Change Management: Opium's of Improving Capacity of Resources in Public Universities in Nigeria

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Abstract: This paper investigated change management: Strategies of improving capacity of resources in public universities in Nigeria. Descriptive research survey design was adopted for this study. Federal University of Technology Owerri (FUTO) is among the universities in Nigeria therefore, Federal University Owerri is chosen to represent entire universities in Nigeria. Two research questions guided this study. Population of this study 6,000 which made up of 250 males and 350 female students in Federal University of Technology Owerri. Stratified random sampling technique was used to select 70 male students from Industrial Chemistry and Project Management Departments. In the same vein, 60 female students were selected from Agricultural and Chemical Engineering Department which gave a total sample size of 130 students selected as sample size. Researcher developed questionnaire titled "change management: Strategies of improving capacity of resources in public universities in Nigeria" was used, with four rating scales of strongly agree, agree, dis agree and strongly disagree. The instrument was validated by two specialists in Business Education, Madonna University Nigeria, Okija campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. The instrument was administered to students with the help of two research assistants. Student's responses were collected and analyzed using mean scores. Findings of this study revealed that some lecturers resist change due to their old adopted habits. Other reasons why lecturers resist change include: fear of losing their jobs, techno phobia and private negative perceptions on the newly introduced change. The findings revealed varied uses of modern ICT facilities to improve public universities administration such as; capturing students data during admission, results compilation, grading, compilation of names of eligible students for convocation, and recording payments made by students. This study highlighted improvement on modern means of instructional delivery such as lap tops, pam tops, desk tops in public universities for effective instructional delivery and as signs of paradigm shift from old method of administration and instructional delivery in public universities in Nigeria. It was recommended from this study that government should provide adequate modern ICT facilities and resources for effective public universities administration and delivery of instructions in public universities in Nigeria. This would enable both students and lecturer's to measure up with the new trends of instructional delivery and effective administration of public universities in Nigeria. It was also, recommended in this study that adequate power supply should be provided in Nigerian public universities. This would enable effective use of ICT facilities and resources for administration and effective instructional delivery in public universities in Nigeria.

Keywords: Meaning of Change, Change in Public Universities in Nigeria, Change Planning in Public Universities in Nigeria, Higher Educational Institutions as a System, Factors Shaping Change in Public Universities.

Introduction

Public Universities are majorly higher Educational Institutions in Nigeria. They are micro institutions surrounded by macro societies. Public universities survive with number of admitted students and manpower that improve public universities resources from the state where they are established and across other neigbouring states in Nigeria. Public universities in Nigeria, maintain their standards in line with the directives of university regulatory bodies in Nigeria. Those university regulatory bodies include: The National Universities Commission (NUC), and the Federal and state Ministries of education in Nigeria (Anyaogu, 2021). Public universities in Nigeria are constantly competing with private universities in Nigeria and universities in Diasporas countries of the world. Effective teaching and learning, state of the art facilities and equipment are the resources public universities in Nigeria have used emphasized to be attractive to the world. On the other hand, unstable economic conditions, inadequate distribution of resources, student's restiveness, dilapidation of facilities and equipment, government embargo on recruitment of personnel, lack of academic and non- academic staff promotion, poor leadership by public universities heads are the multitudes of problems that constrains public universities from achieving some of their goals in Nigeria. In order to ensure continued survival of Nigerian public universities today and in the future, public universities have to embrace change through effective curriculum planning, designing development and implementation. In the same vein, use of modern technologies to enhance effective teaching and learning, effective man power recruitment to control inadequate manpower in public universities, regular staff promotions, effective supervision of instructions and adequate procurement of facilities are the resources that needed improvement or revamping in public universities in Nigeria (Nosiri, 2017). Change management is the responsibility of heads of public universities. Public universities growth and development are hinged on stable government funding, public universities vice - chancellors managerial acumen to plan, organize, direct, coordinate and control men and materials for effective public universities management are utmost importance. However, some vice –

chancellors of universities make use of autocratic leadership style, some make use of democratic leadership style while some make use of laissez-faire or free rein leadership style to lead. Meanwhile, the use of any of those leadership strategies is hinged on the available resources and attitudes of subordinates that would be responsive to any of those styles. A public university vice- chancellor that allows his or her responsibilities to drift is not an apostle of good change.

