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MANAGEMENT OF CHANGE AND EFFECTIVE POLICY IMPLEMENTATION IN UNIVERSITIES IN RIVERS STATE

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ABSTRACT

This study examined the management of change and effective policy implementation in universities in Rivers state. The study utilized a correlational research design; the total population of the study comprised all Seven Thousand Twenty-Five (7025) persons, hence, two thousand three hundred and eighty-three (2383) teaching and Four Thousand Six Hundred and Forty-Two (4642) non-teaching staff of public universities in Rivers State. The sample of the study was drawn using simple random sampling technique which yielded a total sample of 879 respondents made up of university of port Harcourt (UNIPORT) 434, Ignatius Ajuru university of education (IAUE) 98, and Rivers state University (RSU) 347. The main instrument employed in the study was a self-constructed instrument titled "Management of Change and Effective Policy Implementation Questionnaire (MOCEPIQ)". The questionnaire was structured on 4-point Likert type rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. A reliability index of 0.80 was obtained for the instrument. The mean, standard deviation and simple percentage were used to analyze the research questions while Pearson product moment correlation statistical analysis was chosen to test the hypotheses at 0.05 level of significance. It concluded that the application of change policies and practices will enhance a smooth implementation of policies in universities in Rivers state.

Keyword: Management, Policy, Implementation, Change, Universities.

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INTRODUCTION

Management of change in policy implementation process has a slight view in the educational sector in Nigeria. Often times, policy implementation processes, challenges and solutions dominate the discourse in conferences and summits. The concept of management of change in the implementation of educational policies is not an area educational researchers have over-flogged. The value of education to national development demands robust research into all aspects of operations including modern managerial concepts that will ensure the success of the system.

All over the world, education is considered as an instrument that facilitates political, economic, social, technological advancement and national development. Owing to its relevance, the education sector of Nigeria has sufficient legal provisions and support for the three tiers of government (federal, state and local) and all other stakeholders to participate in its delivery at all levels (FRN, 2013). The National Policy on Education (NPE) is one of the legislative provisions which enunciate the country's plan to use education as a tool for transforming Nigeria technologically (Wali, 2007). The intended goals to be achieved by the Universities of Nigeria are clearly stated in the NPE which divided education into four levels which are the pre-primary, primary and lower secondary education, upper secondary and higher/tertiary education (FRN, 2004; FRN, 2013; FRN, 2014). In all these, University education makes the optimum contribution to national development. The Universities make professional course content reflect national requirements, intensifies and diversifies its programmes for the development of high-level manpower within the context of the needs of the nation, makes entrepreneurial skills acquisition a requirement for all Nigerian Universities and makes all students to be part of a general programme for all-round improvement (FRN, 2013).

In order to achieve set goals by Universities in Nigeria, the country has since its inception experienced changes in policies from one government to the other. These changes reflect the various perceptions, understandings and expectations of the government at every given time. Policies governing Universities have changed from Universities being owned and managed by regional governments, to a time when Universities were included in the concurrent list of the federal government, to a time when National Universities Commission (NUC) was set up to supervise University education on behalf of the federal government, to a period when the private sector is allowed to invest in University education by establishing same etc. All these are policy related actions expected to bring about positive changes in the University system of the nation. To this end, the first National Policy on Education (NPE) was developed and launched in 1977. Since then, it is interesting to note that the National Policy on Education has had its 6th edition between 1977 to date precisely in 1977, 1981, 1998, 2004, 2007, 2013, and reprinted in 2014 (Robert-Okah, 2018; Daniel-Kalio, 2018).

These changes in policies just within few years after the Ashby's Commission Report in 1959 and, the apparent lack of significant improvement in the University education, aroused the researcher's interest in this area of study. From the review, it is observed that about eight (8) years into the implementation of the recommendations of the Ashby's report, the government took over the control of the premier Universities from the regional governments without a serious evaluation of the sector and any scientific reason other than the oil boom and the desire for the government to provide free education at all levels. This was immediately followed by the launching of the National Policy on Education and the establishment of the Joint Admission and Matriculation Board (JAMB) in 1989. Impliedly, the Nigeria government has introduced many

policies on University education in order to meet the demands of the many changing needs of the nation and effectively manage the educational sector.

To ensure that the Universities perform the roles they are established for and facilitate national development, NUC has since its establishment formulated policies to guide its operations in various areas including the academic programmes content, the infrastructural development, the University Management and Governance and access to education etc. In spite of these policies, there seem to be no end to the plethora of problems in the University system. The persistent absurdity between policy formulation, policy implementation and goal attainment call for a careful investigation of the University system and its processes. Indeed, several research works have identified numerous factors that militate against policy implementation such as communication gap, personnel capacity and dispositional conflict, corruption, ethnic and religious bigotry etc. To effectively implement policies and avoid consequences which may be unintended and deny the society the full benefits of the policy or waste public resources, the managers of Universities need to understand the policy implementation processes, the possible limitations to effective policy implementation and develop strategies to mitigate every limitation. It is also important to understand the changing environment in which the policy will be implemented, knowing that the implementation of any policy will result in technical, human and structural changes in the system.

They say change is an unavoidable phenomenon, Nagesser (2014) in Daniel-Kalio (2018) stated that when change is introduced in an organization, (in this case in the form of policies to be implemented), it will ultimately impact on the existing processes, systems, organizational structures, skill sets, job roles etc. These impacts can easily be managed by tools, equipment, new designs etc. Effective management of change in education which is a process of properly applying various techniques and skills in planning, organizing, forecasting, controlling and coordinating administrators, teachers, students, and all stakeholders with the aim of achieving predetermined educational goals and objectives to the benefits of all concerned (Daniel-Kalio, 2018) is therefore a critical component that the leadership and administrators of Universities must consider. University operator/managers are also expected to understand the educational policies of the Universities, ensure the right processes, guidelines, strategies and rules for achieving the policies are put in place, understand the policy implementation processes, identify when and where any changes occur in order to manage them, ensure the provision of conducive teaching and learning environment and work with policy makers, teachers, students and all stakeholders in achieving the desired outcomes. An organization that goes through change or injects a change (a new policy) in the system without a plan on how to manage the change, always has a hard time getting employees to accept the new ideas and achieve the desired goal. This is what the researcher considers as a major challenge that this study aims to address.

