

*Evaluation of Change Management Practices of
Ethiopian Higher Educational Institutions*

(The Case of Some Selected Public Universities)

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Table of Contents

Title	Page
<i>Acknowledgement</i>	<i>I</i>
<i>Table of contents</i>	<i>II</i>
<i>List of tables</i>	<i>III</i>
<i>Abstract</i>	<i>IV</i>
Chapter One	
<i>1.1 Introduction</i>	<i>1</i>
<i>1.2 Statement of the problem</i>	<i>3</i>
<i>1.3 Purpose statement</i>	<i>7</i>
<i>1.4 Significance of the study</i>	<i>8</i>
Chapter Two	
<i>2. Methodology</i>	<i>9</i>
<i>2.1 Data (materials)</i>	<i>9</i>
<i>2.2 Method of data collection</i>	<i>10</i>
<i>2.3 Sample design</i>	<i>11</i>
<i>2.4 Data processing and analysis</i>	<i>12</i>
<i>2.5 Method of interpretation</i>	<i>13</i>
Chapter Three	
<i>Literature review</i>	<i>14</i>
Chapter Four	
<i>4. Analysis of the findings, presentation and discussion</i>	<i>19</i>
Chapter Five	
<i>5.1 Summary and conclusion</i>	<i>37</i>
<i>5.2 Recommendations</i>	<i>41</i>
<i>References</i>	<i>43</i>

List of Tables

<i>Table Number</i>	<i>Page</i>
<i>Table -1: Occupation Category.....</i>	<i>19</i>
<i>Table -2: Service year of respondents.....</i>	<i>20</i>
<i>Table -3: Assumption of Position</i>	<i>20</i>
<i>Table -4: Familiarity with change management.....</i>	<i>21</i>
<i>Table -5: Awareness about changes in the past.....</i>	<i>21</i>
<i>Table -6: Appraisal of change management practices of the universities.....</i>	<i>23</i>
<i>Table -7: Appraisal of the managerial capacity of university administrators.....</i>	<i>24</i>
<i>Table-8: Respondents' alignment with structural adjustments.....</i>	<i>29</i>
<i>Table -9: Comment on existing hierarchical structure.....</i>	<i>30</i>
<i>Table-10: Factors for resistance to change.....</i>	<i>32</i>
<i>Table -11: Sources of change.....</i>	<i>33</i>
<i>Table-12: Respondents' attitude towards change.....</i>	<i>34</i>

Abstract

Much argument has been made as a citizen without empirical and scientific basis about how change management practices tend to influence higher educational institutions. This research entitled, "Evaluation of change management practices of Ethiopian higher educational institutions- case of some selected public Universities", opts to evaluate the prevailing change management practices in the selected Universities and paralleled consequences. Laying its ground on various individual and organizational change management theories it is believed to provide useful insights. To this end, primary as well as secondary sources of data were employed out of which qualitative information has emanated. A sample was selected on a probability basis using stratified sampling technique from the sampling frame.

The core findings indicated that changes are imposed on unaware stakeholders, the change management experience is witnessing uncoordinated efforts, the universities are suffering from wrong perception of change by stakeholders, loose integrity among them, absence of open and transparent dealing with stakeholders which obscure harmony, no mutual collaboration on change aspects and total marginalization of stakeholders as well as irrational complaint and blaming than creating an environment of mutual collaboration to succeed with changes through appropriate management of change individually as well as at the whole organizational level.

Keywords: Change Management, *Structural Adjustment, Institutional Size, Resistance to Change, Sources of Change, Technological Factors and University Administrators.*

CHAPTER ONE

INTRODUCTION

This paper seeks to identify and evaluate the change management practices in Ethiopian higher educational institutions and the possible consequences based on an analysis exerted on some selected Universities (Jimma University, Hawassa University, Bahir Dar and Addis Ababa University). The central research question is: *what effects do change management practices adopted by higher educational institutions have on their overall performance?*

“Now a days, change is endemic in the education sector. The pressures for change come from all sides: globalization, government initiatives, inside pressures, improving the quality of student learning, academic and supportive staff development and the learning experience. At the same time, the pace of change is ever increasing. Living with change and managing change is an essential skill for all. Change is also difficult. There are many different types of change and different approaches to managing change. It is a very complex agenda more than its fair share of management fads, quick fixes and guaranteed win approaches enjoyed by managers. Finding an approach that suits a particular educational institution and its situation goes to the heart of being an effective and professional manager in the education sector.”

In the near past there had been change of the country’s higher educational system in which the aforementioned Universities are among the victims. But the lesson indicates that most of the arguments for change had been met with greater skepticism on the professionals’ side. Even if need for change is undeniable, both individuals and organizations in colleges and universities show up resistance to change. However, the change has occurred by means of internal as well as external imposition (government sponsored change by way of MOE). Paralleled with the change made at macro level, it is evident that the working environment of every higher educational institution is affected in some way. As the mentioned Universities are some of the many higher educational institutions in the country, it is felt essential to cross-examine the change management practices and augmented consequences in the change arena. Since they were upgraded to a University level, a number of changes have occurred and are undergoing till now.

