Journal*.

Day, C. & Gurr, D. (Eds.), (2014). *Leading schools successfully. Stories from the field*. London: Routledge Press.

Derue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). *Trait and behavioral theories of leadership: An integration and meta-analytic test of their leadership*. Sage Publications, Inc.

Dilworth, L. (1998). Action learning in a nutshell. *Performance Improvement Quarterly*.

Dunning, M.J. (2019). Professional superheroes: Are changes in higher education stretching hospitality management academics' professionalism to the limit? *J. Hosp. Leis. Sport Tour*. Educ. 2019, 25, 100200.

Essmann, H., & Du Preez, N., (2013). An Innovation Capability Maturity Model Development and initial application.

Ettlie, E. & Reza, M. (2012). Organizational integration and process innovation. Academy of Management Journal, 35(4), 795-827.

Fiedler, F. E. (1967). *Style of leadership and performance of coaching groups*.14(2), 200-217.

Gates, R. M. (2016). *A Passion for Leadership*. New York: Knopf.

Gatsheni A.N. (2015). Factors affecting change management: a case study of Kenya Trade Network Agency (KENTRADE). Unpublished masters project. United States international university

Global Partnership for Education (GPE) (2021). Kenya investing education better future. https://www.globalpartnership.org/results/stories-of-change/kenya-investing-education-better-future

Glod, W., (2018). Transformational leadership style in the relationship between innovation and efficiency of healthcare units in Poland. Oeconomia Copernicana. 9. 731–753. 10.24136/oc.2018.036.

Goldberg, M. (1998a). *The art of the question: A guide to short term question centered therapy*. New York: Wiley.

Government of Kenya (2004) Guidelines on Terms and Conditions of Service for organisations' Chief Executives Officers, Chairmen and Board members, Management and Unionisable Staff, Government Press, Nairobi, Kenya.

Government of Kenya (2009) Parliament of Kenya Act Cap 446 Laws of Kenya, Government Press, Nairobi, Kenya

Hamel, P. (2013) Understanding, Management and Modelling of Urban Hydrology and Its Consequences for Receiving Waters: A State of the Art. Advances in Water Resources, 51, 261-279. https://doi.org/10.1016/j.advwatres.2012.09.001

Harigopal, K. (2014). Management of Organizational Change: Leveragin Research Journal of Business Management, 1(1), 1-40.

Hawthorne. M. (2014). The Purpose of Mission and Vision Statements in Strategic Planning, Demand Media.

Hiatt, J.M. & Creasy, T.J. (2003), Change Management: The people side of change. Prosci research, Colorado, USA

Hriyappa, B. (2008). *Strategic Management*: New age international (P) Ltd publishers Bangalore, Karnataka. http://www.changemanagementmodels.net/#sthash.UMFaWzD1.dpuf

Ichangi, M., (2016). Effects of Strategic Management Practices on Corporate Social Responsibility Performance of Parastatals in Kenya. European Journal of Business and Innovation Research, 2(1), 106-128.

Imende, M. T., Maureen, O., Gogo, J., Thomas, M., & Olel, M. (2020). Influence of leadership styles on implementation of strategic plans in public secondary schools in kakamega county, kenya.

Intuit QuickBase. (2012). 10 Best Practices in Change Management.

Johnson G., Scholes K, and Whittington R. (2008). Exploring Corporate Strategy (8th ed). Prentice Hall, Harlow

Johnson, G. & Scholes, K. (2004). *Exploring corporate strategy* (7th ed). New Jersey, NJ: Prentice Hall.

John, G., & Scholes, K. (2001). *Exploring Parliament of Kenya Strategy*. Prentice Hall, Harlow.

Kaiser, L., & Halbert, J. (2009). *Innovation and learning in the transformation of schools*. London: Routledge.

Kan'goro, V.N. (2010). The State of Strategic Management Practices in Organizations in Kenya. MBA Project, University of Nairobi.

Karmarck, B. (2013). The wonderland of public administration reforms. London, UK: Routledge.

Kazmi S., Naarananoja M., & Wartsila J. (2016). Integrating strategic thinking and transformational leadership for NPD idea support process. 5th International Conference on Leadership, Technology, Innovation and Business Management. Procedia - Social and Behavioral Sciences 229 (2016) 387 – 397

Keruboh, M. (2013). Management of strategic change at the high court of Kenya. Nairobi: Unpublished thesis

Kimutai, S. K. (2019). Change management strategies and organizational effectiveness in

public Universities in Kenya; a case of the university of Eldoret. Unpublished Thesis

Kenyatta University.