When a new policy is introduced in the University system, it is critical for the management to adopt a management of change model/process alongside the implementation of the new policy for success to be achieved. Practice has shown that only those organizations and establishments that can adapt to changes (ie., those who possess the skills and knowledge of management of change) can exist successfully. It is against this background that this study highlighted some trending policy implementation processes, the concept of management of change and some strategic roles it plays in facilitating and enhancing effective policy implementation. This is because it has been observed that several policies have been implemented without achieving the much-desired impact.

Statement of the Problem

Over the years, the researcher has observed that despite the efforts of government at addressing the problems in the university system, the challenges confronting university education in Nigeria remain alarming and they have watered down the quality of our university education. The Executive Secretary, National Universities Commission (NUC) Professor Abubakar Rasheed recently said our higher educational system is in dire need of reforms. Over the years, the universities have been quizzed for the quality of graduates produced annually. First class graduates of Nigeria universities are not able to get employment. Employers of labour like the Nigerian Association of Petroleum Engineers (NAPE) lamented that Nigeria graduates in Petroleum Engineering lacked the skills required in the oil and gas industry. Manufacturers Association of Nigeria (MAN) also complained that Nigeria universities are not producing the necessary manpower for the manufacturing industry in terms of quality of graduates. Even the corporate organizations are cautious of engaging Nigeria universities graduates because they found them hardly functional. The inability of a university graduate to express himself meaningfully in English language which is the official language of Nigeria also questions the quality of university education in Nigeria.

Lecturers are worried over the lack of materials to facilitate teaching. They are concerned about the deplorable condition of university facilities and infrastructure as instruments for learning. Teaching and learning are presumably done in the most un conducive environment since the libraries are reported to have outdated books, the laboratories and workshops are obsolete and seem to constitute a mockery of what they ought to be. In addition, the lecturers do not get commensurate pay like their counterparts elsewhere in the face of increasing workload occasioned by increasing demand for university education. The university policy on having a student/teacher ratio of 20:1 appears to be an illusion as the universities are overcrowded with students. The Academic Staff Union of Universities (ASUU) is on incessant strike action, agitating for better remuneration and working conditions. University academic calendar year is constantly altered by these strike actions which subsequently affect the quality of the graduates of the universities. The numerous questions begging for answers motivated the researcher to investigate if management of change processes can enhance effective policy implementation in the universities in Rivers State.

Purpose of the Study

The study investigated the application of management of change practices and strategies in effective policy implementation in the Universities in Rivers State.

However, the study was aimed at the following specific objectives:

- To identify the management of change practices utilized when implementing policies in universities in Rivers State.
- To determine the extent to which the development of a management of change plan affects effective policy implementation in universities in Rivers State.
- To investigate the extent to which the establishment of a management of change team affects effective policy implementation in the universities in Rivers State.

- To determine the extent to which staff involvement in decision making affects effective policy implementation of universities in Rivers State.

Research Questions

The following research questions guided the study:

- What are the management of change practices applied in the implementation of policies in the universities in Rivers State?
- How does developing a plan for management of change enhance effective policy implementation in universities in Rivers State?
- How does establishing a team for management of change improve effective policy implementation in the universities in Rivers State?
- How does staff involvement in decision making enhance effective policy implementation in the universities in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- There is no significant relationship between developing a management of change plan and effective policy implementation in universities in Rivers State.
- There is no significant relationship between establishing a team for the management of change and effective policy implementation in the universities in Rivers State.
- There is no significant relationship between staff involvement in decision making and policy implementation in the universities in Rivers State?