Understanding that change is the normal functioning of organizations as entailed by so many factors, the existence of professional managers to effectively monitor and implement the change

is an unquestioned answer. Nevertheless, this is rather a naïve assumption in the then referred universities as observations and facts underline. Though it is a difficult task to carryout change in the area of academicians, the timely communication, participation and mutual sharing of the change spectrum can make stakeholders of the university to be better change agents. The actual facts suggest otherwise, meaning that most of changes are imposed from the top administrators without the consent of faculties/colleges, departments and other stake holders like academic and supporting staffs. Typical change interventions in the near past that has occurred in the universities include: expansion in size, some structural adjustments, launching of new programs at undergraduate and graduate levels; academic workforce diversity and so on. The aforementioned changes when looked from change management principles point of view are inescapable facts but what matters is the question of their management starting from initiation to actual implementation so as to execute them smoothly.

Generally, this research had tried to evaluate change management practices for both planned and unplanned change categories from professional view point so as to forward relevant commendatory actions.

Statement of the Problem

“No where in science do we start from scratch”. So, to carryout some sort of investigation be it at large or small scale level, the standing ground is determinant for justifying the whole process of researching. To this end, currently there are preliminary indicators of the existence of marginalized attention to proper management of change on the side of so-called administrative bodies in the then referred higher educational institutions so as to smoothly run the change programs that are initiated and/or imposed. In addition, there exists a condition of rushing to implement changes overnight as witnessed in the areas of changing academic roles, overstaffing without balanced availability of services(like office facilities, laboratories and libraries), opening new fields, structural adjustments, increase in size abruptly through imbalanced student intake with available accommodations, etc. More to the point, the changes initiated seem to originate from external imposition and at the same time are endorsed by top management bodies in universities without open communication of the issues on timely fashion with academicians and supporting staff members as they are directly linked to or to be affected in the process.

Management literatures pinpoint that to manage intellectuals more effectively; the existence of mutual problem awareness by way of transparent communication channel and making all stake holders as participants in the resolution is choice-less alternative. It is a dried fact that presence of various bewilderments in the management of change will impede its successful implementation. Specifically; the escalating complaints on both the academic and administrative wings within universities can be cited as indicators of poor change management in the institutions’ set up. Besides, it is usual to experience abortions in most of the undertakings in the areas of change due to unknown reasons. At the same time; the academicians are in lose of devotion and attention towards the hell happening in universities as an observational stand point.

The problem of marginal attention to universities' actions entailed by administrative bodies is a sign of dissatisfaction and unhealthy organization. However; many researchers in the area (specifically, in Ethiopia) are in short of initiation towards this idea and unable to clearly provide an actual relationship between and among change management practices in universities, prevailing consequences and actual principles of managing change as available in many management literatures. Thus, the type and degree of relationship among these constructs is not yet vividly investigated. There is an ordinary citizenship analogy regarding what causes what and how. So, for this purpose, it is felt necessary to undertake a research project so as to investigate the possible effects of actual change management practices enjoyed by the mentioned particular higher institutions.

This research didn't attempt to incorporate other variables that possibly impact actions of universities beyond those which are related to management of change.

This study was supposed to bridge the gap between what is happening and what have to be in actual setup. For this purpose a set of sun-research questions were formulated regarding the relationship between and among change managers, actual change management practices, and participants of the change in the system. These basic questions identified and answered were listed underneath.

1. Did change which is imposed by external forces without consent led to dissatisfaction of academicians in the university?

As change programs progress from defining strategy and setting targets to design and implementation, they will affect different levels of an organization. Change efforts must include plans for identifying leaders throughout an organization and pushing responsibility for design and implementation down, so that change cascades through the organization. At each layer of the organization, the leaders who are identified and trained must be aligned to its vision, equipped to execute their specific mission, and motivated to make change happen ("http://en.wikipedia.org/wiki/Change_management"). This argument is left unanswered in Ethiopian context empirically. So, here it is required to

justify whether dissatisfaction by the change is result of external imposition or not in the aforementioned universities.

2. Would academicians and supporting staff members' perception towards change ultimately determine the final outcome of the change process?

In a setting where collaborative action is denied, perceptual difference in the process and type of change may flourish. Thus, it is hypothesized that difference in understanding change intervention areas in a university will negatively affect the effectiveness of managing change by university administrators.

3. Is existence of inefficient change management a function of poor communication and excessive centralization of responsibility at the top?

As an educational institution is composed of mainly professionals, the presence of open communication and participatory action is vital for effective change management. But, it is argued that the extent of openness is dependent on the willingness and determination of responsible bodies in universities. So, the already laid question is needed to justify this paradox.

4. Will unplanned change inducement that does not address the human side backed by uncertainty and fear greatly impede its successful implementation and management?

