
Change Management and Effective Performance of Universities

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Abstract

This study empirically examined change management practices and effective performance of Universities: with empirical insight from Ignatius Ajuru University of Education (IAUE). Four research questions and two hypotheses were formulated to guide the study. The population of the study was 985 consisting of 424 Academic and 561 non-teaching staff with a sample of 113. A questionnaire instrument tagged Change Management Questionnaire (CMQ) made up of 50 items was used for data collection. The instrument was validated by some experts in educational management from IAUE, Port Harcourt. Rivers State. Cronbach Alpha was statistically used to test the reliability of the instrument and reliability estimate of .834 was obtained for the 50 items. Data collected for the study was analyzed using mean and standard deviation while Spearman's Correlation (ρ) statistical tool with the help of SPSS version 25 was used to test the hypotheses at 0.05 level of significance. Findings of the study indicate that there is a significant relationship between staff involvement as a change management practice and effective organisational performance. It also revealed that the staff of IAUE adopt modern change management practices and use change management strategies and models. However the university seems not to adopt the Bottom-Up Approach to staff involvement in decision making and the constitution of a change management team in the change management process. Appropriate recommendations are made to improve change management practices and effective performance of the university.

Keywords: Change Management, Effective Performance, Visionary Leadership, Change Management Models/Strategies, Stakeholders Engagement.

INTRODUCTION

Studies on the effect of change management on performance in Nigerian universities are slightly new in the educational sector in Nigeria. Research abounds on the effect of motivation, infrastructure, management, policies, technologies, etc. on performance. The concept of change management and effective performance is not an area educational researchers have over-laboured. However, the value of university education to national development demands robust research into all aspects of operation including modern organizational concepts that will ensure the success of the system. The quality of university education has become such a high profile issue in the 21st century due to the changes and challenges that face the entire educational system in the world (Gathoni & Gachunga, 2016).

University education all over the world is considered as a major instrument that facilitates political, economic, social, technological advancement and national development. Koko (2015) viewed university education as the level of education characterized by constant quest for new ideas, knowledge and pragmatic solutions to societal problems with the main objective of creating and disseminating knowledge through research, teaching and responding to the needs of communities. In the same vein, Mainardas, Alves and Raposo (2011) opined that university education makes the optimum contribution to national development by making professional course content reflect national requirement, intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nations, making entrepreneurial skills acquisition a requirement for all Nigerian universities and making all students to be part of a general programme for all-round improvement (FRN, 2013).

In an attempt at achieving the goals of university education in Nigeria, the system has since its inception experienced changes. These changes reflect the various perception, understanding and expectations of the government at every given time. Change is therefore a recurring decimal in educational institutions. Like all organizations, universities in Nigeria are affected by multifaceted changes. Change, according to Gathoni and Gachunga (2016, p. 483) is “an alteration in the existing conditions of an organization. Even in most stable organisations, change is necessary to maintain stability”. Change as we know has become a constant phenomenon which must be managed properly for effective performance and survival.

Besides the rapidly changing society, Nigerian universities are inundated with so many challenges ranging from infrastructural deficit, technological advancement, inadequate funding, policy summersault etc. These changes and challenges generally affect the performance of the university system. The rate of changes faced by Nigerian universities continues to increase more and more as a result of changing government expectations, dwindling financial resources, increasing population, low educational standards, and liberalization of economies across the globe (Thomas, 2014). For a university to be classified as a world class institution, Bamiro (2012) explained that, it must be innovative, flexible and responsive. It is adaptive in its orientation, intentionally considers changing circumstances, identifies appropriate ways to adapt and take responsive actions. Change can therefore not be avoided but be properly managed in the university in order to guarantee effective performance and success.

According to Wachira and Anyieni (2015) if organizations are ever to experience a greater level of success in their development efforts, managers and executives need to have a better framework for thinking about change and an understanding of the key issues which accompany change management. Benedict (2007) in Gathoni and Gachunga (2016) viewed change management as defining and adopting corporate strategies, structures, procedures and technologies to deal with change stemming from internal and external conditions.

In simple terms, change management in universities would mean a structured approach for ensuring that changes that occur in the university system are thoroughly and structurally implemented in order to achieve lasting benefits by focusing on the wider impacts of change particularly on staff and students and how they as individuals and groups move from the current state to the future state (Bourda, 2013).

It is expedient to understand that the whole essence of change management is to address poor performance, adapt to changes arising from the external environmental pressures, achieve or maintain competitive advantage and explicit innovation. So knowing the change management strategies for effective performance in the universities is critical for managers of the system. It is not enough introducing or experiencing changes without knowing the various ways of managing different changes in order to achieve success and effectiveness. Gathoni and Gachunga (2016)

are of the view that the close of the 20th century witnessed remarkable changes within the universities in Africa. This period saw an increase in enrolment figures and number of universities. These changes require proper management for effective performance. This empirical paper therefore examined different changes introduced in Ignatius Ajuru University of Education, identified change management practices utilized in IAUE, the strategies that can enhance effective change management practices in the university.

Statement of the Problem

Universities in Nigeria are integral to national development. The major goal of Nigeria universities as provided for in the National Policy on Education is to produce the required high-level manpower for national development. The performance of the universities is measured by the achievement of this objective. Managers of universities therefore introduce different changes/policies in the system so as to improve performance and be effective. Changes arise out of the need for universities to exploit existing or emerging opportunities and deal with threats in the society. In order to ensure success, it is crucial that universities seek to create a competitive advantage and wherever possible, innovate to improve their competitiveness (Gathoni & Gachunga, 2016). The implication of this is that universities must be ready to change and manage changes.

Wachira and Anyieni (2015) are of the view that in order to enhance organizational performance, change management practices that involve the use of systematic methods should be initiated to ensure that organizational change is conducted as planned. Today, Nigerian universities operate in very turbulent and dynamic environment because of rising globalization and liberalization of university education. Consequently, changes and managerial challenges have increased. These emerging situations require strategic change management.

Ignatius Ajuru University of Education has undergone series of changes involving the restructuring of its functions and structure. Organizational change in the university was triggered by the legal provisions that upgraded its status from a College of Education to a University of Education as enshrined in the University of Education Law No 8 of 2009 passed by the Rivers State House of Assembly. The enactment of this Law resulted in a lot of changes. Consequent upon this change in status, the university has evolved in the number of academic programmes and student's enrolment. The school now offers post-graduate degrees and commenced Ph-D programmes in the 2016/2017 academic session, academic programmes increased from 28-32 programmes and students enrolment which was between 6,000-8,000 students increased to about 12,000 indicating a geometric rise. These are significant changes which should be well managed for effective performance in the university. When change is not properly managed, there is the tendency it affects performance negatively which may result in total deviation from expected result and loss of valued employees and may degenerate into lower academic standards in the university.

To manage the challenges of change, different researchers have advocated the use of systematic change management practices (Ayabei, 2010). While studies have been carried out in change management practices in other institutions, they do not address the effect of change management practices in Universities in Rivers State with specific focus on Ignatius Ajuru University of Education. This study therefore sought to establish the effect of change management practices on effective organizational performance in Universities using IAUE as a case study.