REVIEW OF RELATED LITERATURE

Conceptual Framework

The conceptual framework for this study is summarily presented below

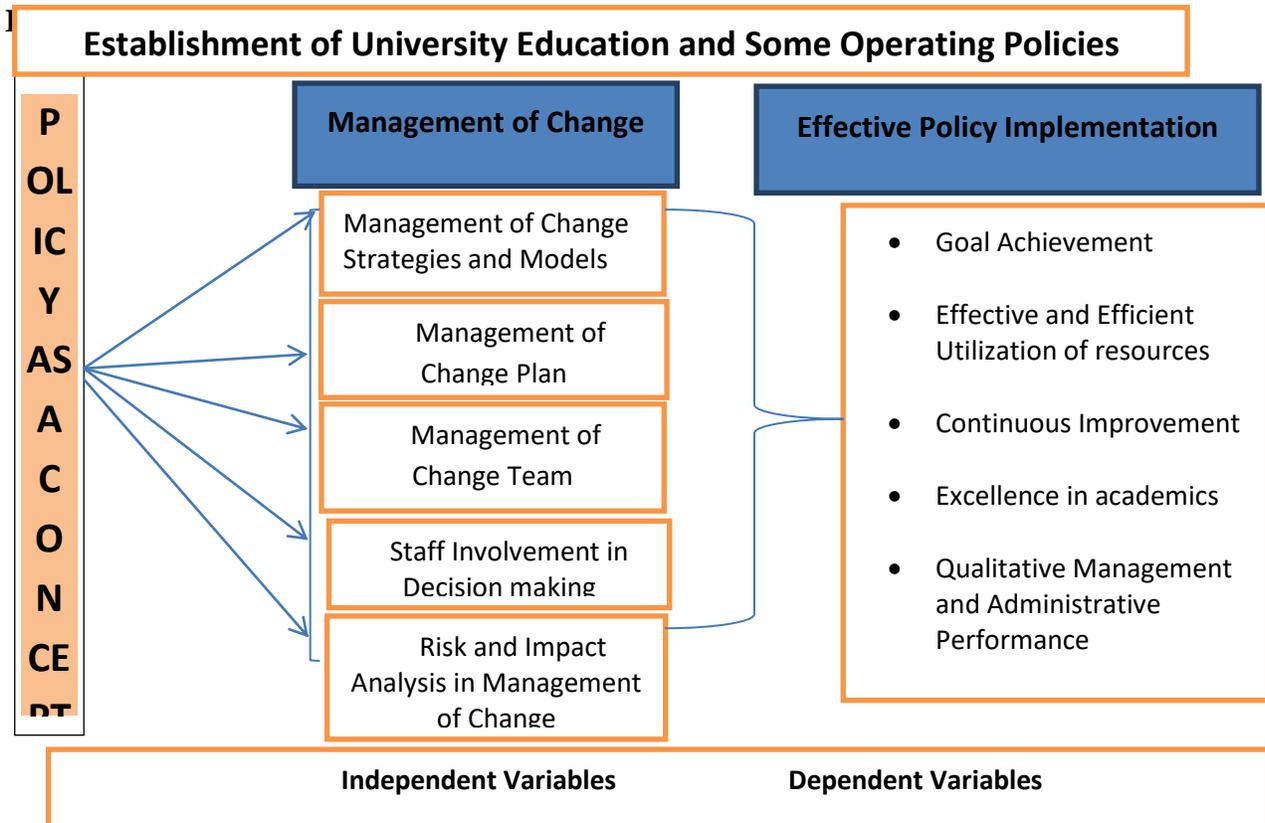


Figure1: A Conceptual Framework for Viewing Management of Change and Policy Implementation in Universities.

Policy as a Concept of Change

Policies guide the world. Mmejim (2018) argued that policy is a general guide to actions that helps in management. It is the compass that directs the management of any organization or institution in its day to day affairs. Okoroma (2006) argued that policy serves the purpose of ensuring that every official action of an organization has a basis or a backing. A policy brings about meaningful relationship between business objectives and organizational functions as it discourages deviation from planned courses of action. This is why Wali (2010) stated that a policy is a statement of principles with supporting rules of actions and guidelines that govern the achievement of goals to which a business is directed. Anderson (2010) in Khan (2016) defined public policy as a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern. Policies are usually geared towards solving problems. This might be the reason why FAO Corporate Document Repository (n. d): Okoroma (2006) and Leoisaac.com (n. d) opined that policies are considered as tools used to solve problems, provide general guidance and activities, ensure focus and provide control mechanism. Policies can be

understood as political, managerial, financial and administrative mechanisms arranged to reach explicit goals. Regulatory policies are used to maintain order and prohibit unnecessary behaviors that may be dangerous to society.

In the University environment, policies are formulated in order to bring about the necessary social, technological, cultural, and economical changes for the overall development of the nation. Daniel-Kalio (2018) stated that no policy can succeed if the implementation does not bear any relationship with the intentions of the policy makers. In the educational sector, Okoroma (2006) therefore defined educational policies as governments initiatives that determine the direction of the educational system. All educational policies are therefore formulated to direct activities of the institutions towards the betterment of the lives of the citizens. Educational policies are used as tools to ensure that changes occur in the educational system. Hence in the Universities, policies are formulated, implemented and its impact evaluated to guide programme development, students' access to education/admission processes, infrastructural development, discipline, staff recruitment, administrative processes etc.

Okoroma (2017) in Robert-Okah (2018) summarized the functions of educational policies as policy decisions made by the society itself through its elected representative which determine the direction of educational system of a local, state or federal government. The implication of the above in the University environment is that all the different types of policies are formulated and implemented at different times to help management achieve different goals at different times in various areas of University education management. It is on the above premise that several educational policies have been formulated over the years.

The University institutions are managed through the formulation and implementation of appropriate policies by the authorized bodies and commissions. According to the FRN (2013) the Federal Government through the National Universities Commission implements appropriate policies for the Universities. It is in the same vein that the Federal Government ensures the infrastructural development of the Universities through the Tertiary Education Trust Fund (TETFund). These bodies formulate and implement policies based on the focus of the leadership of the nation at any time. Various policies have been formulated in the interest of education for the purpose of facilitating some expected change. Policies cannot be formulated if a change is not expected. It is the vehicle through which change is seen in any system. This explains why there has been major policy summersault or inconsistencies in the higher education in Nigeria (Okpata and Udofia, 2016). When the desired change is not seen in a policy, a new policy is formulated to correct the wrongs.

I dare add at this point that policy and change are like sesames twins. One is always a product of the other and inseparable. This invariably highlights the importance of management of change for effective policy implementation in Universities. Therefore, it has become absolutely important for the managers of University institutions to implement policies bearing management of change practices in mind. In all respect therefore policy itself is a concept of change designed to result in changes in a system. Since it is a tool to effect changes in the Universities, it should be properly considered, reviewed and carefully implemented in order to achieve desired goals.

The Establishment and Development Of Universities in Nigeria

University education has evolved over the years from the date of the establishment of the first University in Nigeria to date. University institutions actually started as a College and metamorphosed to a full-fledged University. According to Ike (1976) in Ajayi and Haastrup (n. d) the Elliot Commission in 1943 which moved for the establishment of University College Ibadan (UCI) in 1948 by the colonial masters started the history of University education in

Nigeria. The college was a campus of the University of London. According to Ibukun (1997) in Ajayi and Haastrup (n. d), the UCI had a number of problems at inception which made the government to commission the Ashby's Commission in 1959 to advise it on the higher education needs of the country for the first two decades.