Meaning of Change

Change is a transmission or diversion from old method to new method. Change is actualized by step by step processes. Majority of mega industries in Nigeria and in Diasporas countries of the world were not built in a day. In the same vein, developed countries of the world did not develop in a day. Change is inevitable for all things. It can be negative or positive. Positive change is sacrosanct and pivotal for organizational development. Organizations without positive change are band to fail (Burns, 1990). Activities that yield to positive change are pervasive and rewarding at last (Hersey e tal 1988). Change is contained in philosophy and missions of well planned, organized, directed and supervised organizations. Planned changes in organizations bring renewed hope to staff. Change is progressive when people that initiate the change are unrelenting in their dispositions to maintain the change. Change is pervasive and rewarding when enabling grounds is prepared for it. It is a means for attaining the picks or zenith of greatness. Organizations that do not embrace change crunches in futility. Conditions to meet up with an anticipated change are not easy but with effective planning, the pogrom of change can be actualized. Change management is the responsibility of organizational heads such as directors, managers, provosts, rectors and vice-chancellors of universities. Activities that yields to establishment of new change is actualized with effective planning, forecasting, mapping out strategies, procurement of logistics, synergy creation, time scheduling, competition and comparing of standards. A Change that liberate organization is actualized through better policies that are favourable for effective service delivery in organizations.

Before a new change is introduced in organizations, the pros and cons of the new change has to be checkmated to avoid the organization getting from bad to worst. When the newly introduced change is not reflective to the demands of organization that seek for it, it creates confusion, devastation, tardiness or work boredom to members of staff. The onus is on the management of organizations to scratch out strong balance for effective management of their organizations. Majorly, employees accept change based on immeasurable rewards anticipated from the newly introduced change.

Change in Public Universities in Nigeria

In this 21st century, majority of private and public universities have delved into series of growth or developmental programs to actualize their feats among their equals. Those growth or developmental strategies include: Setting up new and befitting lecture halls, libraries, administrative offices, staff and students play grounds, ICT laboratories, good hospitals, clinics and effective enactment of safety and hazards policies in public universities in Nigeria. It is without doubt that the above change strategies are in existence in public universities, they are left to fallow due to poor leadership and inability of staff to embrace change in public universities in Nigeria. It is evidenced that many projects carried out are abandoned, policies are enacted and implementation becomes uneasy in public universities in Nigeria. Lots of challenges are the reasons why some public universities are yet to embrace change in public universities. Change is inevitable, though pervasive at the beginning, but works after the veracity of the change has been have been proven. Change is rewarding when there is team building among staff (Christian, 2025). Change is established through supervision of instructions, effective classroom management, a well- established procedures, regular students accounting and reporting of events in a manner in which they have occurred in public universities in Nigeria are means of achieving change in public universities (Ogunu, 2000). Change is very rewarding especially, when public universities staffs are promoted, rewarded and provided with working logistics.

Change Planning in Public Universities in Nigeria

Effective planning is a means of actualizing change in public universities in Nigeria. Planning is the process of making decisions for the sake of the future (Anyaogu, 2021). It is a means by which the set goals of organizations are actualized. It is a means of mapping out strategies to be achieved in public universities (Uwazuruike, 2021). Planning is the process of procuring facilities, creating responsibilities and scheduling times for events. In public universities, planning is carried out for fund acquisition, allocation of funds and facilities procurement in public universities. In this period of evolving technology, priorities must be set for acquisition of the best teaching and learning technologies, new method of work principles, effective staff training through conferences, workshops and symposiums. For example, priority for acquisition of modern technologies that enhance public universities administration and effective students learning are pursued with vigor in universities in diasporas countries of the world.