Watson (1972) lists sources that contribute to stability in personality: homeostasis, habit, primacy, selective perception and retention, dependence, super-ego, self-distrust and insecurity. Thus, the argument rages on, professionals are reluctant to attribute such abrupt changes to local and personal events as they are relatively aware of externalities.

Asres A., Jimma University



5. Is resistance to change attributed to the inherent behavior of individuals and organizations for no reason (academician conservatism)?

The model by Donald Schön (1974) explores the inherent nature of individuals and organizations to be conservative and protect themselves from constant change. Schön recognizes the increasing need, due to the increasing pace of change for this process to become far more flexible. Very early Schön recognized the need for what is now termed the 'learning organization'. These ideas are further expanded on within his frame work of 'reflection-in-action', the mapping of a process by which this constant change could be coped with.

But here it is argued that as higher institutions are composed of professionals, their actions and behaviors are assumed to be dictated by principles of logic than mere inclinations and conservatism. To this effect, this proposition is set to illuminate the scenario.

Purpose Statement

This study, laying its ground on real and apparent problems encountered by the then referred universities, had tried its part to address and fulfill the following general and specific objectives after undergoing a detailed investigation on this hot issue being marked.

- ✦ The broad objective of this investigation is to thoroughly evaluate the change management practices experienced by the ascribed universities and analyze the possible effects.

The above broad objective can be broken-down in to the following more specific and focused ones. Specifically; the purpose of this study is to achieve the following ends:

- ✓ To identify the actual changes being made by the then referred universities in terms of structural components, size, process, roles, human resource components, cultural components and technology.
- ✓ To evaluate the current change management practices of the universities and appraise the actual experience of managing change by top management with respect to change management principles laid by professionals in the area.
- ✓ To thoroughly analyze the possible effects of managing change on academicians, supporting staff members, and other stake holders.
- ✓ To broadly address the human side of injecting or imposing change abruptly and appraising the side effects of such undertaking in higher educational institutions.
- ✓ To clearly investigate the key factors involved in managing change so as to clarify the cumulative impact on implementation.
- ✓ To critically analyze institutional character, structural features, change procedures, key individuals in the change process, and practicality of change.
- ✓ To forward recommendations based on the findings of the investigation for future improvements to resolve the posed problems.

Significance of the Study

The study being conducted in some selected higher educational institutions gives prior emphasis to academicians, which according to the expectation are hoped to play a role of the lion's share for the probity of the country's overall existence. The study encompasses candidates without discretion with respect to departments (fields of study). The secondary data analysis were confined to those data relating to the most recent five years in case of analyzing practices and associated effects of managing change in the universities. Those data accumulated far beyond the contemplated time horizon were not accounted for analysis to avoid misleading inferences.

This study is supposed to link not only change management practices of these specific universities but also to elicit implications in similar other higher institutions of the country. Thus, the major contribution of this study is in pointing out the defaults being committed in managing change in the educational sector and in providing thorough understanding about the ultimate impacts and corrective actions. Besides, it will have a paramount importance in enabling proper administration and execution of professionals in the selected universities in particular and in the country as a whole.

As a whole, its contribution will not be limited to the specific universities included in the study but also its fruitful results can be applied at national level in other public and private higher institutions.

CHAPTER TWO

METHODOLOGY

A critical evaluation of change management practices and associated consequences by taking the case of some selected universities was conducted with the view of justifying the degree of interdependence among the constructs after answering the presented sun-research questions. To this effect, details as to how the study was carried out starting from data collection till the interpretation of the results are provided here under.

Data (materials)

The database employed were the selected Universities' records relating to institutional composition of academicians, supporting staffs, structures, processes, roles and size(in terms of faculties/colleges and departments as well as actual number of employees). A cross-sectional research was carried out in order to thoroughly understand the scenario of managing change and paralleled consequences. In order to know the change processes and experiences on a trend wise basis, data were collected, organized and analyzed through the time period budgeted for the research.

As per the type of information sought, both quantitative and qualitative data were deeply searched and a selection decision on the nature of information was made. In this investigation, primary as well as secondary data sources are employed.

“No where in science do we start from scratch”, thus, building on past data enables ease of analysis. Secondary data were obtained rapidly with minimum cost and shorter time. The necessary adjustments were made to make them pertinent for the current study. Despite all the shortcomings, the research had strived at best to filter out the most relevant and up- to- date information, which could yield a better result by minimizing, if not avoiding, the possible lacunas. So, taking in to account the outsmarting of their advantages over their shortcomings, secondary data were given the first attempt at data collection.

Sources of secondary data are presumed to be universities' records and archives that have been accumulated in the past five years. In addition to the universities' secondary data sources; data owing to managing change were reviewed from various journals and reports as the condition allows. Other documents, if any, relating to the current study whether published or unpublished (such as current publications by the government) were also incorporated. Accompanied by their primary counter parts, the collected secondary data are made ready for detail and further analysis.