Purpose of the Study

The overall purpose of this study was to investigate change management and effective performance of Universities in Rivers State with insight from Ignatius Ajuru University of Education (IAUE). Specifically, the study sought to achieve the following:

- To identify change management practices utilized in IAUE;
- To determine the relationship between staff involvement in decision making as a change management practice and effective organizational performance of IAUE;
- To determine the relationship between the establishment of a change management team (actors) as a change management practice and effective organisational performance of IAUE; and
- To identify the strategies that will enhance effective change management practices in IAUE.

Research Questions

This research is geared towards providing answers to the following questions:

- What change management practices are adopted in IAUE?
- What are the methods of staff involvement in decision making as a change management practice and effective organizational performance of IAUE?
- What are the approaches for having a change management team as a change management practice and effective organizational performance of IAUE?
- What strategies will enhance effective change management practices in IAUE?

Research Hypotheses

The following null hypotheses were tested at 0.05% level of significance in the course of this study:

- There is no significant relationship between staff involvement in decision making as a change management practice and effective organizational performance of IAUE.
- There is no significant relationship between having change management team/actors as a change management practice and effective organizational performance of IAUE.

Significance of the Study

Taking into consideration the importance of university education to National development, this study provided a review of the changes in IAUE in recent years. The study exposed the change management practices, the change management strategies that will enhance effective change management practices in IAUE. It is intended that the findings from this study might encourage the managers of the university to be more careful with introducing changes without putting a change management strategy in place. It is important for managers of universities to understand the concept of change management in implementing changes.

Another significance of this study is that the findings might go a long way in bringing some new insights in university management and expand the discussions in this field. It is important that the result of this research be studied, used and improved upon by other researchers in order to guarantee a goal-oriented university system as the findings are beneficial to government and society in general. Government will be aware of the importance of making adequate plans before effecting changes. The study will also contribute to existing literature on change management and effective organizational performance in the universities, thus creating an opportunity for the public to use the material in different fields.

REVIEW OF RELATED LITERATURE

Theoretical Framework

The theoretical framework of this study is hinged on Kotter's Change Management Theory. Management is one of the most important human activities. According to Olum (2004) from the time human beings began forming social organizations to accomplish aims and objectives they could not achieve as individuals, management has been essential to ensure the coordination of individuals and group efforts. The need for managing situations has increased given that change occurs constantly in the operations of organizations/institutions. Change management theories have therefore become crucial in managing situations, organization and the phenomenon of change. To this end, change management theories have been developed by different researchers to assist managers in managing these changes. Kotter's change management model is considered appropriate because it is one of the most generic and more frequently used models of planned change management.

Kotter's change management model developed in 1996 by John P. Kotter is one of the most popular models that focused on the people's side of a change process than the change itself. The model advocates that whenever change is introduced, be it in organization's structure, systems, tools or skills change, it impacts on the people in the organization and may negatively impact on performance too if not properly managed. Kotter therefore advocated eight (8) stages of a change management process. The main reason for Kotter's 8 stages change model is to emphasize that change is not a simple and quick process. It requires different levels of planning even when the change has been implemented. Kotter argued that 70% of change initiatives fail because most organizations do not put in the necessary preparations or see the project through correctly. Studies using the Kotter's model have shown that the change process goes through phases that each last a certain amount of time (Todnem, 2005).

It is important to note that mistakes should be avoided at each phase because such mistakes can be costly and may impact on the other phase negatively. Generally, change makes people uncomfortable and resistance is the action that follows. As described by Thomas (2014) "people typically like the status quo. Change means uncertainty about the future. Furthermore, people tend to mistrust things they are uncertain about and so, they avoid change. The Kotter's 8-steps change management model therefore advocates approaches to be adopted that will rather motivate employees to action, rather than resist the idea. The Kotter's change model advocates the following 8-steps in managing change:

- Create a sense of urgency concerning the change;
- Build a guiding coalition of managers to work with them;
- Form a clear vision and keep it simple to understand;

- Share the vision and enlist a volunteer Army as champions and advocates of the change;
- Empower people to clear obstacles by training, equipping and tooling for the change;
- Create and secure short term wins by ensuring behavioral reinforcement (Reward system);
- Consolidate and keep moving;
- Anchor the change by incorporating it in the organizational culture (Daniel, n.d).

Thomas (2014) simplified this model by stating that “to encourage people to assist with the change, the manager must involve different levels of management, provide necessary resources and apply the reward system when success is recorded. Though, the execution methods with suitable examples on templates and tools required at every stage are not illustrated, according to Rajan and Ganasan (2017), the model is detailed enough for use in the university system.

The emphasis of Kotter’s model is that change is brought about by people and managed by people. If the managers of the change do not systematically handle the employees whose duty involves making the change process a success, then the change will not achieve the desired goal as the workers can frustrate the plans of the management. Systematically planning and executing a change will guarantee not only improved performance but ensure sustainability of the success. This change management model best suits this study because it is elaborate and detailed enough to reduce error considering that change management can be complex. According to Daniel-Kalio (2018) change management incorporates the organizational tools that can be utilized to help individuals make successful personal transition resulting in the adoption and realization of change. The concept of change management implies that in the course of implementing a given policy in the university, change may occur or be introduced. When that happens, the university should plan on how to manage the change without affecting the overall benefit of the policy being pursued or implemented.

Conclusively, it can be deduced that the Kotter’s 8-steps change theory form a good theoretical framework for this study as the theory can be adopted and adapted to specific situation and areas of management in the university. Essay (2013) opined that though managers are authorized and responsible for a project commencement and its completion, universities rely heavily on employee participation and empowerment for the best outcome, hence change management. Therefore for managers of universities to implement policies that will result in expected changes, they must have the requisite knowledge of change management models, processes and necessary skills. Kotter’s change model simplifies the process of change management with its systematic process.

CONCEPTUAL FRAMEWORK

Some critical concepts in this study are summarily presented and clarified below:

