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# Relationship between Visionary Leadership and implementation of Change Management strategies in Private Secondary Schools in Nairobi County

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## Abstract

The purpose of this study is to examine and explore the relationship between visionary 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 visionary 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 108 private secondary schools. The study used both probability and non-probability sampling procedures. The sample size of this study was 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 visionary 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:** *Visionary Leadership, Implementation of change management strategies, private secondary schools*

## 1.0 Background to the Study

Leadership is about leading the organizations and organizational teams to achieve specific goals. If the leaders and its people don't know where to go, then leadership means nothing. So it is important for leaders to have a clear vision. If we try to put the light on the word vision, it may have different pictures and angels. According to Bennis and Nanus vision is a mental image of a possible and desirable future of the organization (Bennis & Nanus, 1985; Maxey 2000). This mental image grows inside the mind of leaders and depends on the competency to perceive the things accurately and use them intelligently for the betterment and sustainability of an organization. Bennis also describes that there are some practically proven leadership competencies that can affect the performance of an organization, which also includes vision and goal setting, interpersonal skills and self-knowledge along with some special characteristics which may be concerned with any specific businesses. Kotter states that the vision is the ability of a leader to look in to future while aligning the team with that vision, and then make them inspire to get the desired goals concerning that future: Vision is a picture of the future with some implicit or explicit commentary on why people should strive to create that future (Kotter, 1996)

Visionary leadership is central to effective leadership in the implementation of strategic change context because, as it is understood from a strategy process perspective, it entails the communication of a strategic vision with the intention of persuading employees to contribute to the realization of that vision. Visionary leadership is highly relevant to the strategy process (Westley & Mintzberg, 2009), because organizational strategy is the embodiment of an organization's desired future state and its path to realize that vision, and visionary leadership is intended to motivate and mobilize followers toward achieving that future state (Carton et al., 2014; Larwood et al., 1995). The communication and persuasion elements of visionary leadership also closely align visionary leadership with strategic commitment, because building commitment to the strategy requires the communication of the strategy such that employees are persuaded to exert effort to implement the strategy.

By articulating company vision, leaders' shape employees action in at least five aspects. First, as posits Conger and Kanungo (2018), the desired future the leader enunciates in the vision, outlines the specific undertaking and its direction. Secondly, through the vision, the leaders organize action involving a set of prospective aims, and in so doing, provides a potent way that motivates subordinates. Another critical thing about vision is that is the rallying point for meaning and identity creation. Fourth, vision is at the basis of a common background of activities, and as such, enables peoples' coordination and assimilation. Fifth, vision manifests the institutionalization of prescriptive dogmas, and hence functions as a foundational stone for organizational structure, rules and culture (Jacobsen & House, 2001).

According to Woods and Roberts (2019), the concept of visionary leadership in the era of education, emphasizes the importance of the principal as an educational leader to have foresight leadership which sees and takes advantage of opportunities in the future. Muhammad et al. (2019) analysed the visionary leadership strategy in advancing educational institutions in order to create a perfect human being able to solve the challenges of the times. The results showed that visionary leadership is an urgent need for educational institutions, in order for them to realize progression as well as to fulfill themselves as centers of public expectations.

## 2.0 Statement of the Problem

The private secondary school arena in Nairobi Kenya, is faced with the challenge of constant but necessary change during the school year. These changes come either via stakeholder's initiative or are part of mandatory transformational legislative initiatives. This causes a strain on the stakeholders including teachers, parents, students and investors. This is a point of pain not only for them, but also for the general uniform development of education in the country.

Managing this change has to be seen in the context of change for school improvement and the implementation of transformational change over which schools have no choice but to implement. These changes are necessary to keep up with the ever growing competition for school branding and to gain student admissions, improve performance and retain numbers for survival in the private school sector. Nairobi has over 36 private secondary schools which have highly invested and are all competing for the same pool of students. Consequently, school managers are compelled to implement and manage constant changes which are met with either acceptance or rejection. Doing so implies initiating and implementing change within the school, to the satisfaction of all stakeholders including teachers, students, administrators, parents, board members and school owners.

All these stakeholders have vested interests and preferences that if not met, will result in complaints and passing blames (Day & Gurr, 2014). School managers in private secondary schools in Nairobi County are faced with the challenge of applying strategies that promote the changes and the acceptance of the same, and this calls for innovative change management. School managers need to effect changes in a planned and systematic manner through effective innovative strategies as well as to respond to changes over which the school has no control of. It is therefore important to gain an insight into the whole concept of managing change by exploring all issues pertinent to it. An insight into the concept of managing change in this research shall be underpinned by assumptions held about change and change management.