In contrast, primary data were originated by the researcher for the purpose of the study at hand. Most of the primary data in this study are both quantitative and qualitative in nature, which are not incorporated in the secondary data sources. The basic advantage of using primary data in this research is that there could be a possibility of acquiring current and up-to-date information on aspects of university change management practices and possible influences the adopted systems might exert.

Method of Data Collection

The methods of primary data collection employed were a mix of unstructured interview and questionnaire. The choice of these methods to this research is not without justification. Firstly, the unstructured interview helps to get understanding on critical issues from managers of the universities owing to changes and the general scenario of managing change. If utilized more efficiently, unstructured interview can elicit more reliable information in order to strengthen the study. As the objective of the investigation was explained to the interviewees and the identity of the investigator was explicitly known to them, this approach alleviated their concern about the potential misuse of data. It also has advantage of flexibility in terms of adapting and explaining the questions as the interview proceeds. This is particularly useful for asking the interviewees to elaborate on their adopted management systems. In general, utilizing unstructured interview could produce much more reliable and insightful results to the proposed research. Secondly, structured questionnaire method is used with a view to elicit reliable responses from a chosen sample. The aim is to find out what a selected group of participants do think or feel. Reasons for using this method are; it would increase survey response not only

because it creates a more flexible opportunity to respond but also because by giving respondents a choice that is not a flat refusal. Besides, questionnaires are a popular method of collecting data, cheaper, less time consuming and very large sample can be taken thereby increasing the accuracy of the research.

The question design was done critically to ensure reliability, simplicity and validity of the responses. Presentation of the questions can do much to encourage and help respondents to complete a questionnaire correctly and it can also make the subsequent analysis of the data much easier. Transparency in the purpose of the questionnaire and the context in which the questions are being used is going was achieved through starting of the questionnaire with an explanatory paragraph. Guidelines regarding how to fill blanks and tick the boxes are underlined in the introductory paragraph. Filter questions and some control questions are actually incorporated to indicate the reliability of the respondents.

As most employees in the university are assumed to possess basic English speaking and writing skills, the research instruments selected for this study are all developed using the English language. Procedurally, for simplicity and convenience, the secondary data were gathered first and after assuring that all relevant data have been acquired, the primary data collection had followed. The actual data gathering time schedule for each data type was arranged based on the options of respondents within the horizon of the data collection budgeted time.

Sample Design

The study was conducted at some selected universities with focus on managing change. For this purpose, easy comparison and impact analysis was made possible through reasonably representative sample of the population consisting of academic and administrative (supporting) employees of the aforementioned universities.

The sampling frame for the study is employees of the mentioned universities irrespective of differences in faculties/colleges and departments available at these universities.

A probability sampling technique; *stratified sampling* was employed to ensure that representatives from every university and employee category (academicians and supporting staffs) from the available faculties/colleges are proportionately included in the sample.

The justification for this sampling technique is that, first, strict probability sampling procedures would likely under represent certain categories and over represent others, i.e., to have a more efficient sample than could be taken on the basis of simple random sampling. Second, to assure that the sample would accurately reflect the population through improving representativeness of the sample. As a whole, stratified sampling enables that the various sub- groups in a population are represented on pertinent sample characteristics to the exact extent that the investigator desires.

The population is divided in to eight sub – groups (strata) taking university and employee combination, and for each stratum a list of population elements were obtained. Then, a sub – sample was drawn utilizing a simple random sampling within each stratum. A proportional stratified sample, where the number of sampling units drawn from each stratum is in proportion to the relative population size of the stratum, is preferred for the undertaking to ensure representativeness of the sample.

Taking in to account the time and budget constraint, the maximum sample size included in the study was 450. The sub-sample size from each stratum was determined based on the population proportion.

Data Processing and Analysis

After data has been collected, the next assignments would be data processing and analysis. Data processing generally beings with the editing and coding of the data. In preserving the process; first, data were edited (checked) for completeness, omissions, legibility and consistency in classification. The editing process is supposed to correct problems like respondents' and interviewer errors before the data are transferred to be readied for tabulation. Finally, the already edited and coded data were then classified or

arranged in to similar meaningful categories or groups that could allow a leeway for better analysis. The processing of data above would serve as a springboard for the next more skill demanding activity of data analysis. It is a further transformation of the processed data to look for possible patterns and relationships among data groups. Analysis of the data was done in line with descriptive and inferential analysis techniques since the study is going to incorporate both qualitative and quantitative data through justifying the proposed research questions backed up by available literatures and secondary data sources.

Method of Interpretation

Once the obstinate resistance of analysis is accomplished, the inescapable interpretation of the data had followed. Data interpretation was performed through making pertinent inferences and drawing conclusions concerning the meaning and implication of the investigation. In doing so, care was taken to guarantee the research from premature and frantic interpretations and also generalizations that tempt it to waiver.