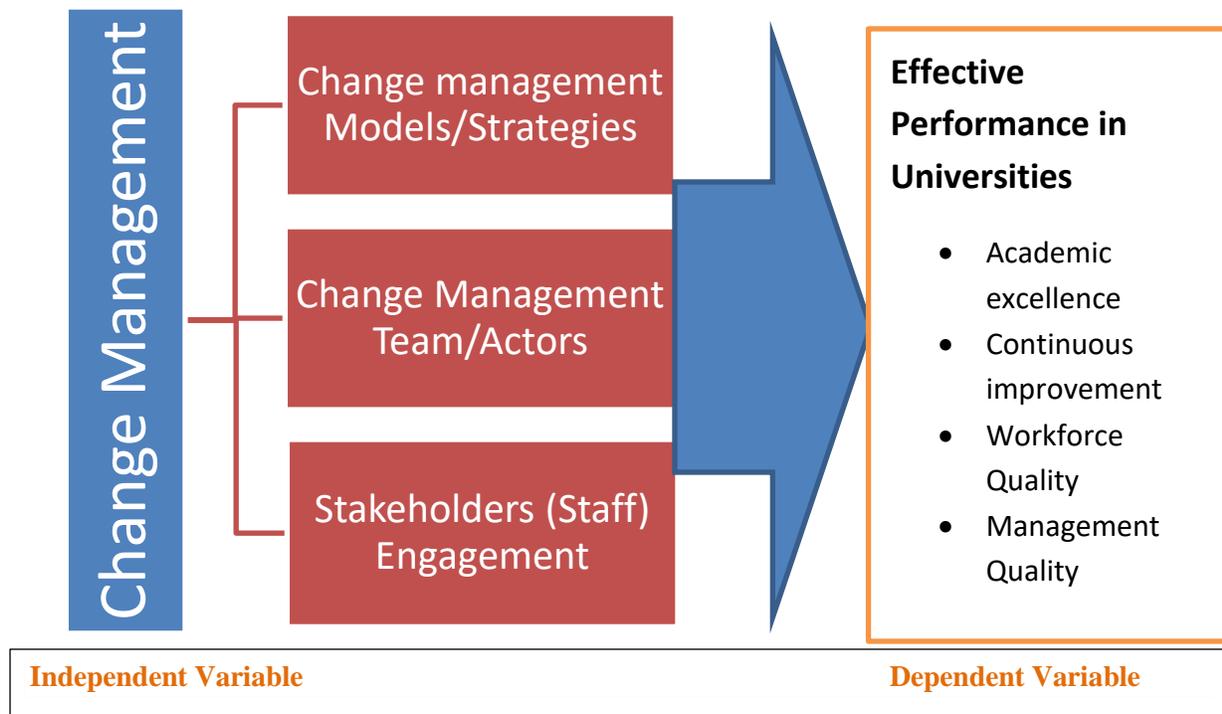


Figure 1: A Conceptual Framework for Viewing Change Management and effective performance in Nigerian Universities.

Change Management

Change is a regular occurrence in an organization which impacts negatively or positively on systems, goals, processes, organizational structure, management, etc. Making change to happen successfully requires hard work and understanding of what must be done. Activities of change must be properly managed in order to achieve desired goal. Change management is defined by Korir, Mukotive, Loice and Kimeli (2012) as “the effective management of a business change such that executive leaders, managers and frontline employers work in consent to successfully implement the needed process, technology or organizational changes”. This means that change management requires team play between employers and employees to make things happen. According to Daniel-Kalio (2018) change management deals with impact of changes on policies, human resources, organizational structures and goals on the human resources of the organization, and developing strategies on how to control the impact of changes on the persons. Davis (2012) opined that a typical change management process involves change risk analysis, actively engaged leadership, communication, training, feedback, corrective action, reward and reinforcement.

It is observed by researchers that since human beings are resistant to change, managing change is more difficult and needs to be strategic. Armstrong (2006, p. 3) defined strategic change management practices as “the activities adopted and implemented during change process. The activities include visionary leadership, change management, stakeholder involvement and employee participation among others”. Change management in any organization includes the tools organizations use to assist people make a successful personal changeover in the acceptance and realization of change. Change management reduces resistance from employees, improves

acceptability of the innovation and improves productivity. This explains why Mullins and Christy (2014) in Cheworei (2017) defined change management as the procedure, techniques and tools to manage the employee side of variation to attain the required organizational objective. This process requires good leadership. It is the responsibility of the leader or manager of any institution/organization to institute a change process whenever change is introduced. Change leadership according to Harigopal (2011) in Cheworei (2017, p. 11) is “the procedure of inducing and inspiring other people to start a process of change that leads to the realization of the preferred future state”.

Effective Performance

Every institution is set up to achieve certain goals and objectives. Activities are then designed to ensure the achievement of these goals and objectives. In the same vein, certain measurement mechanisms are put in place to assess the extent to which the goals are achieved at different intervals. Effective performance is therefore when set goals and objectives are successfully achieved by an organization/institution. According to Business Dictionary (n.d) effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved. Effectiveness is determined without reference to cost and means doing the right thing not just doing the things right as is the case of efficiency. This implies therefore that effective performance is when an organization, in this case, the university achieves the institutions goals and objectives and solves targeted problems through doing the right thing irrespective of the cost considerations.

Similar to any organization, universities evaluate performance based on contribution of staff to goal attainment as both academic and non-academic staff play important role in improving university performance. The quest for rapid development has exerted great pressure on public organizations like the universities to increase the quality of services, efficiency and effectiveness in the utilization of resources. According to Gathoni and Gachunga (2016) organizational performance can be measured using indicators in efficiency, effectiveness, timeliness and work place environment. Mouzas (2006) stated that efficiency and effectiveness are the central terms used in assessing and measuring the performance of organization. Therefore effective performance in a university is the assessment of the ability of the university to attain its pre-determined goals and objectives. Effectiveness is the extent to which the policy objectives of the university are achieved.

Public universities in Nigeria are recognized and assessed based on their performance looking at some factors such as enrolment rates, graduation rate, academic programmes, quality of lecturers etc. Also, the variety of stakeholders in a university system which include students, employers, teaching and non-teaching staff, government and its funding agencies, accreditors, validators, auditors, and assessors (including professional bodies) (Burrows & Harvey, 1992 in Shonubi & Akintaro (2016) have different views of effective organizational performance influenced by their different interests. For example, to the committed scholar the quality of university education is its ability to produce a steady flow of people with high intelligence and commitment to learning that will continue the process of transmission and advancement of knowledge. To the government a high quality system is one that produces trained scientists, engineers, architects, doctors and so on in numbers judged to be required by society. To an industrialist a high quality educational institution may be one that turns out graduates with wide-ranging, flexible minds, readily able to acquire skills, and adapt to new methods and needs

(Shonubi & Akintaro, 2016). Johnes and Taylor (1990) in Shonubi and Akintaro (2016) therefore stated that if universities are to be evaluated, it is necessary to acquire information about:

- The outputs which universities aim to produce;
- The inputs which universities need to produce these outputs;
- Quantitative measurements of each university's inputs and outputs;
- The technical relationship between inputs and outputs.

Wang (2010) added that processes, inputs and outcomes should also be evaluated in terms of measuring performance using both qualitative and quantitative indicators. He also advocated a distinction of academic and management performances as a solution to performance measurement in universities. Effective university performance is therefore measured according to how academic and management goals and visions are met.

Change Management Practices

The relevance of change management practices in the university cannot be over-emphasized in an ever-changing society. While the corporate world has embraced the concept of change management with various tried and tested methods globally, the story is different in the academic world. However, with the academia facing a lot of challenges, university leaders are beginning to bring change management to the forefront. DePaul (2016) reported that members of Leading Academic Transformation (Educause) have recently emphasized that the most pressing issues on their campuses have ultimately involved strategic change. This is because change management best practices simply do not exist in universities and the processes which are borrowed from industry are research-based. The principles of change management are definitely derived from private sector but are still applicable in the higher institutions like the universities. Therefore, the universities need to adapt the processes and procedures in their campus culture and structure. To this end, Morris and McCarthy (n.d) in DePaul (2016) proffered five (5) tips for managers of change initiative in the university campus stating that the campus change manager should:

- Consider the campus culture as it can significantly influence or inhibit institutional change;
- Try and secure buy-in by enlisting the support of key individuals.
- Communicate early and often to all concerned in order to manage expectation, inform and solicit feedback;
- Manage time and expectation; and
- Anticipate obstacles as the process gets derailed in avoidable ways because the more persons involved in the process, the more complicated the process becomes.

These tips are supported by the Ten Guiding Principles of Change Management proffered by Strategy& (2004). Other change management practices include addressing the human side of change systematically, engaging both top and bottom staff knowing their involvement in the change process, crafting a vision, adopting a distributive approach that engages stakeholders as active participants and owners, giving people permission to spend a significant time to explore the scope and boundaries required and allow enough time to build trust to reduce resistance, using a different education approach, training and/or upgrading scheme for the institution,

watching out for assumptions, risk, dependencies, cost/return on investment, disadvantages and cultural matters, etc. (Strategy4, n.d; Ogbu, 2018).