Koskei, B.K., & Chepchumba, E., (2020) Teachers' Competency as a Cornerstone on the Implementation of Competency-Based Curriculum in Kenya. A case of Lower Primary Schools in Nakuru County. https://www.ijern.com/journal/2020/February-2020/01.pdf

Kogut, Bruce & Zander, Udo. (1992). Knowledge of the Firm, Combinative Capabilities, and the Replication of Technology. Organization Science. 3. 10.1287/orsc.3.3.383.

Korir, D.C. (2005). The impact of E – Commerce as a facilitating tool for business, the case of Tour operators in Nairobi. MBA Project, University of Nairobi.

Koskei, B.K., & Chepchumba, E. (2020). Teachers 'competency as a cornerstone on the implementation of competency-based curriculum in Kenya: a case of lower primary schools in Nakuru county. *International Journal of Educational Research*, 8 (2).

Kotler P., & Waterman, R.H. (2001). *In search of Excellence: Lessons from America's Best-Run companies*. Harper and Row Publishers Inc. New York

Kotter, J. (1995). Leading change. New York, NY: Free Press. Kurland, D.J. (2000). Inference: The Process. Reading and Writing Ideas As Well As Words. http://www.criticalreading.com/inference_process.htm

Kotter, J.P. (1996). Leading Change. Harvard Business School Press, Boston.

Shoaib, A. (2011). Measuring performance through capital structure: Evidence from banking sector of Pakistan. *African Journal of Business Management*, 5(5), 1871–1879.

Sisson, J. (2013). The 5 factors you need to successfully implement your strategy. *The Business Journals*.

Sorman-Nilsson, A. (2019). Thinque funky – Upgrade your thinking. Surry Hills: Creative Commons.

Stemler, S. (2001). An overview of content analysis. *Practical Assessment*.

Stevis, M. (2016). Central Bank of Kenya Puts Third Lender in Receivership - WSJ. http://www.wsj.com/articles/central-bank-of-kenya-puts-third-lenderin-receivership-1460041439

Stoll, L. (2011). Creative harmony: Song lines for changing learning landscapes. *Australian Educational Leader*, 33(3), 10-15.

Taylor-Bianco, A., & Schermerhorn, E. (2016), "Managerial coping with organizational change: the role of self-regulation and proactive behavior", paper presented at Conference Proceedings from the Annual Conference, Irish Academy of Management, Trinity College, Dublin, September 4-6.

Tarawneh, M. (2006). A comparison of financial performance in the banking sector: Some Evidence from Omani Commercial Banks. *International Research Journal of Finance and Economics*, 3(3), 101–112.

Thomas, O. O. (2014). Change Management and its Effects on Organizational Performance of Nigerian Telecoms Industries: Empirical Insight from Airtel Nigeria. Lagos state University. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.686.2818&rep=rep1&type=pdf

Tichy, N. (1983), "The Essentials Of Strategic Change Management", Journal of Business Strategy, Vol. 3 No. 4, pp. 55-67. https://doi.org/10.1108/eb038990

Tooley, J., & Longfield, D. (2016). Affordability of private schools: Exploration of a conundrum and towards a definition of 'low-cost'. *Oxford Review of Education*, 42, 444–459.

Tonkin, A. (2016). Leading Schools for Innovation and Success: Five case studies of Australian principals creating innovative school cultures. Unpublished Thesis at the University of Melbourne.

Tsai, Y. (2011). Relationship between organizational culture, leadership behavior and job satisfaction. *BMC Health Services Research*, 11(1), 1.

Vakola, M., Tsaousis, I., & Nikolaou, I. (2004). The role of emotional intelligence and personality variables on attitudes toward organisational change. *Journal of Managerial Psychology, 19*(2), 88–110. https://doi.org/10.1108/02683940410526082

Vink, P., Imada, A. S., & Zink, K. J. (2008). Defining stakeholder involvement in participatory design processes. *Applied Ergonomics*, 39(4), 519–526.

Wachira, I., & Kamau, W. C. (2014). An Inquiry into Job Satisfaction Habits among Private Secondary School Teachers in Kenya. *Journal of Educational and Social Research*, 4 (1). DOI:10.5901/jesr.2014.v4n1p211

Walala, J. M. (2015). Effect of change management capacity on the delivery of quality education in public technical and vocational institutions in Kenya. Unpublished Thesis JKUAT.

Wang, C. L., & Ahmed, P. K. (2003). Organisational learning: a critical review. *The Learning Organization*, 10(1), 8–17.

Wanyama, M. N. (2013). Stakeholder involvement in change management at Kenya ports Authority. University of Nairobi. http://erepository.uonbi.ac.ke/handle/11295/63217