The Ashby's Commission made several recommendations, one of which was the upgrade of UCI to a full-fledged University. The report also recommended that three other Universities be established at Nsukka, Ife and Zaria (Daniel-Kalio, 2018). Following these recommendations, University of Nigeria Nsukka was established by the Eastern region in 1960, Ahmadu Bello University, Zaria in 1962 by the Northern region and University of Ife (now ObafemiAwolowo University) in 1962 by the Western Region. The Federal Government also upgraded UCI to a full-fledged University and named it University of Ibadan and also established the University of Lagos in 1962. These two became the first Federal Public universities in Nigeria. The Ashby's Commission report opened the way for the establishment of Universities. Subsequently, the University of Benin was established in 1970, and with the State structure in 1975, Government established seven (7) additional Universities at Jos, Maiduguri, Kano, Sokoto, Ilorin, Calabar and Port Harcourt. Ajayi and Haastrup (n. d) further stated that more Universities were established between 1980s and 1990s. They are the Federal University of Technology in Owerri, Markurdi, Yola, Akure and Bauchi. Anyamele (2004) in Ajayi and Haastrup (n. d) added that states also established Universities in Oyo, Imo, Lagos, Akwa-Ibom, Ondo and Cross River. The Universities are categorized according to generations in the table below.

Table 1: Generations of Universities

1 ST Generation – University of Nigeria Nsukka	1960
- Ahmadu Bello University Zaria	1962
- University of Ife (Now ObafemiAwolowo University)	1962
- University of Ibadan	1962
- University of Lagos	1962
- University of Benin	1970
2 ND Generation - University Jos	1975
- University of Maiduguri	1975
- University of Ilorin	1975
- University of Calabar	1975
- University of Port Harcourt	1975
- Ado Bayero University of Kano	1975
- University of Sokoto	1975
3 RD Generation – Federal University of Technology Owerri	
-Federal University of agriculture Makurdi	
- Federal University of Agriculture Yola	
- Federal University of Agriculture Akure	1980s to 1990s
-Abubakar Tafawa Belewa University Bauchi	
- Imo state University	
- Ondo state University	
-Lagos state University	
- Akwa-Ibom state University	
- Oyo state University	
- Cross River State University	
4 TH Generation – Universities established from 1991 to date	

Source: Jaja, 2013; Ajayi & Haastrup (n. d); Eneh & Owo (2009); Adetunji (2015)

The first generation Universities enjoyed relative measure of autonomy and standards at the time as they were under the management and control of the regional governments (Wali, 2007) and were totally responsible for the organization and administration of their affairs such as employment, student's intake, facilities provision, discipline etc through their governing councils without undue government interferences. As a result, the standard was high and had relevance to the scheme of things.

Sadly, with the oil boom economy in 1970 came "excess money" and a superfluously ambitious Federal Government decided through the Supreme Military Council of Nigeria to take over the control of the Universities and did not allow states to establish Universities. This decision was published in Daily Times of 21st August 1972: pp17 (Wali, 2007). This decision changed the general outlook of Universities. However, again in 1979, there was a significant amendment to the 1979 constitution. In his research work, Salmin (2001) in Ene and Owo (2009) stated that in 1979, University education was placed on the concurrent legislative list in the new Nigerian constitution. This meant that Universities could be established by individuals or group of individuals apart from the federal or state governments. This came as a result of the myriad of challenges that faced the government owned Universities (public Universities) such as strike actions, inadequate funding etc.

As a result of this development, 41 private licensed Universities and 19 state Universities were created (Ene & Owo, 2009). Salmin in Owo and Ene (2009) noted that the first successful trial of establishing private Universities in Nigeria was made during the second democratic dispensation between 1979 and 1983 when 26 private Universities were established and where subsequently dissolved because they were poorly planned and had neither good infrastructural facilities conducive for learning nor serious-minded academics on their founders list. At this point, according to Wali (2007) the autonomy of higher education which guaranteed standard and competitiveness was violated by the Presidents of the nation and Governors of the States. For example, the government started approving the appointment of Vice Chancellors, Rectors and Provosts and established the National Universities Commission (NUC), National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) for Universities, Colleges of Education and Polytechnics respectively.

The Joint Admission and Matriculations Board (JAMB) were also established for the conduct of admission examinations. All these were policy related actions expected to result in positive changes in the nation's University system. In Nigeria, these appointments come with attendant disadvantages and have become politicized. Also, the establishment of these commissions altered the autonomy in higher education as these commissions took upon themselves the power to set minimum standards and dictated on academic and non-academic issues.

The number of Universities has continued to increase. As a matter of fact, currently the numbers have just increased to 172 comprising of 43 federal, 48 state and 81 private Universities in Nigeria as at 7th March 2019 (NUC, 2020). The importance of University education is further elaborated in the assertions of Ijomah (1985) in Eneh and Owo (2009) stating that the nation's University system is expected to impact the nation in such a way as to:

- Act as a mirror that reflects the nation's environment;
- Mount courses that relate to the daily life of Nigerians;
- Conduct activities and programmes that are relevant to the needs of the people;
- Focus on the socio-economic needs of the country;

- Provide the requirement of industry, commerce and society;
- Preserve the dignity of the nation;
- Reflect the aspiration of the people and the changing circumstances of the time etc.

Economically, skills and techniques necessary for the improvement of human competences are provided for by the Universities. This suggests that an effective and efficient University education is critical to national development and everyone attaches great value to it and expects it to turn around the fortunes of the nation and facilitate its rapid growth. This is not however the realistic situation in Nigeria. Jaja (2013) stated that experience has so far shown indiscipline in high places, examination malpractices, corruption, laziness and immoral practices.