The Vice Chancellor who is the principal actor of any change in the university should endeavor to identify the gap between the current state of the university and where they would want to be. Managing change in the university system involves the consideration of several variables like the type of change expected, the actors, the structure that will be involved, the risk and impact analysis, the human factors (change resistance) etc., and since there is no “one-size-fit all” process for the change management, leaders are expected to carefully design and implement what is suitable at a given time. According to USAID (2015) the best change management practices include establishment of a clear, unambiguous, personally relevant, simple and vivid vision that staff can identify with, involvement of senior leadership in the process as stakeholders tends to respond more positively to this group, development of a change management plan which should incorporate vision and goal, stakeholders, resources, time-specific milestones, communication tools and strategy, metrics, roles and responsibilities, engagement of stakeholders early, often and in meaningful way to reduce barriers to change and creating psychological ownership, creation of infrastructure to support, create the appropriate environment and provide the tools and trainings necessary to promote change, development of metrics for the measurement and reporting of progress and change monitor and evaluate post-implementation to ensure the organization does not lapse into old behavior and publicizing the results throughout the organization to help institutionalize and reaffirm the ultimate purpose (USAID, 2015). The position of USAID (2015) is further illustrated below



Figure 2: Change Management Best Practices (USAID, 2015).

Prosci (2018) also advocated seven (7) straightforward factors that impact change management initiatives and gave the best practices as follows:

- Mobilization of an active and visible executive sponsor.
- Dedication of resources for change management.
- Application of a structured change management approach.

- Engagement with employees and middle managers and encouraging their participation.
- Adoption of open and frequent communication system.
- Integration and engagement of project managers

Change Management Strategies that will Enhance Effective Change Management Practices

The overarching purpose of change management is to accelerate the speed at which people move successfully through the change process so that anticipated benefits are achieved faster (McCarthy & Eastman, 2010). It is therefore critical for every manager of any organization or institution to deliberately plan and implement change using different strategies. This is important because while the change that is going to occur is an external event, the transition from the old to new that those employees who are affected experience is a psychological and emotional process, making the transition and its management difficult. For change to be successful therefore three things must happen. People must let go of their current realities, go through a confused period of in-betweens and then have a new beginning. The question then is: how do you manage this people in such a way to avoid resistance, have their buy-in and achieve the desired goal of the change itself? This is the crux of the matter in this research.

There are several strategies and models that can be adopted in the change management process. McCarthy and Eastman (2010) advocated the Organizational Fabric Model which highlights the six primary variables that are inter-hoven in the fabric of an organization. The critical variables are: (1) Vision, (2) Sponsorship, (3) Stakeholder management, (4) Communication, (5) Training and, (6) Reinforcement. With the implementation of any change, the organization must create the supporting environment, provide needed training and resources, articulate a clear direction coupled with clear expectations, engage its people, include them in the process and reinforce desired new behavior. Change management is not just performing activities or accomplishing tasks but finding synergy among impacted groups, giving them what they need and coordinating efforts to meet the goals and aspirations of both the employees and the university in specific and simple terms. Business Enterprise Mapping (2017) advocated five (5) effective change management strategies. They are:

- **Propose Incentives** - Employee recognition programmes and rewards tailored to specific actions and company values provide the “carrot” some workers need to buy into change and reinforce behaviors. This strategy is predicated on the premise that workers tend to selfishly pursue their personal interest.
- **Redefine Cultural Values** – Establishing a culture of continuous improvement is one way to change the hearts and minds of employees who are asked to change the way they work. This change strategy is based on the underlying assumption that people as social beings want to “fit in” and “go along” with cultural norms and values. Employees may be more receptive to new ways of working if they have already bought into the idea of continuous improvement and the challenges that come with change.
- **Exercise Authority** – The coercive strategy can be the fastest way to implement change. Though this strategy has a challenge of breeding resentment and opposition among some employees that may become problematic, it can be used if the threat to the business is grave enough that imminent change is necessary for survival and the organization does not have time to invest in incentive programme and advocacy.
- **Shift the burden of change** – People are often quicker to adapt to new environment than to change especially when they view the change as undesirable or disruptive. So,

organizations can take advantage of this adaptability by creating new structure, complete with new processes, workflows and values and gradually transfer employees from the old one. This strategy is best suited for situations involving radical, transformative change.

- **Recruit Champions of Change** – When the voices championing for change are members of the workforce rather than management, the odds of success can improve. It recruits frontline employees to share the need for change with their peers and get the buy-in of the workers.

According to Crawford (2013) a functional change management strategy must consider the organizations current capabilities, the organizations competencies and the agreed change management operating models for the desired change organization. A change management strategy must outline why the need to create a new change organization, what is to be created by the change, where the change is going to be created how the change is going to be created and when the change is going to be created.

In business, a change management strategy describes specific ways in which an organization will address issues that will emanate from changes that may occur. A strategy ensures that the facts that have negative effects are minimized. It is usually intentionally designed by managers to effectively institute a plan on how to recognize when a change is needed, how to approve changes, how to implement changes and how to monitor changes to ensure that the desired goals are achieved. In doing this in the university, it is expected that the university management takes into cognizance, its operational environment (external and internal), structure, policies, overall goals, systems etc. Several change management strategies have been advocated by different researchers. The most effective strategies are those that focus more on the human element. This is because their decision to become adopters or disrupters of change can have a tremendous impact on the short and long-term successes of a business.

Change Management Models

Since change is unavoidable in the university system, its managers must develop strategies, plans, models and frameworks to manage the changes. To make it easier, several researchers have come up with properly structured models for managing changes with the aim of dealing with the transition. According to Anastasia (2015) cited in Daniel-Kalio (2018) the process involves structured methods and a pre-planned framework so as to steer the business/organization from its current state to the desired state. There are different models and approaches to be used in the university system. However, the model to be adapted by the managers of the universities is dependent on the ultimate goal to be achieved, the management structure, culture and values of the system. Mood (2000) cited in McRoy and Gibbs (2009) maintained that an effective model for change should be iterative and recognizes that managers must be prepared to plan ahead. He advocates a change model that involves all stakeholders including different agencies. The popular change management models include;

- Lewin's Change Management Model.
- Nudge Theory.
- ADKAR Model.
- McKinsey 7-S model
- Kotter's Change Management Theory.
- Bridges transition Model

- Kubler-Ross' Five Stage Model.
- The Satir change management Model
- The Deming Cycle (PDSA) Model (Anastasia, n.d & Jorge, 2014).

Each of these models has unique features, focus and approach adaptable by managers of organisations and institutions. The end result of each of the models is change management that will result in reduction of resistance and effective performance. Change management researchers have revealed that practice has shown that, in the changing social and work environment, only those organizations that can adapt to changes (ie, those who possess the skills and knowledge of change management) can exist successfully. Taking what looks like a good and potentially relevant, desirable and feasible change idea and making it work in practice is by far the hardest part of the quality improvement and innovation process. Although policy formulation has different models like Top-Down, Bottom-Up, and Management Approaches, the introduction of the policy after formulation has a change management process which ought to be planned and implemented alongside the new policy. Change in policy, structure, goals, etc. should not just be introduced without a well-defined change management model or process (Sabatier, 2008).