The findings of the study are presented in the form of tables, graphs and word statements arrived after thorough analysis. The findings were ultimately finished with a short conclusion, which winds and squeezes out the main points for which the data provided an adequate basis.

At last, the research results will be communicated both in writing (through the research paper itself) and orally to the stakeholders.

CHAPTER THREE

LITERATURE REVIEW

Some generic definitions of organizational change have been offered by theorists. For example, Burnes(1996) noted that organizational change refers to understanding alterations within organizations at the broadest level among individuals, groups, and at the collective level across the entire organization. Another definition is that change is the observation of difference over time in one or more dimensions of an entity (Van de Ven and Poole, 1995). But these definitions fail to capture the assumptions inherent in different models or theories of change. For example, cultural and social-cognition theories of change would replace the word observation with the word perception in the second definition above.

Theorists exploring change through a cultural or social-cognition perspective would examine not dimensions (typically organizational structural characteristics such as size), but values or organizational participants' mental maps. Because the language relating to change differs, a common language is difficult to find. However, certain concepts are common across various models, such as forces or sources of change and first-order or second-order change. These common concepts are noted within key sources of change literature such as Burnes (1996); Goodman (1982); Levy and Merry (1986); and Rajagopalan and Spreitzer (1996). As these scholars studied change, these concepts became critical points of concern in their analyses. Forces and sources examine the why of change. First and second/second order, scale, foci, timing, and degree all refer to the what of change. Adaptive/generative, proactive/reactive, active/static, and planned/unplanned refer to the how of change. Last, the target of change refers to the outcomes. As a campus begins to engage in a change process, members of the organization need to first examine why they are about to embark on the process, the degree of change needed, and what is the best approach to adopt.

Six main categories of theories of change assist in understanding, describing, and developing insights about the change process: (1) evolutionary, (2) teleological, (3) life

cycle, (4) dialectical, (5) social cognition, and (6) cultural. Each model has a distinct set of assumptions about why change occurs, how the process unfolds, when change occurs and how long it takes, and the outcomes of change. The main assumption underlying evolutionary theories is that change is a response to external circumstances, institutional variables, and the environment faced by each organization (Morgan, 1986). Social systems as diversified, interdependent, complex systems evolve naturally over time because of external demands (Morgan, 1986). Teleological theories or planned change models assume that organizations are purposeful and adaptive. Change occurs because leaders, change agents, and others see the necessity of change. The process for change is rational and linear, as in evolutionary models, but individual managers are much more instrumental to the process (Carnall, 1995; Carr, Hard, and Trahant, 1996). Life-cycle models evolved from studies of child development and focus on stages of growth, organizational maturity, and organizational decline (Levy and Merry, 1986). Change is conceptualized as a natural part of human or organizational development. Dialectical models, also referred to as political models, characterize change as the result of clashing ideology or belief systems (Morgan, 1986). Conflict is seen as an inherent attribute of human interaction.

Change processes are considered to be predominantly bargaining, consciousness-raising, persuasion, influence and power, and social movements (Bolman and Deal, 1991). Social-cognition models describe change as being tied to learning and mental processes such as sense making and mental models. Change occurs because individuals see a need to grow, learn, and change their behavior. In cultural models, change occurs naturally as a response to alterations in the human environment; cultures are always changing (Morgan, 1986). The change process tends to be long-term and slow. Change within an organization entails alteration of values, beliefs, myths, and rituals (Schein, 1985). Some researchers suggest using several models or categories, as each sheds light on different aspects of organizational life (Van de Ven and Poole, 1995). The advantage to multiple models is that they combine the insights of various change theories. Bolman's and Deal's (1991) re-framing of organizations and Morgan's (1986) organizational metaphors

Asres A., Jimma University



illustrate how assumptions from teleological, evolutionary, political/cultural, social-cognition, and lifecycle models can be combined to understand change.

An early model of change developed by Kurt Lewin described change as a three-stage process. The first stage he called "unfreezing". It involved overcoming inertia and dismantling the existing "mindset". Defense mechanisms have to be bypassed. In the second stage the change occurs. This is typically a period of confusion and transition. We are aware that the old ways are being challenged but we do not have a clear picture to replace them with yet. The third and final stage he called "refreezing".

The new mindset is crystallizing and one's comfort level is returning to previous levels. Rosch (2002) argues that this often quoted three-stage version of Lewin's approach is an oversimplification and that his theory was actually more complex and owed more to physics than behavioral science. Later theorists have however remained resolute in their interpretation of the force field model. This three-stage approach to change is also adopted by Hughes (1991) who makes reference to: "exit" (departing from an existing state), "transit" (crossing unknown territory), and "entry" (attaining a new equilibrium). Tannenbaum & Hanna (1985) suggest a change process where movement is from "homeostasis and holding on", through "dying and letting go" to "rebirth and moving on". Although elaborating the process to five stages, Judson (1991) still proposes a linear, staged model of implementing a change: (a) analyzing and planning the change; (b) communicating the change; (c) gaining acceptance of new behaviors; (d) changing from the status quo to a desired state, and (e) consolidating and institutionalizing the new state.