The quality of University education in Nigeria appears elusive because according to Jaja (2013) the six inputs into learning which are proprietor's responsibility, marketability of the products of the University, subjects taught, the teachers teaching capabilities of the subject, strikes in Nigerian Universities and morality of the students are poor. This results in the inability to market the products of the Universities and their not being able to favourably compare with their counterparts across the world. According to Koko (2015) University administration is jeopardized by the politicization of appointment of heads of department and Deans of faculties.

To address these challenges, the Federal Ministry of Education embarked on several tertiary/higher education reforms (FGN, 2007b in Eneh & Owo 2009). The reforms are geared towards advancing the economic growth of the nation and make it globally competitive by providing access to affordable and relevant high-quality education in tertiary institutions of which Universities are a part. In addition to these reforms the National University Commission which is the overseeing body employed some strategies to enhance academic standards. Some of the strategies include establishing Quality Assurance Units in universities and employing only Ph.D holders as lecturers in Universities (Eneh & Owo, 2009).

The inference of all these is that there is a gap between expectations and goal-achievement in the University system. It is also indicative that government is aware of the challenges and has made certain policy changes to correct the wrongs. As a matter of fact, Ademola et al. (2014) stated that for our Universities to be able to respond to the challenges of today and establish their relevance, they must transform to world class institutions.

This implies that the University must have favorable governance structure which encourages strategic visioning, innovation and flexibility. The structure should also enable the institution to make decisions and manage resources without being encumbered by bureaucracy. It should intentionally consider changing circumstances, identify adaptable ways and take appropriate actions. El-Khawas (2001) in Saint, Hartnett and Strassner (2003) suggested the use of four factors which are access, teaching/learning pedagogy, financing and institutional management for judging University's responsiveness.

THEORETICAL FRAMEWORK

The theoretical framework of this study is hinged on Henri Fayol's Administrative Management Theory which comprises of the 14 principles of management as published in the book titled 'General and Industrial Management' in 1916 in Vliet (2009). The Administrative Management Theory focused on managing various components of an organization rather than just the work. Fayol believed that managing an organization is more than just the work and workers as was

observed with the scientific management of Frederick Winslow Taylor. Henri Fayol postulated that managers perform specific roles in order to manage work and workers.

Management is one of the most critical human activities. According to Olum (2004), management became very essential from the time human beings started forming social groups to realize aims and objectives they could not achieve as individuals so as to ensure the coordination of individual and group efforts. Over the years, the task of managers has become increasingly important and complex as society continues to rely on group efforts and the groups become larger in size. Therefore, management theories became crucial in managing situations, organization and the phenomenon of change. Henri Fayol introduced his management theory in his work on the five roles of management which are planning, organizing, commanding, coordinating and controlling. These roles focused on the entire organization rather than just the work. Explaining Fayol's theory, Kalpana (n. d) and Kullabs.com (n.d) elucidated that the five (5) roles of the management theory enable a manager to forecast the future and develop an intellectual process that bridges the gap between where the organization is and where it is designed to go, create an organizational structure that brings human resources and non-human resources together to work, determine the scope of work, give orders and provide the necessary dynamic leadership, bring the actions of all the departments and divisions and integrate their efforts for the achievement of organizational goals and measures the performance of the organization, comparing it with the set standards, identifying the deviations from the proposed plan and taking necessary corrective actions to ensure that events conform to the plan. This is in line with the activities of a manager/administrator of any University in today's world.

Relevance of the Theory to the Topic

The Administrative Management Theory is relevant to this topic because, it focuses on managing various components of an organization to achieve its goal and effectiveness rather than just the work. Fayol believed that managing an organization is more than just the work and workers as was observed with the scientific management of Frederick Winslow Taylor. Henri Fayol postulated that managers perform specific roles in order to manage work and workers. Management is one of the most critical human activities. According to Olum (2004), management became very essential from the time human beings started forming social groups to realize aims and objectives they could not achieve as individuals so as to ensure the coordination of individual and group efforts. Over the years, the task of managers has become increasingly important and complex as society continues to rely on group efforts and the groups become larger in size. Therefore, management theories became crucial in managing situations, organization and the phenomenon of change.

METHODOLOGY

The study utilized a correlational research design; the total population of the study comprised all Seven Thousand Twenty-Five (7025) persons, ie Two Thousand Three Hundred and Eighty-Three (2383) teaching and Four Thousand Six Hundred and Forty-Two (4642) non-teaching staff of public universities in Rivers State. The sample of the study was drawn using simple random sampling technique which yielded a total sample 879 respondents made up university of port Harcourt (UNIOPRT) 434, Ignatius Ajuru university of education (IAUE) 98, and Rivers state University (RSU) 347. The main instrument employed in the study was a self- constructed

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RESULTS AND DISCUSSION

Research Question One: What are the management of change practices applied in the implementation of policies in the Universities in Rivers State?

Table 1: Mean and Standard Deviation of Respondents Answer to Management of Change Practices Utilized in the Universities.