Change management is very vital in an organization and the educational sector is not an exception. It is therefore important that the administrators of the educational sector develop change management strategies or models to accompany every new policy to be introduced. When there is a policy change, the organizational structure may be affected, new skills may be needed to implement the change, personnel, infrastructure technological architecture, processes, rules etc may be affected. It is important to always identify the requirements for the implementation of the new policy before it is introduced. Therefore, to manage change effectively in the education sector, a proper understanding of the change management models and the ability to counteract resistance to change is required.

Roles and Responsibilities of Change Management Actors/Teams

There are principal actors in every change process. It is important that officers are dutifully assigned various roles and responsibilities for the change process to be successfully implemented. Information Services (2018) listed some actors which include a Change Advisory Board (CAB) that provides due diligence readiness assessment and advices about timing for change request, a manager who reviews and approves timing feasibilities of all request and subsequently engages IT communication managers to initiate communication, a Change Authority who provides advisory input to the requester and reviews change outcomes after it has been approved and implemented and a change Requester who ensures that additional resources are available in case of problem and documents the outcome of the change.

Change-Management-Procedure (2017) indicated in the process that a senior manager who provides management control and guidance and accountable for the process design, operation and improvement is appointed as the change process owner. This person has the overall operational responsibility for the process. This procedure also mentioned a Change Advisory Board (CAB) which is a cross-functional team responsible for assessing change requests in terms of business need, cost/benefit, usability and potential impact to existing systems or processes and instructs the change manager to approve, defer, reject or cancel changes. The process also mentioned Emergency Change Advisory Board (ECAB) which is a subset team of the CAB responsible for dealing with Emergency Changes and a Technical Review Board (TRB) an ad-hoc group of technical and subject matter experts set up by the

Change Advisory Board to do an in-depth review of the change. Fruition Partners (n.d) also detailed the roles and responsibilities of actors of change management in Yale University. They are change requestor, change owner, Approving Change Owner, Change Advisory Board, Change Coordinator, Change Assessor, Change Builder/Implementer and Authorizing Change Manager(s). In addition to the actors highlighted by Yale University as recorded by Fruition Partners (n.d), the UNM Health Services has Service Owner, Component Manager and Stakeholders as critical actors of the change management process.

Slightly different from the Yale University's change management Actors is the actors outlined in the change management policies and procedures guide of Tuskegee University (n.d) which has a change manager, change initiator, change coordinator, change task assignee or Change Implementer and Change Management System Administrator. These are indications of the fact that change which comes as policies cannot just be introduced in a system without initially planning and developing a deployment process with appropriate actors.

Change management must be owned in an organization. Change management runs concurrently with the change that it complements. This can be in the area of curriculum change as noted earlier or the launch of an online degree programme. The approach or process can be relatively informal or highly structured. However, what is critical to understand is that, there should be a change management team whether it is a standing group or an ad-hoc team that should be composed of multiple experts representing different perspectives which can be used to inform the change process (Educause, 2016). In the university system, the change team should comprise of administrative staff, faculty and students. No matter the change management team or individual, there must be an individual who must own the process and have the authority and responsiveness to track reactions among those who are affected and to address matters arising (Educause, 2016). At this point, it is important to note that there are different types of changes. The different types may attract different levels of processes and actors.

Stakeholder Engagement/Staff Involvement

Stakeholder engagement can mean different things to different people and can range from the most superficial (telling people what is going to be done to them, ie. top-down) to inviting them to define the problem in their own terms and encouraging them to develop and implement their own solutions(bottom-up). Top-down approaches tend to work best where outcomes can be predicted with confidence and there is consensus about what those outcomes should be. Ideally, Stakeholder involvement is critical for any given course of action in the change management process. Their involvement is a valuable prelude in change management if it is to succeed and not be resisted during implementation stage.

In engaging stakeholders, Ng'ong'a and Alang'o (2015) advocated that they can be met in small groups to explain the purpose and value of the change and the risks that must be managed, asked to join the change team as volunteers, provide weekly updates of progress made by the change team and for the change owner at senior level to ensure one-on-one discussion with individual worker on the change process. Another way of engaging stakeholders can be building in discussion on the matter into weekly team meeting discussions and different feedback sessions with the team leader.

Wanyama (2013) pointed out that stakeholder engagement in change management involves the managers and the owners of the organization in the change management process and it requires several things to be done. There needs to be a strong case supporting the need for change in the organization, there needs to be consensus among the managers and owners of the

organization on the need for change, a plan should be developed to guide the change process and the managers should provide leadership on the change process. This process requires a clear vision on what the change should result to. The vision should be communicated effectively and continuously to all the stakeholders. A tightly controlled project that produces a technically workable solution on time and budget is likely to run into implementation and sustainability problems if key stakeholders feel aggrieved about lack of involvement and do not believe the solution meets their needs. While there are many different types of universities, they nevertheless tend to share a culture within which managing work by consent and dialogue is critical.

According to Brown (2002) project outputs that are generated by localised bottom-up initiatives are likely to be enthusiastically supported by their initiators but largely ignored by the rest of the institution. A third possibility is “distributive” leadership in which the change process is a joint enterprise between stakeholders. According to Keppel et al. (2010) distributive approaches entail development of an open sharing culture that values dissemination of information and building of trust between participants and therefore better suited to the organizational culture of universities.

EMPIRICAL REVIEW

Change management is an emerging practice in the university environment in Nigeria. Most organizations experience change. Still, change initiatives fail at an alarming rate because managers of such initiatives fail to consider how changes affect the people in the organization. Properly managing change is essential for effective performance and goal attainment. Several researchers have investigated the effect of change management on organizational performance of different institutions, and different countries.

Thomas (2014) conducted an empirical study on change management and its effect on organizational performance of Nigeria Telecommunications Industry using Airtel Nigeria as a case study. The study which was carried out in Lagos with a sample of 300 staff comprising managers, supervisors operating staff and customers with a 1000 population revealed that changes in technology and customer taste significantly enhances organizational performance in Airtel Nigeria at .05 confidence level and a change in management significantly affected employees performance. The study therefore recommended that workers should be properly trained on change programme to avoid resistance and appropriate change strategies should be applied by change managers. It also recommended that proactive measures should be encouraged in managing change to reduce negative effect on organizational performance.

The study of Wachira and Anyieni (2015) on effect of change management practices on performance of Teachers Service Commission (TSC) aimed at establishing the influence of change management practices on the performance of Teachers Service Commission of Kenya using 80 respondents who were Directors, Deputy Directors, Senior Deputy Directors, County Director, Deputy County Directors and Human Resource Officers established the fact that communication had a positive influence on performance of the Teachers Service Commission in Kenya and recommended that TSC should put in place better communication system within the structure to enhance communication of the change process to improve performance. The findings established a positive relationship between communication and the performance of TSC in Kenya and recommended the replication of the study in other institutions in order to authenticate its findings and enable the generalization of the result. This view agrees with the view of Johansson and Heide (2008) in a research indicating that communication and organizational change are inextricably linked processes.