The challenge is that some schools and school managers expect to improve and to achieve new performance standards, whilst continuing to use old performance measures, resources, facilities, programs and ways of thinking about learning. (Kosgei & Chepchumba, 2020; Akala, 2021, and Avenell, 2015) explains the enormity of this challenge. On average, however, schools have done just that – adjust and then improve on each new measure. But doing so has not been easy. This study is motivated to fill the gap created by the fact that the earlier studies have not shown the correlation between visionary leadership and the implementation of change management strategies and more so in private secondary schools in Nairobi county, Kenya.

### Research Question

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

### Research Hypothesis

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

## 2.0 Review of Literature Review

Visionary leaders who espouse inspirational motivation have been found to be capable of defining and articulating a clear vision in times of change. Conger (2016) argues that a vision

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is a romanticized objective or goal, set to be realized in the future. For Yukl (2018) a vision is a well-thought-through objectives (which are specific, measurable, achievable, relevant and time-bound, S.M.A.R.T) and strategies that are established, and which the followers are meet. In times of change, as Udoh and Agu (2015) have argued, leaders' ability to articulate a clear and precise vision, which is shared by all the followers is important as it results in a positive change of perception and attitude among the followers towards the organization, the leaders' instructions and their level of commitment to the attainment of the set goals.

Kazmi, Naarananoja and Wartsila (2016) conducted a study on strategic thinking and transformational leadership. This study analyzed industrial leadership as a mechanism for connectivity among various aspects of operations, corporate strategy and new product idea generation process and linked the same to corporate harmony and effectiveness. The research survey was conducted on 30 team members at three selected work locations of a European multinational company (Finland, Norway and the UK). The scope of this study took into account specialized groups of total 30 professionals. The study followed a quantitative approach - survey methodology which was performed through an email based questionnaire. It observed that the change management ought to contain a clear and elaborate objective with which all the staff members would rejoice to defend and identify. The scope of the study was too wide and the data collection method seemed ineffective. The study did not also capture how strategic thinking and transformational leadership impact on change management. The current study seeks to outline the relationship between visionary leadership and implementation of change management strategies in private secondary schools in Nairobi County.

According to Woods and Roberts (2019), the educational leaders needed in the industrial era is one who is able to think critically, in collaboration, in communication, in creativity in all global connections, the use of technology and learning tools. The concept of visionary leadership in the era of education emphasizes the importance of the principal as an educational leader to be able to have the concept as a visionary leader who is able to see and take advantage of opportunities in the future.

Halstead (2020) investigated the importance of the concepts of vision and visionary leadership for U.S. Army officers. This study analyzed these concepts from both a civilian and military perspective. Specific emphasis was on the analysis of leadership qualities essential for providing visionary leadership. To determine the essential leadership qualities, it was necessary to establish a baseline of qualities. This study advocated that the Army continues to incorporate the concepts of vision and visionary leadership into doctrine. Specifically, the Army needs to: develop a definition for vision; use the concept of vision consistently within its doctrine; expand visionary leadership to junior leaders; promote the development of visionary leaders; and use the expertise available from the civilian sector. The study did not focus on visionary aspect in the implementation of change management. It also failed to emphasize on individual focus as outlined by the review forms.

Mutahar, Rasli and Al-Ghazali (2015), conducted a study on the relationship of Transformational Leadership, Organizational Learning and Organizational Performance. The purpose of this study was to analyze the influence of transformational leadership on organizational performance through the dynamic capabilities of organizational learning in telecom sector of Kingdom of Saudi Arabia (KSA). Structural equation modeling was used to test the research hypotheses. The data was collected through survey questionnaires which were distributed to the employees of telecom sector of KSA. A random sample of 70 employees was used to collect the data. The results reveal that transformational leadership positively influences the organizational performance and learning. A cross sectional survey

method was used for this study and a total of 70 questionnaires were distributed using snowballing techniques. The study confirmed the existence of positive association between organizational learning and performance. The study also highlighted that inspirationally motivating visionary leaders seldom give up and are never satisfied with the status quo but rather driven by an optimistic vision of the future and encourage employees towards that end. The general results show that there exists a strong relationship between transformational leadership and organizational performance. Such leaders can manage change in line with the firm's vision, culture and strategy that influence technological novelties and products. Such leaders will also allow workers autonomy, and mobilize them around the vision and mission, and at the same time clearly defining expectations and boundaries to promote the attainment of set aims and goals. The study however fails to link Transformational Leadership, Organizational Learning and Organizational Performance with the visionary implementation of change management.