S/N	Management of Change Practices Utilized	Always	Often	Sometimes	Rarely	Mean	SD	Remarks
1	A plan for management of change is developed for the implementation of policies	555 (63.1%)	216 (24.6%)	- (-)	108 (12.3%)	3.3857	.9875	Often
2	Vision on planned change is shared and made clear for the implementation of policies	349 (39.7%)	368 (41.9%)	51 (5.8%)	111 (12.6%)	3.0865	.9766	Often
3	Change is properly communicated to staff for the implementation of policies	437 (49.7%)	267 (30.4%)	135 (15.4%)	40 (4.6%)	3.2526	.8774	Often
4	A management of change team is constituted for the implementation of policies	370 (42.1%)	434 (49.4%)	27 (3.1%)	48 (5.5%)	3.2810	.7692	Often
5	Necessary tools, resources and training for change are provided for the implementation of policies	364 (41.4%)	396 (45.1%)	43 (4.9%)	76 (8.6%)	3.1923	.8790	Often
6	Senior leadership and staff are involved in the planning and decision-making process for the implementation of policies	247 (28.1%)	526 (59.8%)	54 (6.1%)	52 (5.9%)	3.1013	.7546	Often
7	Risk and impact analysis of the change are usually carried out for the implementation of policies	338 (38.5%)	458 (52.1%)	43 (4.9%)	40 (4.6%)	3.2446	.7458	Often
8	Purposeful and visionary leadership is provided for the implementation of policies	342 (38.9%)	398 (45.3%)	27 (3.1%)	112 (12.7%)	3.1035	.9590	Often
9	The University’s culture is considered for the implementation of policies	389 (44.3%)	351 (39.9%)	27 (3.1%)	112 (12.7%)	3.1570	.9794	Often
10	Metrics for monitoring and evaluation of change are developed and used for the implementation of policies	408 (46.4%)	374 (42.5%)	87 (9.9%)	10 (1.1%)	3.3424	.7013	Often
Cumulative						3.2146	.8629	Often

Data in table 1 revealed that the Mean and Standard Deviation of the management of change practices utilized in the government owned Universities in Rivers State were 3.214 and .862 respectively. The respondents agreed that none of the listed practices were utilized always. Though they agreed that all the listed practices were often utilized, the key management of change practice applied in the Universities was item 1 which was the development of a plan for the management of change with 3.38 and .987 mean and standard deviation values respectively.

This was closely followed by item 10 which was the development and use of metrics for monitoring and evaluation of change with a mean of 3.34 and standard deviation of .7013. Items 3,4,7 had very high mean values as 3.25, 3.28 and 3.24 which were far above the cut-off mean of 2.50 and standard deviations of .877, .769 and .745 respectively. Based on the cut-off mean of 2.50, items 3, 4 and 7 showed that in the opinion of the respondents, properly communicating change to staff, constituting a team for the management of change and carrying out risk and impact analysis of change were major practices of management of change that were often applied in the Universities when policies were implemented.

Items 5,6,8 and 9 also had high mean values as 3.19, 3.10, 3.10 and 3.15 which were above the cut-off mean of 2.50 and standard deviation of .879, .754, .959 and .979 respectively. The respondents were of the view that providing necessary tools, resources and training for change, involving senior leadership and staff in the planning and decision-making process, providing purposeful and visionary leadership and considering the University's culture were also adopted when policies were implemented in the Universities. Though items 5, 6 and 9 were applied, they were not always used. Item 2 which was sharing and clarifying the vision on the planned change was the least utilized practice with a mean value of 3.08 and a standard deviation of .976. Though the mean value was still very high, respondents agreed that it was not applied always.

Following a rank order statistic, the result in the above table revealed that developing a plan for the management of change ranked the highest practice in managing change when policies were implemented. This was followed by developing and using metrics for monitoring and evaluation of change at the 2nd position. Properly communicating change to staff, constituting a team for the management of change, carrying out risk and impact analysis of change, providing necessary tools, resources and training for change, involving senior leadership and staff in the planning and decision-making process, providing purposeful and visionary leadership and considering the University's culture ranked 3rd, 4th, 5th, 6th, 7th, 8th and 9th respectively. The least adopted management of change practice when policies were implemented by the University management was, sharing and clarifying the vision on planned change which ranked the 10th position.

The results revealed that in the opinion of the respondents, all items from 1-10 were utilized practices since their mean values were greater than the cut-off mean of 2.50. This is indicative of the fact that the respondents accepted that all the management of change practices are useful and were adopted at varying frequencies in the Universities. Cumulatively, respondents were of the view that management of change practices were often applied when policies were implemented in the Universities in Rivers State. This was evidenced in their overall mean and standard deviation of 3.2146 and .8629 respectively.

Research Question Two: How does developing a plan for management of change enhance effective policy implementation in Universities in Rivers State?

Table 2: Mean and Standard Deviation of Respondents' Answer to Development of a Plan for management of change when Implementing Policies.

S/N	Development of a Plan for Management of Change when implementing policies.	Mean	SD	Remark
11	Reasons for the change are clearly stated for the implementation of policies	3.2526	.83484	Agree
12	Type and scope of change are clearly defined for the implementation of policies	3.2810	.84680	Agree
13	The needed stakeholders support is clearly described for the implementation of policies	3.4096	.68382	Agree
14	Communication plan is usually developed for the implementation of policies	3.1024	.90101	Agree
15	Resistance to change is tracked for the implementation of policies	3.3436	.67179	Agree
16	Performance evaluation and reporting tools are developed and utilized for the implementation of policies	3.0671	.88330	Agree
Cumulative		3.2427	.80359	Agree

From the statistical analysis conducted, information in table 4.3 revealed that the mean rating and standard deviation of the variables involved when developing a plan for management of change in policy implementation were 3.24 and .803 respectively. This indicated that the respondents agreed that a plan for management of change is usually developed by university management when policies were implemented. All variables represented as items 11-16 were used to analyze the development of a plan for management of change in policy implementation. Of the six (6) items, the most adopted by management was item 13 which described the needed stakeholders support for the implementation of policies with 3.40 and .683 as the mean and standard deviation values.

This was closely followed by item 15 which was tracking resistance to change with a 3.34 and .671 mean and standard deviation values respectively. Items 11 and 12 also had very high mean values as 3.25 and 3.28 which were far above the cut-off mean of 2.50 and standard deviation of .834 and .846 respectively. Based on the cut-off mean of 2.50, items 11 and 12 showed that in the opinion of the respondents, clearly stating the reasons for the change and defining the type and scope of change were major variables adopted by University management in developing a plan for managing change when policies were implemented. With a mean and standard deviation values of 3.10, 3.06, and .901 and .883 respectively, the respondents were of the view that items 14 and 16 which were developing a communication plan and performance evaluation and reporting tools were the least utilized when developing a plan for the management of change in implementing policies.