In another study conducted by Elijah and Muathe (2016) titled critical review of literature on change management on employees performance, the researchers surveyed participatory leadership, motivational commitment, training and communication as independent variable and change management and performance as dependent variables. The study indicated that the independent variables which are participatory leadership, motivational commitment, training and communication are positively and significantly correlated to change management on employee performance. They concluded that change management on employees' performance is a concept that is likely to be more sustainable over the long term if the process is constructed systematically.

The study by Ndahiro, Shukka and Oduor (2015) in Rwanda on the effect of change management on the performance of government institutions in Rwanda using Rwanda Revenue Authority as a case study revealed that all changes made in Rwanda Revenue Authority in the past four years before the study have been well planned and implemented and that most of the employee's in the institution have generally embraced the changes made resulting into overall organizational performance. This is an example of a well-designed and articulated change process. It showed that when change is planned, implemented and managed, it results in effective performance. Also, the work of Kamugisha (2013) on the effect of change management in an organization with a case study of National University of Rwanda with study themes being change management and its effects on organizational structure, culture and leadership with a sample of 57 senior staff members directly involved in managing organizational change made some revelations. The study found that there are changes in the management of faculties, requirements and performance of the staff where administrative staff are now to have at least a bachelors' degree in relation to the positions they occupy different from what prevailed previously.

The university Administration has introduced the idea of performance contracting, where employees are required to set targets from which they are evaluated. These changes were found to affect the organization human resources in terms of downsizing, outsourcing and recruiting more staff to fill some posts. It is further revealed that technological changes in terms of enhanced internet bandwidth in the university have considerably had a significant impact on the operations of the university both in academic and administration. These studies reveal different dimensions of change management and its applicability in different institution, organization and nations. One critical revelation from the empirical studies is that change is real and constant. What the managers of a system do with it determines its impact on organizational performance. Change management is a very critical component of strategic management in today's business environment.

METHODOLOGY

This study adopted a descriptive as much as it is a correlational research design which sought to investigate the influence of change management on effective performance in universities in Rivers State. The target population of this study was the management and administrative personnel of Ignatius Ajuru University of Education, Nigeria. 985 teaching and non-teaching staff comprised of 482 and 480 staff respectively. The sample size for this study was 113 staff. The researchers used simple random sampling method in selecting respondents from the different categories of respondents. Primary data was collected using questionnaires administered to assistant and deputy registrars, Deans of Faculties, Heads of Department, Lecturers and other administrative staff. The choice of these respondents was predicated on their ability to provide

the required information as active officers in the area of study. The secondary data was obtained from journals, books and the internet.

The validity of the instrument was done by experts in statistics, measurement and evaluation of the department who made inputs to validity the instrument. Reliability test of the instrument was conducted using respondents from Rivers State University, Port Harcourt, Nigeria. Information gathered during the pre-test was used to revise the instrument by deleting baseless and irrelevant items and included more relevant and logical items that elicited the required responses. Cronbach Alpha was used to statistically determine the reliability of the outcomes of the test which had a reliability estimate of .834 (see table 1). The outcome of the test result guaranteed the use of the instrument. The research instrument, which was a fifty (50) item questionnaire, was personally administered to the respondents.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.834	50

The researchers solicited the respondent's assistance and cooperation to ensure speedy completion of the exercise. A one week interval was allotted for this activity. Data collected was coded and analyzed using Statistical Package for Social Sciences (SPSS) version 25 and Microsoft excel. The Spearman Correlation statistics was used in analyzing the data. The result for the first research question was drawn along Always (A) = 3.99—4.00; Most times (MT) = 2.99—3.00; Rarely (R) = 1.99—2.00; and Not at all (NAA) = 0—1.00. While that of research question 2, 3, 4 was drawn along agree and disagree. This was done using a four point Likert scale questionnaire of $4+3+2+1 = 10 \div 4 = 2.50$.

RESULTS AND DISCUSSION

Research Question One: What change management practices are adopted in IAUE?

Table 2: Mean ratings and standard deviation analysis for change management practices adopted in IAUE

S/N	Change Management Practices	Mean	Std. Dev.	Remark
1	Change is planned.	3.3805	.73580	Always
2	Vision on planned change is shared and made clear.	2.8053	.89501	Most times
3	Change is properly communicated to staff.	3.3701	.65898	Always
4	A change management team is constituted.	2.8938	.86976	Most times
5	Change champions are enlisted to lead advocacy.	2.7080	1.00607	Most times
6	Necessary tools, resources and training for change are provided.	2.9204	1.10309	Most times
7	Senior leadership and staff are involved in the planning and decision making process.	3.2405	.64529	Always
8	Appropriate change management models/ strategies are adopted.	2.7876	.95853	Most times
9	Purposeful and visionary leadership is provided.	3.5133	.62842	Always
10	The university's culture is considered.	3.3451	.69140	Always
11	Quick successes are celebrated and reinforced.	3.3982	.72629	Always
12	Metrics for monitoring and evaluation of change are developed and used.	3.4071	.72749	Always
Grand Mean		3,1475	0.80384	Always

N=113

Table 2 shows that the mean rating and standard deviation of the change management practices adopted in IAUE were 3.15 and 0.804 respectively. The key change management practice adopted in IAUE is providing purposeful and visionary leadership (M=3.51, SD =.628). Items 9, 12, 11, 1, 3, 10 and 7 have very high mean values: 3.51, 3.40, 3.39, 3.38, 3.37, 3.35 and 3.24, which are far above the criterion/cut-off mean of 2.50 and standard deviations of .628, .727, .726, .736, .659, .691 and .645 respectively. Based on criterion/cut-off mean of 2.50, items 9, 12, 11, 1, 3, 10 and 7 showed that in the opinion of the respondents, providing purposeful and visionary leadership, developing metrics for monitoring and evaluation of change, celebrating and reinforcing quick successes, planning change, properly communicating change to staff, considering the university's culture and involving senior leadership and staff in the planning and decision making processes are major change management practices always adopted in the university. The items were thus accepted since their mean values were far greater than the cut-off point of 2.50. Items 6, 4, 2, 8 and 5 also have high mean values as 2.92, 2.89, 2.80, 2.78 and 2.71 which were above the cut-off mean of 2.50 and standard deviation of 1.10, .869, .895, .958 and 1.006 respectively.

The result showed that in the opinion of the respondents, providing necessary tools, resources and training for change, constituting a change management team, sharing and clarifying vision on planned change, adopting appropriate change management models/strategies and enlisting change management champions to lead advocacy are practices also adopted by the university though not adopted always. All these items were also accepted since their mean values are greater than the cut-off mean of 2.50. This indicates that the respondents accepted that all these change management practices are useful and are adopted at varying frequencies in the university. Following a rank order statistics, the result in the above table shows that the change management practice of providing purposeful and visionary leadership ranked the highest. This is followed by developing and using metrics for monitoring and evaluating change which ranked 2nd and rewarding and reinforcing quick successes ranked 3rd. Planning change, communicating change properly to staff, considering the university culture and involving senior leadership making process ranked 4th, 5th, 6th and 7th respectively. The least adopted change management practices are enlisting change champions to lead advocacy, adopting appropriate change management models/strategies, sharing and making the vision on planned change clear, constituting a change management team and providing necessary tools, resources and training for change as they ranked 12th, 11th, 10th, 9th, and 8th respectively.

Research Question Two: What are the methods of staff involvement in decision making as a change management practice and effective organizational performance of IAUE?