Alqatawenh (2018) conducted a study on transformational leadership style and its relationship with change management. The study aimed to identify the relationship between some dimensions of transformational leadership namely: Idealized Influence, Inspirational motivation, Intellectual stimulation and empowerment, and change management. The research adopted the descriptive analytical approach. The researcher distributed 500 questionnaires and had 475 returned. Cronbach's alpha coefficient test was used to measure the internal reliability of the questionnaire and this found that the reliability of all questionnaire's items was 0.942. The study generalized that transformational leadership is a panacea to change management. The study further identified four dimensions of transformational leadership that are crucial for a successful change management, these are (Idealized Influence, Inspirational motivation, Intellectual stimulation and empowerment). The results showed positive relationship of all these on visionary leadership and change management. Therefore, it is necessary to have mindful leaders who should be conscious of the size of the challenges and the complexity of the administrative processes, which will enable them to discover the right leadership methods that can be capable of keeping abreast of developments. The study did not capture the innovative strategies of change implementation in schools. It also failed to show how it influenced the effectiveness of change management.

Munyao (2019) study focused on management practices of communication, leadership, resource management and teacher involvement on the implementation of Teacher Performance and Appraisal Development (TPAD) in public secondary schools in Kitui Central Sub County. The study targeted a population of 318 public secondary school teachers employed by the Teachers' Service Commission (TSC) in Kitui Central Sub-County. 70 respondents were considered, comprising of assistant teachers and principals. The findings of the study indicated that implementation of the TPAD in secondary schools had a positive relationship with communication to teachers, leadership, resource allocation and teacher involvement. The study did not cover visionary strategies of implementation.

Ndunge (2014) studied the influence of strategic leadership on implementation of change management practices at the Kenya wildlife service, Nairobi. The study was carried out through case study focusing on KWS and the strategic leadership being practiced. The study had two objectives; To establish strategic leadership and change management practices at the KWS, and to establish the challenges of leadership strategies on change management practices at the KWS. Primary data was collected from the respondents through interview guide and key informant interviews. A total of 8 interview guides were sent out and administered out of which, 6 were responded to and 2 did not respond. Secondary data from

respondent organization, reports and past strategic plans was used to verify and validate the primary data. The data collected was analyzed using content analysis in order to meet the study objectives. The study concluded that leaders were key components in implementation of change management practices especially in guidance and provision of direction. The study also established that strategic leadership in change management is about setting a clear vision and communicating it effectively which provides employees with an understanding of the organizational direction and allows them to clearly understand their roles and responsibilities. It also concerns effective planning done as KWS work plans which is able to generate a plan of action that will most effectively meet the organizational goals and mandate. Also, the commitment and enthusiasm of a strategic leader shapes the common goals of the organization and provides inspiration and motivation for people to perform at a high level. This survey did not focus on the actual innovative strategic implementation of the change process. The other limitation is that it is outside the education sector and does not adequately focus on the effectiveness of innovative leadership in implementing change management strategies in private secondary schools in Nairobi County, 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 including; 957 teachers, 108 principals and 393 school administrators, from 108 private secondary schools within Nairobi County. This population was expected to provide an adequate sample size and valuable information relating to the study.

Both probability and non-probability sampling techniques were used in the investigation. 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. Following the study questions, data were evaluated using both quantitative and qualitative data analysis techniques. The Statistical Package for the Social Sciences (SPSS) Version 26 was used to code the data and carry out the analysis for the quantitative data. Descriptive and inferential statistics were employed for 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. For easy interpretation of the results, studied items was reduced to a smaller number by using factor analysis. This study established the relationship between innovative 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 (Visionary Leadership) on the dependent (Implementation of change management strategies)

#### 4.0 Presentation, Discussions, Interpretation of the Study Findings

The study sought to establish the respondents' opinion on various statements on the visionary influence to implementation of change management strategies in the private secondary schools in Nairobi County, Kenya. The findings are illustrated in table 1 as shown below.