Public Universities as a System

Change is usually robust in public universities when staff subordinates their personal goals to the general goals of organizations. Public universities are a system monitored and supervised by the National Universities Commission, Federal and State Ministries of Education. Parents, care givers, students, security agencies are bodies that make universities as a system. Newly introduced change in public universities must receive well planned approach so that the purpose of the change can be achieved. Effective team building yields to a new dawn of change in public universities (Wilson, 1987).

Factors Shaping Change in Public Universities

There are varied factors to consider before change is exhibited in public universities (Hellreigal, 1987). Those Factors include:

Changing Technology

Change takes preeminence in public universities when all staff are in agreement to the terms for actualizing change. In this 21st century, phase out of analog teaching and learning equipment are progressively taking shape in public universities. Digital teaching and learning equipment have been embraced, virtual teaching and learning have been the rave of the moment, and students engage with their far distant colleagues on academic discussions with icons called emoticons. Students raise questions and receive feedbacks to their questions more fervently and frequently. ICT facilities, resources and devices have invigorated effective teaching and learning in public universities. Today, both lecturers and students have developed the right skills to use ICT facilities without hitches. ICT facilities have been the pens and papers students make use of during collaborative and personalized learning. Those ICT facilities are now lecturers and students sleeping mats because, lecturers and students make use of them at home, in their universities and in their comfort zones. Students and lecturers of these 21st century, can navigate with many software's to search for information in the internet. Today, both lecturers and students can animate, snap, post texts, receive messages. Lecturers use modern technologies to organize tailored instructions to students. They also, deliver notes on various instructions delivered to students. Students can as well, navigate with various icons contained in ICT facilities to bring solutions to their learning needs.

Knowledge Explosion

In this period of knowledge explosion, it is emphatic that everybody especially, students and lecturers should get connected. Knowledge especially, the newly innovated and introduced ones in public universities are pivotal for man power training and nation building. Knowledge is imperative for constructing bridges, effective service delivery, rural and urban development. New knowledge is unavoidable because new ideas, principles, standards or conventions have to be learned for development of right attitude to work and mastery of new technology. Today, lecturers are informed so as to build more knowledge to students as future captains of industries, legal luminaries and human health physicians. Today, new journals, text books, innovations in conferences, workshops are now the raves of the new day as cushions of good change mantra.

Rapid Obsolescence in Technology

Today, digital learning facilities are taking the lead in different varieties of students learning. Analog facilities are been de-phased; new conventions that enhance effective teaching and learning are embraced. Change can be very pervasive at the beginning and enriching when the steps of mastering the change are harnessed and achieved (Stewart, 1991 & Mullins, 2000). Change is not a threat to life, rather a paradigm shift from old method of work to new method of work. Change is a revolution for good (Burns, 1992). It is advancement from analog to digital society.

Statement of the Problem

Change is often resisted by staff of public universities in Nigeria. The word change is seen as common phenomenon, but it is not. Benefits derived from change have significantly enriched public and private sectors of the economics. Some lecturers that cloaked on the umbrella of politics in public universities in Nigeria resist change because they felt that the change will affect them. Some lecturers resist change because of the newly introduced change economic implications. These have thus caused divergent negative, perceptions and suspicion on gospel of change in public universities in Nigeria.

In public universities, some staff do not pay maximum heed to change because those staff do not have sufficient information about the nature of that change. However, lack of job satisfaction, job insecurity, de- skilling of workers, wage differentials, bad working conditions, and greater staff control by management causes staff to resist change in public universities in Nigeria. Other reasons for staff resistance to change in public universities include: Selective perceptions, habits, insecurity and fear of the unknown. Selective perception is peoples own personal wrong interpretations, views about the nature of newly introduced change. For example, over exposition to different ideas, standards, conventions, may warrant public universities lecturers to regard the newly introduced standards as what they have already practiced before. therefore, they can decide to resist the change.