Table 3: Mean and standard deviation analysis for staff involvement in decision making as a change management practice and effective organizational performance of IAUE

S/N	Staff involvement in change management.	Mean	Std. Dev.	Remark
13	The Bottom – Up Approach is often used.	2.3097	.59880	Disagree
14	Staff are informed of planned change.	3.2743	.63030	Agree
15	Staff are consulted in the decision making process.	3.0354	.86530	Agree
16	Staff are involved from the change design stage.	3.1416	.51525	Agree
17	Staff are included as volunteers in the change management team.	3.3540	.58126	Agree
18	The vision is communicated effectively and continuously to all staff.	3.2478	.71378	Agree
19	Staff are periodically updated on progress made and leadership discusses face-to-face with staff on the process.	3.1416	.39792	Agree

Table 3 shows the mean and standard derivation analysis for staff involvement in decision making as a change management practices and effective performance of universities. The key staff involvement practices in decision making in the change management process is involving staff as volunteers in the change management team (M= 3.35, S.D= .581) followed by informing staff of planned change (M=3.27, SD=.630), communicating the vision effectively and continuously to all staff (M=3.24, SD=.713), involving staff from the change design stage (M= 3.14, SD= .515), periodical updating of staff on progress by leadership (M= 3.14, SD= .397) and consulting staff in the decision making process (M= 3.03, SD= .865). All of these items which are 14, 15, 16, 17, 18, and 19 were accepted since their mean values are greater than the cut-off mean of 2.50. This indicates that the respondents accepted that all these staff involvement activities in decision making as change management practices are adopted by the university and they enhance the effective performance of the university. Item 13 which is the use of the Bottom-Up approach is the least staff involvement practices with 2.30 mean and .598 standard Deviation. This item was rejected as its mean is lower than the cut-off mean of 2.50. This means that the Bottom-Up Approach is not a staff involvement practice adopted in IAUE as respondents disagreed with its used. It is therefore rejected.

Research Question Three: What are the approaches for having a change management team as a change management practice and effective organizational performance of IAUE?

Table 4: Mean and standard deviation analysis for change management team as a change management practice and effective organizational performance of IAUE

S/N	Change Management Team.	Mean	Std. Dev.	Remark
20	Officers are dutifully assigned various roles and responsibilities.	2.5920	.45672	Agree
21	A Change Advisory Board (CAB) that provides due diligence and advice is set up.	2.8319	1.13313	Agree
22	A manager who reviews and approves timing feasibilities of all requests and subsequently facilitates communication of change is appointed.	3.4071	.72749	Agree
23	A senior manager who provides management control and guidance and accountable for the process is appointed as the change process owner.	3.3097	.59880	Agree
24	An Emergency Change Advisory Board (ECAB) responsible for dealing with Emergency Changes is set up.	3.2743	.63030	Agree
25	There is a change process owner with authority and responsiveness to track reactions and address matters arising.	3.0354	.86530	Agree
26	A Technical Review Board (TRB) as an ad-hoc group of technical and subject matter experts is set up.	3.1416	.51525	Agree

N=113

Table 4 shows the mean and standard deviation analysis for change management team as a change management practice and effective performance of IAUE. Item 22, 23, 24, 26 and 25 have very high mean values as 3.40, 3.31, 3.27, 3.14 and 3.03 which are much higher than the cut-off mean of 2.50 and standard deviation of .727, .598, .630, .515 and .865 respectively and are therefore accepted as having a change management team as change management practice enhances effective university performance. Items 20 and 21 which have mean value of 2.83 and 2.59 are also accepted as practices of having change management team that enhance effective

performance of universities. All items ranging from 20 to 26 are therefore accepted as their mean values are higher than the cut-off mean of 2.50. Of all, item 22 which is appointing a manager who reviews and approves timing feasibilities of all requests and subsequently facilitates communication of change, ranked the highest with a mean value of 3.40 while item 20, which is dutifully assigning roles and responsibilities to officers has the least mean value of 2.59 even though it was accepted.

Research Question Four: What strategies will enhance effective change management practices in IAUE?

Table 5: Mean and standard deviation analysis for strategies that will enhance effective change management practices in IAUE

S/N	Change Management Strategies	Mean	Std. Dev.	Remark
27	Understanding the different change management strategies, processes and models.	3.3540	.58126	Agree
28	Adopting an appropriate change management model.	3.2478	.71378	Agree
29	Proposing incentives tailored to specific actions and company values.	3.1416	.39792	Agree
30	Redefining university's cultural values by establishing a culture of continuous improvement for employees to be more receptive to change.	1.2920	.45672	Disagree
31	Exercising authority by applying the coercive strategy to implement change.	2.7788	1.07516	Agree
32	Shifting the burden of change by creating new structure, complete with new processes and workflow to institute change.	3.3805	.64529	Agree
33	Recruiting champions of change who are members of the workforce rather than management.	3.5133	.62842	Agree
34	Establishing a change management team.	3.0531	.47885	Agree
35	Understanding the operational environment of the university and operating accordingly.	1.5487	.71951	Disagree
36	Adopting change management strategies that focuses more on the human element.	2.7434	1.03319	Agree

N=113

Table 5 show the mean and standard deviation analysis for strategies that will enhance effective change management practices in IAUE. Item 33, which is recruiting champions of change who are members of the workforce rather than management ranked the highest with a mean value of 3.51 indicated that it is a practice that has the greatest potential of enhancing effective change management practices. Other factors with high mean values are items 32, 27, 28, 29 and 34 with mean values of 3.38, 3.35, 3.24, 3.14 and 3.05 respectively. Items 31 and 36 with mean values of 2.77 and 2.74 were though high and above the cut-off mean of 2.50, were not strong enhancers as the earlier mentioned 5 items. However, all these items are accepted as factors that can enhance effective change management practices in IAUE. Respondents disagreed with items 35 and 30 with mean values of 1.54 and 1.29 since their mean values are lower than the cut-off mean of 2.50. The result indicates that the respondents do not agree with the fact that understanding the operational environment of the university and operating accordingly and redefining university's cultural values by establishing a culture of continuous improvement for employees to be more receptive to change can enhance effective change management practices.

Hypothesis One: There is no significant relationship between staff involvement in decision making as a change management practice and effective organizational performance.

Table 6: Spearman's rho analysis for the relationship between staff involvement in decision making as a change management practice and effective organizational performance

S/N	Change Management Strategies	Mean	SD.	rho	P-value	Remark
37	The Bottom – Up Approach improves performance.	3.3894	.60406	.247	.008	Sig.
38	Informing staff of planned change results in effective performance.	3.3628	.73268	.259	.006	Sig.
39	Consulting staff in the decision making process enhances organizational performance.	3.2743	.78203	.857	.017	Sig.
40	Involving staff from the change design stage results in effective performance.	3.4336	.65296	.860	.017	Sig.
41	Enlisting staff as volunteers in the change management team enhances effective performance.	3.1947	.41957	-.257	.006	Sig.
42	Communicating the vision effectively and continuously to all staff heightens effective performance.	3.2566	.43872	.249	.009	Sig.
43	Periodic update of staff on progress made and face-to-face discussion by leadership with staff on the process improves organizational performance.	2.7434	1.06720	.415	.002	Sig.

N=113.