The ADKAR model for individual change management was developed by Prosci with input from more than 1000 organizations from 59 countries. This model describes five required building blocks for change to be realized successfully on an individual level. The building blocks of the *ADKAR* Model include:

1. *Awareness* – of why the change is needed
2. *Desire* – to support and participate in the change
3. *Knowledge* – of how to change

4. *Ability* – to implement new skills and behaviors
5. *Reinforcement* – to sustain the change

Organizational change management includes processes and tools for managing the people side of the change at an organizational level. These tools include a structured approach that can be used to effectively transition groups or organizations through change. When combined with an understanding of individual change management, these tools provide a framework for managing the people side of change. People who are confronted by change will experience a form of culture-shock as established patterns of corporate life are altered, or viewed by people as being threatened. Employees will typically experience a form of "grief" or loss (Stuart, 1995).

The Formula for Change was created by Richard Beckhard (1969) and David Gleicher and is sometimes called *Gleicher's Formula*. This formula provides a model to assess the relative strengths affecting the likely success or otherwise of organizational change programs. The Formula illustrates that the combination of organizational dissatisfaction, vision for the future and the possibility of immediate, tactical action must be stronger than the resistance within the organization in order for meaningful changes to occur.

$$D \times V \times F > R$$

Three factors must be present for meaningful organizational change to take place. These factors are:

D = Dissatisfaction with how things are now;

V = Vision of what is possible;

F = First, concrete steps that can be taken towards the vision.

If the product of these three factors is greater than

R = Resistance, then change is possible. Because of the multiplication of *D*, *V* and *F*, if any one is absent or low, then the product will be low and therefore not capable of overcoming the resistance.

To ensure a successful change it is necessary to use influence and strategic thinking in order to create vision and identify those crucial, early steps towards it. In addition, the organization must recognize and accept the dissatisfaction that exists by communicating industry trends, leadership ideas, best practice and competitive analysis to identify the necessity for change.

Some documentation also refers to the resistance to change as the cost of change. It is then subdivided into the economic cost of change (monetary cost) and the psychological cost of change. What this tries to demonstrate is that even if the monetary cost of change is low, the change will still not occur should the psychological resistance of employees be at a high level and vice versa. In this case the formula for change is represented as:

$$D \times V \times F > C (e+p)$$

What this allows managers to do is to isolate the actual problem areas of change and develop unique strategies specifically designed to resolve the correct form of resistance.

In total, organizations exist within a dynamic environment that is subject to change due to the impact of various change "triggers", such as evolving technologies. To continue to operate effectively within this environmental turbulence, organizations must be able to change themselves in response to internally and externally initiated change. However, change will also impact upon the individuals within the organization. Effective change management requires an understanding of the possible effects of change upon people, and how to manage potential sources of resistance to that change. Change can be said to occur where there is an imbalance between the current state and the environment ("http://en.wikipedia.org/wiki/Change_management ").

To sum up, depending on detail oversight of the above literatures, this paper had tried to impart its own critical findings with regard to the situation in Ethiopian context.

CHAPTER FOUR

ANALYSIS OF THE FINDINGS, PRESENTATION AND DISCUSSION

In order to make the research sound, great effort was made on the part of the principal researcher in gathering primary as well as secondary information. In the methodology part it had been mentioned that a proportionately stratified sample consisting of 450 respondents from the selected case universities would be included in the investigation. Unfortunately, the collection was not as such perfect due to the fact that out of 450 questionnaires distributed to candidates in the universities' main campuses, only 284 were actually collected. In addition, 50 questionnaires from the total collected were discarded as void because of incompleteness. Thus, the analysis was reliant on 284 actual returned questionnaires.

Despite the above inconveniences, all the necessary preconditions were made and the findings and detailed discussions are pinpointed under.

1. General Information

Table-1: Occupation Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Administrative Staff	172	60.6	60.6	60.6
Academic Staff	112	39.4	39.4	100.0
Total	284	100.0	100.0	

Source: primary data

Regarding the occupation category of respondents included in the sample, 60.6% are administrative staffs and the remaining 39.4% are academicians. So, it is believed that the total picture of change management practices of the four universities can be seen from this staff mix done on a proportionate manner.

Table-2: Service Year

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 5 years	123	43.3	43.3	43.3
5-10 years	115	40.5	40.5	83.8
10-15 years	28	9.9	9.9	93.7
greater than 15 years	18	6.3	6.3	100.0
Total	284	100.0	100.0	

Source: primary data

It is known that sensing of change management practices is related with service year since employees are directly or indirectly affected by the actual experiences during their times within the university. For this reason, academic as well as administrative and supporting staff members from the sampled respondents indicated their years of service as follows. From the above table, taking in to account the sub-total of academic and supportive staffs, 40.5% are in the service year bracket of 5-10 years, 43.3% below 5 years, 9.9% are within 10-15 years and 6.3% above 15 years. From this one can see that a significant portion of sampled employees (i.e., 56.7%) have served for the universities above five years which is supportive for knowing the actual change management scenarios in the universities for a reasonable stand of exposure towards it.