Some lecturers may because of already established habit, decides not to adjust to newly introduced change. In the same vein, if the nature of newly introduced change mantra, inconveniences, reduces lecturer's freedom or make the lives of lecturers more difficult, such change will be resisted by lecturers.

Some lecturers in public universities may resist change because of the change economic implications which they felt that they newly introduced change may directly or indirectly cause on them.

Some lecturers may regard newly introduced change as threats to their lives and their job especially, when they are faced with new or unfamiliar ideas or methods in the newly introduced change mantra. Some lecturers may resist change because of the hurdles involved in the newly introduced change. Some lecturers are of the view that the newly introduced change may constitute danger to their jobs, frustration, anxiety and fears resist them to carry out the change or pay maximum heed to the newly introduced change..

Methods

This paper investigated change management: Strategies of improving capacity of resources in public universities in Nigeria. Descriptive research survey design was adopted for this study. Federal University of Technology Owerri (FUTO) is among the universities in Nigeria therefore, Federal University Owerri is chosen to represent entire universities in Nigeria. Two research questions guided this study. Population of this study 6,000 which made up of 250 males and 350 female students in Federal University of Technology Owerri. Stratified random sampling technique was used to select 70 male students from Industrial Chemistry and Project Management Departments. In the same vein, 60 female students were selected from Agricultural and Chemical Engineering Department which gave a total sample size of 130 students selected as sample size. Researcher developed questionnaire titled "change management: Strategies of improving capacity of resources in public universities in Nigeria" was used, with four rating scales of strongly agree, agree, dis agree and strongly disagree. The instrument was validated by two specialists in Business Education, Madonna University Nigeria, Okija campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. The instrument was administered to students with the help of two research assistants. Student's responses were collected and analyzed using mean scores.

Results

What are the causes of lecturer's resistance to change in public universities in Nigeria?

Table 1: Shows the causes of lecturers resistance to change in public universities in Nigeria.

Items Statements	X	X
Respondents	**Male Students**	**Female Students**
S/ NO:		
1. Already adapted old habits which constrains newly introduced change to thrive.	2.60 Agree	2.70 Agree
2. Lecturers feeling of loss of freedom to the newly introduced change.	2.70 Agree	2.60 Agree
3. Economic implications posed by the newly introduced change mantra causes lecturers to resist the newly introduced change.		
4. Anxiety to embrace change by some lecturers causes some lecturers to resist the change idea in public universities.	2.90 Agree	2.80 Agree

5. Feeling of loss of freedom causes lecturers
    to resist newly introduced change in public
    universities in Nigeria.

6. Selective interpretations of newly introduced   2.80 Agree   2.90 Agree
    change causes some lecturers to withdraw from
    embracing change in public universities in Nigeria.

7. Increased controls the newly introduced change
    would cause to lecturers causes some lecturers to
    say no to the change.

8. Increased demands in lecturing responsibilities   2.60 Agree   2.70 Agree
    causes lecturers to resist newly introduced change
    in public universities.

9. Shortfalls or long protocols possessed by the   2.80 Agree   3.00 Agree
    newly introduced change on lecturers promotions
    causes lecturers to say no to the change.

10. If there are perceived job insecurity on newly   3.00 Agree   2.70 Agree
    introduced change mantra, it causes lecturers
    to say no to the newly introduced change.

Research Question Two: What are the impacts of change management in public universities in Nigeria?