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

Information in Table 6 revealed that there is a significant relationship between staff involvement in decision making as a change management practice and effective organizational performance. This is reflected in the Spearman's rho analysis score of items 37(p-value = .008), 38(p-value = .006), 39(p-value = .017), 40(p-value = .017), 41(p-value = .006), 42(p-value = .009) and 43(p-value = .002). Respondents were of the opinion that significant relationship exists in the entire items tested. Therefore, hypothesis one was rejected.

Hypothesis Two: There is no significant relationship between having change management team/actors as a change management practice and effective organizational performance.

Table 7: Spearman's rho analysis for the relationship between having change management team/actors as a change management practice and effective organizational performance

S/N	Change Management Strategies	Mean	SD.	rho	P-value	Remark
44	Dutifully assigning Officers to various roles and responsibilities enhances effective performance.	3.3982	.57539	.164	.042	Sig.
45	Having a Change Advisory Board (CAB) that provides due diligence boosts effective performance.	3.3097	.72061	.195	.038	Sig.
46	Appointing a manager who reviews and approves timing feasibilities of all requests and subsequently facilitates communication of change enhances performance.	3.1947	.41957	.263	.005	Sig.

47	Appointing a senior manager who provides management control and guidance and accountable for the process improves organizational performance.	1.2566	.43872	.074	.443	Not Sig.
48	Setting up an Emergency Change Advisory Board (ECAB) responsible for dealing with Emergency Changes enhances performance.	2.6814	.99342	.433	.000	Sig.
49	Having a change process owner with authority and responsiveness to track reactions and address matters arising heightens organizational performance.	3.3982	.57539	.228	.008	Sig.
50	Having a Technical Review Board (TRB) as an ad-hoc group of technical and subject matter experts ensures effective performance.	3.3097	.72061	.166	.041	Sig.

N=113.

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

Data in Table 7 showed that there is a significant relationship between having change management team/actors as a change management practice and effective organizational performance. This is reflected in the Spearman's rho analysis score of items 44(p-value = .042), 45(p-value = .038), 46(p-value = .005), 48(p-value = .000), 49(p-value = .008), and 50(p-value = .041). Respondents were of the opinion that significant relationship exists in six items tested. Item 47(p-value =.443) showed no relationship. Data in item 47 does not justify the acceptance of the hypothesis. Therefore, the hypothesis was rejected. Thus, there is a significant relationship between having change management team/actors as a change management practice and effective organizational performance.

DISCUSSION

What Change Management Practices are Adopted/Utilized in IAUE?

The purpose of this study is to identify the change management practices that are utilized in IAUE. This was verified by research question one which asked what change management practices are adopted in IAUE? This question was not tested by hypothesis but by obtaining responses to items 1-12 on the questionnaire which were carefully constructed as change management practices to answer this question drawing responses such as Always, Most Times, Rarely and Not at all. The result showed that all the change management practices identified in the questionnaire were accepted as their mean values exceeded the cut off mean of 2.50 indicating that the university adopts all the change management practices. This conclusion is in line with proposition of USAID (2015), Information Services (2018) and Prosci (2018) that highlighted different change management practices in their various researches.

What are the Methods for Staff Involvement in Decision as a Change Management Practice and Effective Organizational Performance of IAUE?

The purpose of this study is also to examine the above. This was verified by research question two which asked what is the relationship between staff involvement in decision making as a change management practice and effective organisational performance of IAUE? This question was also tested with hypothesis one which states that there is no significant relationship between

staff involvement in decision making as a change management practice and effective organisational performance of IAUE. Items 13 -19 on the questionnaire were carefully constructed to answer this question. From the results obtained, the null hypothesis was rejected at 0.01 level (2 –tailed), indicating that there is a significant correlation between staff involvement in decision making as a change management practice and effective performance of IAUE. Although there is significant relationship between staff involvement in decision making as a change management practice and effective performance, the respondents disagreed with the use of the Bottom –Up approach which is greatly advocated by modern day management practitioners like Unit 12 (n.d) and Lipsy (1980) in Signe (2017) stated that champions of bottom-up model are of the view that the top-down model lacks effective implementation in practice and argued that students of public administration and public policy have to take account of the interaction of implementers with their clients.

What are the Approaches for having a Change Management Team as a Change Management Practice and Effective Organisational Performance of IAUE?

The purpose of this study is to examine the relationship between change management team as a change management practice and effective performance of IAUE. This was verified by research question three which asked what is the relationship between having change management team as a change management practice and effective organisational performance of IAUE? This question was also tested with hypothesis two which states that there is no significant relationship between having change management team as a change management practice and effective organisational performance of IAUE. Items 20 -26 on the questionnaire were carefully constructed to answer this question. From the results obtained, the null hypothesis was rejected. Correlation is significant at 0.05 and 0.01 levels (2 –tailed), indicating that there is a significant correlation between having a change management team as a change management practice and effective performance of IAUE.

What Strategies will Enhance Effective Change Management Practices in IAUE?

The purpose of this study is to identify the change management strategies that will enhance effective change management practices in IAUE. This was verified by research question four which asked what strategies will enhance effective change management practices in IAUE? This question was not tested by hypothesis but by obtaining responses to items 27 - 36 on the questionnaire which were carefully constructed as change management strategies to answer this question drawing responses along Strongly Agree, Agree, Disagree, and Strongly Disagree. The result showed that all the change management strategies identified in the questionnaire were accepted as their mean values exceeded the cut off mean of 2.50 indicating that the identified strategies can enhance change management practices in the university except items 30 and 35 which are redefining university's cultural values by establishing a culture of continuous improvement for employees to be more receptive to change and understanding the operational environment of the university and operating accordingly. This finding is not in line with the views of Kezer and Eckel (2002) who found that change strategies seemed to be successful if they are culturally coherent or aligned with the institutional culture.

CONCLUSION

Change management practices and strategies to a large extent affect effective performance of universities. There are different change management practices which the managers of the university can adopt to ensure effective performance. Ignatius Ajuru University of Education currently utilizes these different change management practices identified in this study at varying frequencies thereby making the institution responsive, innovative and flexible to modern management theories and models. The application of visionary and purposeful leadership as a change management practice stands out as the most utilized which is also in line with the view of various researchers.

The study also highlighted different change management strategies that can enhance change management practices in the university. The continuous use of these strategies will enhance the utilization of the change management practices and positively affect the performance of the university. A key revelation of this study is that staff of IAUE are very familiar with change management practices, strategies, models, and various staff involvement activities in decision making process. It was somewhat surprising to note that staff are involved at different stages of a planned change. This is because the study revealed that there is a significant relationship between staff involvement as a change management practice and effective performance of the university. It is however important to recommend that the university takes a step further in the application of the Bottom-Up Approach in the involvement of Staff in the decision making process and the constitution of a change management team in the change management process as these may further enhance the performance of the university.

Recommendations

It is based on the discussions made so far, that the following recommendations are made:

- That to further enhance effective performance of the university, the Bottom – Up change management practice in involving staff should be adopted in planning change as this may likely reduce resistance to change by staff.
- That management and administrative staff of the university should in addition to the change management strategies used, also understand the operational environment of the university and operate accordingly as doing so is likely to further enhance the effective performance of the university knowing that the university does not exist in a vacuum..
- That more attention be given to sharing and making the vision of change clear, constituting a change management team, enlisting change champions to lead advocacy providing necessary tools, resources and training for change and applying appropriate change management models and strategies to further boost performance and maintain the status of an evolving institution.

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