Table-3: Assumption of Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	120	42.3	42.3	42.3
No	157	55.3	55.3	97.5
I didn't remember	7	2.5	2.5	100.0
Total	284	100.0	100.0	

Source: primary data

As it can be seen from the above table, 42.3% of the respondents have assumed managerial position in the sampled universities and the rest 55.3% didn't take part in

managerial exercise. They added that the change management practice sensed in their assumed positions is meant for hidden agenda than for explicit benefit of them and their counterparts. They said that positional changes are done not on unified and merit based criteria rather by the interest of the top management.

Table-4: Familiarity with Change Management

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	183	64.4	64.4	64.4
No	100	35.2	35.2	99.6
Total	284	100.0	100.0	

A question was asked to respondents to know about the degree of prior exposure and familiarity with change management scenarios. In light of this, 35.2% replied that they are not familiar with managing change. Empowering people by giving them the ability to do their work through the right information, the right tools, the right training, the right environment, and the authority they need is very vital to implement organizational change successfully. However, its non-existence had hampered the fruitfulness of change as witnessed by respondents.

Table-5: Awareness about Changes in the Past

	Frequency	Percent	Valid Percent	Cumulative Percent
No	179	63.0	63.0	63.0
Yes	105	37.0	37.0	100.0
Total	284	100.0	100.0	

Source: primary data

Table 5 above indicates the number and percentage of respondents consisting of academic staff, administrative & supporting staff owing to level of awareness of changes occurring in the universities as witnessed by subjective responses of candidates. It is depicted that in total, 63% of sampled respondents are not aware of changes made in the

universities and the remaining 37% do have the information though not actually participated in the processes.

The implication from the above information is that changes in the universities are being made without properly awaking of the major stakeholders (academic staff, supporting staff and students). But as many literatures, for change to be effectively managed, the timely and open awareness of the potential parties is essential for success. It is a dried fact that the universities community members in particular are directly or indirectly subject to changes made. If in the contrary, changes are made without awareness of the major stakeholders, the ultimate outcome will be initiation of greater counteracting sides if not paralleled with what they need and what they agree. Since educational establishment is supposed to be a collegial institution, total ignorance of stakeholders in the change planning, process and implementation will create a gap between and among university change administrators and the to be affected parties.

In total, one can say that changes in the universities are made without creating common awareness starting from planning up to actual implementation which asserts the poor change management scenario and questions capability of so-called university administrators. The change introduction to be effective is better if done with actual awareness of academic staff, supportive staff and even students so as to avoid gaps reacting to contemplated changes. It can be said that changes are imposed on an unaware stakeholders which is a deviation from proper change management principles laid by professionals in the area.

Table-6: Appraisal of Change Management Practices of the Universality

Category	Degree of appraisal						Weighted average rating
	Excellent (6)	Very good (5)	Fair (4)	Poor (3)	Very poor (2)	Indifferent (1)	
Academic staff	-	-	9	94	23	-	1.21
Administrative & supporting staff	3	50	71	13	3	19	2.17
Total weighted average rating	0.06	0.88	1.13	1.13	0.18	0.07	3.38

Source: primary data

Table 6, above depicts the subjective rating of sampled respondents regarding appraisal of change management practices in the university within their stay. From each stratum (academic staff and supportive staff), subjectively rated responses are gathered and a weighted average rate is determined taking the weight for each response category (weight of 6 for 'excellent', 5 for 'very good', 4 for 'fair', 3 for 'poor', 2 for 'very poor' and 1 for 'indifferent').

The weighted average response rate is determined to be 3.38, which is approximately rounded to 3 (poor). From this weighted average response rate, it is implied that the general change administration experience was rated poor. Even though there are some respondents who rated it excellent (0.06), very good (0.88) and the rest (0.07) are indifferent to what is going on in the universities (i.e. have no information to rate), the final rating decision rests on the cumulative weighted average value of 3.38 approximately rate of 3 than using actual frequency measurements.

The above figures, though dependent on observational stand of candidates, they do have paramount implication. Supported by the unstructured interview conducted by the researcher, the overall change management practice was not so well because of such facts as no awareness creation on stakeholders, loose integrity among them, absence of open and transparent dealing with stakeholders which obscure harmony, no mutual collaboration on change aspects and total marginalization of stakeholders who are not

committee members in the change inducement spectrum. Here, it is implied that there is greater confinement of the responsibility at the top thereby academic staff as well as administrative staffs are not considered as critical change agents.