The data revealed that all variables of development of a plan for management of change presented as items 11-16 were useful and adopted at different frequencies by the University management in developing a plan for management of change when policies were implemented in the universities as depicted by their mean and standard deviation values of 3.24 and .803 respectively.

Following a rank order statistic, the result in table 4.3 revealed that clearly describing the needed stakeholders support ranked the highest utilized by University management when developing a plan for management of change in implementing policies. This was followed by tracking resistance to change in developing a plan for management of change at the 2nd position. Clearly defining type and scope of change, clearly stating the reasons for change and developing a communication plan as steps in developing a management of change plan ranked 3rd, 4th and 5th positions respectively. The very least utilized variable by management when developing a plan to manage change in the implementation of policies as given by the respondents is developing and utilizing performance evaluation and reporting tools as it ranked the 6th position.

Information on the cumulative mean of 3.24 and standard deviation of .803 showed that development of a plan for the management of change is useful and adopted by the University management when policies were implemented.

Research Question Three: How does establishing a team for management of change improve effective policy implementation in the Universities in Rivers State?

Table 3: Mean and Standard Deviation of Respondents' Answer to Establishing a Management of Change Team when Implementing Policies in the University.

S/N	Establishing a Management of Change Team when implementing Policies.	Mean	SD	Remark
17	Highly credible people are chosen to drive the change process.	2.9545	1.00578	Disagree
18	A Change Advisory Board (CAB) that provides due diligence and advice is set up for the implementation of policies	3.1650	.83153	Agree
19	A senior staff who provides management control and guidance is appointed as the change process owner for the implementation of policies	3.3447	.80187	Agree
20	An Emergency Change Advisory Board (ECAB) to deal with Emergency Changes is set up for the implementation of policies	2.9022	.93987	Disagree
21	Change management actors are chosen to communicate with stakeholders for the implementation of policies	2.8942	1.07103	Disagree
22	A Technical Review Board (TRB) of technical and subject matter experts is set up for the implementation of policies	3.3140	.71379	Agree
	Cumulative	3.0957	.89397	Agree

The result on table 4; above indicated that the mean and standard deviation of the respondents on the establishment of a team for the management of change in implementing policies were 3.09 and .893 respectively. Examining the table revealed that the respondents agreed that a team to manage change when implementing policies was usually established by University management. Items 17-22 were used to analyze the variables in establishment of a team for the management of change by University management when implementing policies. Of the six (6) variables presented as items, the appointment of a senior staff who provides management control and guidance as the process owner which was item 19 with a mean rating of 3.34 and a standard deviation of .801 was mostly applied when implementing policies.

This was closely followed by item 22 which was setting up a Technical Review Board (TRB) of technical and subject matter experts with a mean rating and standard deviation of 3.31 and .713 respectively. Item 18 which was setting up a Change Advisory Board (CAB) that

provides due diligence and advice also had high mean rating of 3.16 and exceeded the cut-off mean of 2.50. The respondents were of the view that items 17, 20 and 21 which were choosing highly credible people to drive the change process, setting up an Emergency Change Advisory Board (ECAB) to deal with Emergency Changes and choosing actors for the management of change were the least actions taken when establishing a team for the management of change with a mean of 2.95, 2.90 and 2.89, and standard deviation of 1.000, .939 and 1.071 respectively which showed that respondents disagreed their utilization.

The table revealed that all 17-22 actions were adopted by University management in establishing a team for management of change when policies were implemented since the mean of all the variables exceeded the cut-off mean of 2.50. This indicated that all respondents agreed that all the listed actions for the establishment of a team for management of change are useful and usually auctioned when policies were implemented but at varying frequencies as depicted by their mean rating and standard deviation values of 3.0957 and .89397 respectively.

Following a rank order statistic of items 17-22, the result in table 4.4 revealed that appointing senior staff who provides management control and guidance ranked the highest variable applied by University management when establishing a team for the management of change during policy implementation. This was followed by setting up a technical Review Board (TRB) of technical and subject matter experts for the management of change at the 2nd position. Setting up a Change Advisory Board that provides due diligence and advice, choosing highly credible people to drive the change process and setting up an emergency change advisory board to deal with emergency changes ranked 3rd, 4th and 5th respectively. The very least variable adopted by the University management in establishing a team for the management of change when policies were implemented was choosing change management actors to communicate with stakeholders as it ranked the 6th position.

Research Question Four: How does staff involvement in decision making enhance effective policy implementation in the Universities in Rivers State?

Table 4: Mean and Standard Deviation of Respondents Answer to Staff Involvement in the Management of change Process in Implementing Policies in Universities in Rivers State.

S/N	Staff involvement in management of Change in implementing Policies.	Mean	SD	Remark
23	The Bottom – Up Approach is often used in the implementation of policies	3.2435	.75757	Agree
24	Staff are informed of planned change for effective implementation of policies	3.3925	.59763	Agree
25	Staff are consulted in the decision-making process before the implementation of policies	3.2446	.74124	Agree
26	Staff are involved from the change design stage to the implementation of policies	3.3333	.62715	Agree
27	The vision is communicated effectively and continuously to staff during the implementation of policies	3.4505	.55618	Agree
28	Staff are periodically updated on progress made during the implementation of policies	3.4642	.49900	Agree
	Cumulative	3.3547	.62979	Agree