**Table 1: Visionary factor in the implementation of change management strategies in the private secondary schools**

	SD	D	N	A	SA	Mean	Std. Deviation
In our school, the right adherence culture of time affects effective implementation of change management.	0.0%	0.5%	11.5%	48.2%	39.8%	4.2729	.67701
The aspect of team work enhances change management in our school	0.0%	0.7%	12.0%	51.3%	36.0%	4.2259	.67697
Poor attitude of the members of school community highly affects effective implementation of change management in our school.	0.0%	0.7%	16.2%	37.6%	44.7%	4.2725	.75450
Poor Communication among members of school community highly affects effective implementation of change management in our school.	0.0%	2.1%	16.9%	39.3%	41.6%	4.2047	.79383
The management faces a dynamic business environment where change is an essential requirement	0.0%	1.4%	19.1%	36.0%	43.3%	4.2146	.79815
Visionary leaders provide inspiration, motivation, and a sense of responsibility in the individuals in an organization	0.0%	1.6%	17.4%	36.2%	43.8%	4.2328	.79461



The employees in the school are committed towards their leaders	8.6%	2.1%	21.9%	32.2%	41.9%	4.1943	.80978
Effective communication is used by visionary leaders to change subordinates' attitudes and outputs	0.0%	1.2%	18.4%	38.4%	41.6%	4.2104	.77928
Visionary leadership leads to organizational transformations and change	0.0%	2.4%	14.4%	40.0%	41.6%	4.2297	.78345
Visionary leadership advances the organizational citizenship of employees.	0.0%	2.1%	17.4%	38.4%	40.9%	4.1952	.79975
Our top managers play a great role in improving the profitability of their organizations.	0.2%	3.1%	15.8%	40.0%	40.0%	4.1758	.82374
Our leader has a positive relationship with the enrolment in the school	0.0%	2.4%	16.9%	38.4%	41.2%	4.1976	.80363
Visionary leaders play a great role in improving the profitability of their organizations.	0.0%	2.4%	16.0%	40.5%	40.7%	4.2009	.79082
visionary leaders who have impacted positively the success and growth of their organizations	0.2%	1.2%	18.8%	39.1%	40.76%	4.1882	.79346
Valid N (listwise)	391						

**Source: Author (2022)**

The study obtained data on whether the right adherence culture of time affects effective implementation of change management in the schools; out of the 425 respondents who participated in the study, 39.8% strongly agreed, 48.2% agreed, 11.5% were not sure, 0.5% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.3 and standard deviation of 0.7. This is greater than the composite mean and standard deviation which implies that majority of the respondents conceded that in their school, the right adherence culture of time affects effective implementation of change management.

On whether the aspect of team work enhances change management in our school; out of 425 respondents who participated in the study, 36.0% strongly agreed, 51.3% agreed, 12.0% were not sure, 0.7% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.2 and standard deviation of 0.68. This is greater than the composite mean and standard deviation which implies that the aspects of teamwork enhance change management in the schools.

On whether poor attitude of the members of school community highly affects effective implementation of change management in our school; out of 425 respondents who participated in the study, 44.7% strongly agreed, 37.6% agreed, 16.2% were not sure, 0.7% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.27 and standard deviation of 0.75. This is higher than the composite mean and standard deviation which

implies that poor attitude of the members of school community highly affects effective implementation of change management in our school.

Whether poor communication among members of school community highly affects effective implementation of change management in the school; out of 425 respondents who participated in the study, 41.6% strongly agreed, 39.7% agreed, 16.9% were not sure, 2.1% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.20 and standard deviation of 0.79. This is higher than the composite mean and standard deviation which implies that poor communication among members of school community highly affects effective implementation of change management in the school.

On whether the management faces a dynamic business environment where change is an essential requirement; out of 425 respondents who participated in the study, 43.3% strongly agreed, 36.0% agreed, 19.1% were not sure, 1.4% disagreed and 0.0% strongly disagreed. This was backed by a mean of 4.23 and standard deviation of 0.79. This is higher than the composite mean and standard deviation which implies that the management faces a dynamic business environment where change is an essential requirement.

The interview schedules revealed that majority of the key informants asserted that visionary factors are essential to implementation of change.

*“Visionary leadership is central to effective leadership in the implementation of strategic change context”*

One of the key informants conceded that,

*“Visionary leadership is highly relevant to the strategy process because organizational strategy is the embodiment of an organization’s desired future state and its path to realize that vision”*

The study findings are in line with Conger and Kanungo (2018) who asserts that the desired future the leader enunciates in the vision, outlines the specific undertaking and its direction. Secondly, through the vision, the leaders organize action involving a set of prospective aims, and in so doing, provides a potent way that motivates subordinates. Another critical thing about vision is that is the rallying point for meaning and identity creation. Fourth, vision is at the basis of a common background of activities, and as such, enables peoples’ coordination and assimilation. Fifth, vision manifests the institutionalization of prescriptive dogmas, and hence functions as a foundational stone for organizational structure, rules and culture (Jacobsen & House, 2001).