Table 2: Shows the impacts of change management in public universities in Nigeria

Items Statement:	X	X
Respondents	Male Students	Female Students
S/NO:		
1. Recording payments made by students storing and retrieving information on payments made by students by public universities management.	2.60 Agree	2.70 Agree
2. Using internet to post received monetary transactions to public universities management.	2.70 Agree	2.60 Agree
3. Use of inter-switch to effect payment of transactions in public universities in Nigeria.	2.60 Agree	2.90 Agree
4. Introductions of new ideals of administration in public universities in Nigeria.	2.80 Agree	2.60 Agree
5. Posting courses students should offer to their portal in public universities in Nigeria.	2.70 Agree	3.00 Agree

6. Recording students grades and storage with lap tops and desks tops.	3.01 Agree	3.00 Agree
7. Recording names of possible graduands and storing with lap tops and desks tops.	2.70 Agree	2.60 Agree
8. Using lap tops and desk tops to compile and store names of possible graduands for convocation in public universities.	2.70 Agree	2.70 Agree
9. Sending learning contents to students through students emails and watsapps in public universities.	2.60 Agree	2.70 Agree
10. Engaging students with ICT facilities in virtual classrooms.	2.70 Agree	3.00 Agree

Test of Results

The analysis in table one above, revealed that some lecturers resistant change because, they have already adapted to old methods or habits during instructional delivery. Lecturers resist change because of the new change economic implications. Some lecturers are also, afraid of change because of different interpretations they have over the newly introduced change mantra. Job insecurity is among the challenges staff envisage in the newly introduced change.

From the analysis above, the decision rule is 2.5. However, the mean scores of respondents were 2.60, 2.70, 2.80, 2.90 and above. However, the mean scores generated are higher than the decision rule of 2.5. The mean scores revealed varied factors that constitute lecturers resistance to change in public universities in Nigeria.

Analysis of table two:

Revealed effective use of ICT facilities in public universities administration and effective instructional delivery in public universities in Nigeria. Mean scores generated were 2.60, 2.70, 2.80, 2.90, 3.00 and 3.01. However, the mean scores generated are above the decision rule of 2.5. These revealed significant improvement on effective resources management brought by change embracement in public universities in Nigeria.

Recommendations

1. Change is inevitable. It is a parameter for maintaining and comparing standards. Lecturers in public universities should endeavor to embrace newly introduced change in public universities where they are discharging their responsibilities especially, on use of technologies in delivery of instructions. This would enable public universities lecturers to measure up with other public universities in the Diasporas countries of the world.

2. Most effectively, change works very well when logistics are provided to forestall challenges that constrain staff from discharging their responsibilities. Government should provide logistics needed for change in public universities in Nigeria, especially on use of technology in delivery of instructional contents, buildings and administration. These would reduce resistance to change among lecturers in public universities in Nigeria.

3. Public universities lecturers should expunge politics that would cause drawbacks to the pursuance of new objectives in public universities in Nigeria. This will attract more innovations that meet up with standards with universities in the Diasporas counties of the world.

Conclusions

Change as it concerns human beings, is a transformation from old life to a new life. In organizations, change is sacrosanct for dropping old idea to use of new idea especially, when the new idea proves very rewarding to members of staff. Change is the basis

for initiating new principles and standards in organizations. It is a prelude for attaining greater heights or feats. Change is imperative for human intellectual, social, physiological and technological development. Change works concurrently with time.

It can occur to a phenomenon immediately or later. It is thought, emulated and imbibed by people in families, groups and organizations. It is inevitably carried out for productivity and competences. In this 21ˢᵗ century, change is rooted on economic, social, health, cultural, education and technological development. Change endears or motivates staff in organizations mostly, when the processes that yield to that change is made flexible for staff to participate in it. Change overrides illiteracy and poverty. It set the pace for measuring standards and enables some organizations at the verge of slumber to strategize and gain more recognitions or accolades.

Keying to new change mantra in public universities is a giant strides and a right step in the right direction especially, in this new wave of use of ICT facilities in delivery of learning contents and administrative responsibilities in public universities in Nigeria. In some Nigerian public universities, some lecturers struggle to embrace change due to politics, over adaptability to old standards, economic implications and fears of losing their jobs. These have hampered the newly introduced change mantra in public universities in Nigeria.

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