Table 4 showed the mean and standard deviation of 3.354 and .629 respectively for staff involvement in decision making as a management of change practice when implementing policies in the Universities in Rivers State. Of the six (6) listed items ranging from 23-28, the key staff involvement practice in the management of change adopted by management when implementing policies was periodically updating staff on progress made which had a mean of 3.46 and standard deviation of .499. This was followed by communicating the vision effectively and continuously to staff during the policy implementation process with 3.45 and .556 mean and standard deviation values respectively at the 2nd position. Informing staff of planned change, involving staff from the change design stage to the implementation of the policy, consulting staff in the decision making before the implementation of policies and using the Bottom-Up Approach in the decision making process with mean rating of 3.39, 3.33, 3.244 and 3.243 and standard deviation of .597, .627, .741 and .757 respectively ranked the 3rd, 4th, 5th and 6th positions. From the analysis of the data in table 4.5, it is revealed that respondents agreed that all the items which were 23, 24, 25, 26, 27 and 28 are useful and were adopted by management when involving staff in managing change in implementing policies since their mean values are greater than the cut-off mean of 2.50. Item 23 which was the use of the Bottom-Up Approach was the least used staff involvement practice with 3.243 and .757 standard deviation respectively.

Hypothesis One: There is no significant relationship between developing a management of change plan and effective policy implementation in the Universities in Rivers State.

Table 5: Pearson Product Moment Correlation Coefficient Analysis of Development of Management of Change Plan and effective policy implementation

S/N	Development of a Management of Change Plan and Effective Policy Implementation	Mean	SD	r	P-value	Remark
11	Reasons for the change are clearly stated for the implementation of policies	3.2526	.83484	.476**	.000	Significant
12	Type and scope of change are clearly defined for the implementation of policies	3.2810	.84680	.262**	.004	Significant
13	The needed stakeholders support is clearly described for the implementation of policies	3.4096	.68382	.066*	.049	Significant
14	Communication plan is usually developed for the implementation of policies	3.1024	.90101	-.076*	.025	Significant
15	Resistance to change is tracked for the implementation of policies	3.3436	.67179	.334**	.000	Significant
16	Performance evaluation and reporting tools are developed and utilized for the implementation of policies	3.0671	.88330	.303**	.000	Significant

N=879; *. Correlation is significant at 0.05 level (2-tailed).

The data in table 4.9 displayed the Pearson Correlation Coefficient analysis conducted with developing a plan for management of change as independent variable on items 11-16 of section '2' of the research instrument and effective policy implementation as dependent variable. The 'r' analysis revealed the p-values of items 11-16 as .000, .004, .049, .0250, .000 and .000

respectively. From the analysis, since the p-value of all the items were less than the level of significance of 0.05, the correlation is significant. Respondents were of the opinion that there was significant relationship in the six (6) items of developing management of change plan and effective policy implementation tested as reflected in the cumulative p-value of .000 which is lesser than the level of significance of 0.05. Thus, hypothesis one was rejected. This implies that there is a significant relationship between developing a plan for management of change and effective policy implementation in the Universities in Rivers State.

Hypothesis Three: There is no significant relationship between staff involvement in decision making and effective policy implementation in the Universities in Rivers State.

Table 7: Pearson Product Moment Correlation Coefficient Analysis for Staff Involvement in decision making and effective policy implementation

/N	Staff involvement in change management/ Policy Implementation	Mean	SD	r	P-value	Remark
23	The Bottom – Up Approach is often used in the implementation of policies	3.2435	.75757	.617**	.000	Significant
24	Staff are informed of planned change for effective implementation of policies	3.3925	.59763	.199**	.000	Significant
25	Staff are consulted in the decision-making process before the implementation of policies	3.2446	.74124	.377**	.004	Significant
26	Staff are involved from the change design stage to the implementation of policies	3.3333	.62715	.373**	.000	Significant
27	The vision is communicated effectively and continuously to staff during the implementation of policies	3.4505	.55618	.139**	.000	Significant
28	Staff are periodically updated on progress made during the implementation of policies	3.4642	.49900	.117**	.000	Significant

N=879; **. Correlation is significant at the 0.05 level (2-tailed).

Table 7 displayed the Coefficient on staff involvement in decision making as independent variable on items 23-28 of section ‘2’ of the research instrument and effective policy implementation as dependent variable. The analysis revealed scores of items 23-28 as .000, .000, .004, .000, .000 and .000 respectively.

From the table above, since the p-value of all items was less than the 0.05 level of significance, the correlation is significant. The respondents were of the view that significant relationship exists in the six (6) items of staff involvement in decision making tested with effective policy implementation. The test showed an average ‘r’ probability significance of .000, indicating that there is significant relationship between involving staff in decision making and effective policy implementation in Federal and State-owned Universities in Rivers State. Thus, the null hypothesis was rejected. It is therefore concluded that there is a significant relationship between involving staff in decision making and effective policy implementation in Federal and State Universities in Rivers State.

CONCLUSION

The implication of the findings of the study was that there is need to share the policy analysis document with implementers at the point of actual implementation of any policy for effective information and action. This is a critical action because it will inform the policy implementers what had been done at the pre-implementation stage. It will also reveal the extent to which risk and impact analysis of the policy was conducted and what risk mitigation measures have been put in place. This will enable the implementers take well informed decision and avoid waste of resources as much as possible in the Universities system.

Recommendations

- Training and re-training on the different practices and strategies of management of change is critical for effectiveness;
- An immediate establishment of a dedicated team as change actors to monitor, evaluate and report all change activities is also recommended;
- More attention should be given to sharing and making the vision of change clear. If the vision of the change is not clearly stated and shared with staff, then certainly the policy may not succeed as the workforce may not attach great importance to its implementation;
- Management should adopt the Bottom-Up approach more often when implementing change/policy as this will likely reduce resistance. Staff should be consulted even at the planning stage and be given the opportunity to contribute ideas. The result of this engagement can be far-reaching.

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