The findings were also in line with Woods and Roberts (2019) who found out that the concept of visionary leadership in the era of education, emphasizes the importance of the principal as an educational leader to have foresight leadership which sees and takes advantage of opportunities in the future. Muhammad et al. (2019) analysed the visionary leadership strategy in advancing educational institutions in order to create a perfect human being able to solve the challenges of the times. The results showed that visionary leadership is felt as an urgent need for educational institutions in order to realize progressive educational institutions as well as to be the centre of attention and public expectations.

### **Bivariate Linear Correlation Analysis**

Simple bivariate correlation is a statistical technique that is used to determine the existence of relationships between two different variables (i.e., X and Y). It shows how much X will

change when there is a change in Y. The correlation between the innovative leadership and implementation of change management strategies was assessed using bivariate correlation analysis. The results are presented in Table 2 below.

**Table 2: Bivariate Correlation Analysis**

		Visionary Influence	Implementation of Change Management Strategy
Visionary Influence	Pearson Correlation	1	.317**
	Sig. (2-tailed)		.000
	N	425	397
Implementation of Change Management Strategy	Pearson Correlation	.317**	1
	Sig. (2-tailed)	.000	
	N	397	397

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 2 reveals that all the predictor variables shown have a positive association between them at a significant level of 0.01 and hence included in the analysis. The bivariate linear correlation analysis values are as presented below:

$$\text{Visionary Factor } X_1 = 0.317^{**}$$

There was positive and significant relationship between Visionary Factors and Implementation of Change Management Strategies (correlation coefficient 0.317\*\*);

**Univariate Regression Analysis**

The study sought to determine the ANOVA used to present regression model significance. The findings are presented in Table 3.

**Table 3: Analysis of Variance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.999	1	7.999	44.162	.000 <sup>b</sup>
	Residual	71.546	395	.181		
	Total	79.545	396			

a. Dependent Variable: Implementation of Change Management Strategy

b. Predictors: (Constant), Visionary Influence

The study sought to investigate the multiple regression model whether it was valid or not. The F statistics was used to determine the model validity. The study found out that the model was valid  $F_{(1, 395)} = 44.162$ ,  $P < 0.001$ . Therefore, this implies that all the predictor variable (Visionary Leadership) are good in explaining variation in the implementation of change management strategies in Nairobi County.

### Multiple Regression Model Summary

The study sought to determine the model’s goodness of fit statistics. The findings are presented in Table 4.

**Table 4: Model's Goodness of Fit Statistics**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317 <sup>a</sup>	.101	.098	.42559

a. Predictors: (Constant), Visionary Influence

The coefficient of determination as measured by the R-square ( $R^2$ ) (0.101) shows that all the predictor variables explain 10.1% of the total variation. This implies that the stochastic disturbance error term ( $\epsilon$ ) covers 89.9%.

### Multiple Regression Variable Coefficients

The study sought to determine the multiple regression variable coefficients. The findings are presented in Table 5 below.

**Table 5: Regression Variable Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.073	.170		18.095	.000
	Visionary Factor	.266	.040	.317	6.645	.000

a. Dependent Variable: Implementation of Change Management Strategy

From the regression coefficients, the study asserted that when all other factors are held constant, a unit increase in visionary leadership would lead to a .266-unit increase in implementation of change management strategies.

## 5.0 Conclusions

The study sought to determine the influence of visionary factors on implementation of change management strategies in private secondary schools in Nairobi County. The respondents agreed that in their school, the right adherence culture of time affects effective

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implementation of change management. The respondents also conceded that the aspect of team work enhances change management in the school. The study also asserted that poor attitude of the members of school community highly affects effective implementation of change management in our school. A significant number of the respondents also strongly agreed that visionary leaders provide inspiration, motivation, and a sense of responsibility in the individuals in an organization. The study findings were established based on the mean calculated of greater than 3.5. The standard deviation calculated each case of less than 1.5 indicated uniformity in the responses from the respondents. From the findings in the bivariate correlation, the study established a strong positive association between visionary factor and implementation of change management strategies. The study also established that holding other factors constant, a unit increase in visionary factors 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:

Human Resources in the private secondary schools should develop policies and practices relating to visionary leadership. This can be done by developing training and development programs for leaders or managers that allow for team-work and knowledge sharing with subordinates to increase implementation of change management strategies in the private secondary schools. The schools' vision should be tied to strategy for achievement of organizational goals and translated into action by leaders' who express confidence that goals will be achieved through team and individual support.

## **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**

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## **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.

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