The change inducement and implementation was also characterized by momentums (frequent interruptions) as witnessed by the interview held due to lack of proper amalgamation of concerned parties. Changes are initiated abruptly and backed by disorganization so that the expected result is stagnation without achieving what it is intended for. Broadly speaking, the overall change management experience was witnessing random initiation, disintegration in the process of implementation and turn out of target mostly since the end point was not known. So, it is started as a fashion activity and fades out quickly without resolving problematic issues.

In total, the inclination is towards conservation of what is available in terms of structure, procedural functions and communication pattern than go up for betterment as indicated by the primary data though it is an observational stand point of candidates.

Table-7: Appraisal of the Managerial Capacity of University Administrators

<i>Category</i>	<i>Degree of appraisal</i>						<i>Weighted average rating</i>
	<i>Excellent (6)</i>	<i>Very good (5)</i>	<i>Fair (4)</i>	<i>Poor (3)</i>	<i>Very poor (2)</i>	<i>Indifferent (1)</i>	
Academic staff	-	10	30	55	23	-	1.34
Administrative & supporting staff	7	40	35	49	30	5	2.09
Total weighted average rating	0.15	0.88	0.92	1.10	0.37	0.02	3.43

Source: primary data

It is unquestionable that for a change to be effective the managerial capacity of university administrators in general and change managers in particular is of paramount importance. For this, an evaluation of the issue by way of sampled respondents is carried out and it is also supported by unstructured interview results for comprehensive appraisals.

From the primary data above in table 7, respondents' appraisal of the managerial capacity of university administrators revealed that it is poor which accounts a significant cumulative weighted average rating figure of 3.43(approximately 3). From this it is implied that the capacity of university administrators in managing change is not worth mentioning. Most of those who assume managerial position responsible for change and related issues consist of individuals who are not aware of how to manage relatively educated groups since their qualification or experience in the area is incomparable with those to be managed. Without able to do change administrators in the universities, the ambition of effecting the necessary changes to bear the desired fruit is a dream.

Unlike other organizations, a university is a collection of professionals whereby managing elites become very difficult from the outset. But, very keen university administrators if they do have the initiation and heartily responsibility can make use of the change agents for a positive result. It can be cited that the lower capacity of university administrators lends itself to less qualification, lack of proper management training in the area of effective change management in educational institutions, unclear vision from the Ministry of Education regarding how to guide university administration as well as individual leader's talent.

As the size of the universities is ever expanding time and again because of order from the ministry to embark on unplanned accommodation that is creating imbalance, the capability of university administrators to bear the change is disproportional since it is becoming beyond their scope of personal orientation. Besides, assignment of university administrators starting from Board of Directors, presidents, vice presidents, deans, vice deans and department heads seems random walk. This is due to the fact that, they are appointed to a management position in the university without possessing some prior training and experience in university management. This is an indicator of an arbitrary practice of awarding university management positions to improper and unable fresh academicians by Ministry of Education.

Asres A., Jimma University

25



In total, it is understood from the above fact backed by the result of unstructured interview that inefficiency of university administrators is making the change initiation and actual implementation a difficult undertaking in the universities though change is an inescapable fact of the time especially in educational institutions. The incapability of university administrators in managing change is vivid in the areas of supporting staff, academic staff and student management. These major stakeholders stressed their dissatisfaction and questioned the capacity of the so-called university administrators for effecting change as the weighted average rate revealed in the above table.

2. Size

To have an insight on the management of change in terms of size of major stakeholders, secondary sources were consulted from the sampled universities. It was revealed that the size of both academic staff and students in the universities are increasing alarmingly from year to year disproportionately.

Though the policy is to enroll large number of students, the capacity of the universities is not paralleled with the student intake in terms of size. This is due to the fact that the available facilities (dormitories, libraries, laboratories and classrooms) are not able to accommodate the voluminous intake of students. In addition, there are no enough offices for academic staff members beyond other facilities to be fulfilled for them. But it can be seen that the universities are accepting the number of students given by the Ministry of Education without looking in to the availability of facilities inside it. This fact was not true for Addis Ababa University.

It is common to see students assigned in bulk to temporary living rooms that are constructed in rush manner and not comfortable for living in. This was specially the case for Jimma University. The seriousness of problems in dormitory services is witnessed by students being assigned to temporary buildings where they are suffering a lot. Due to inconveniencies of temporary buildings constructed rashly, students gave the temporary living rooms different names that are expressing the associated hazardous conditions. The given names for these temporarily living rooms are 'sawa', 'far east' and 'Comoros' in

Jimma University. The temporary buildings as their names quoted by students above have useful meaning and implication to express the seriousness of problems faced by students because of poor management in size. For example; the block name 'Sawa', represent that the dormitories are like soldiers' camps than being rooms that are suitable for students. Even, number of students assigned in a single classroom is above 60, which is difficult for controlling students and creating an environment of good teaching-learning set up.

If one looks at student-instructor size from year to year from the data availed by MOE, it is increasing disproportionately. That means, there is no balancing of number of instructors with that of students. All these are indicators of poor management in the areas of change in size of students and instructors.

The university administrators are seemingly forced by the ministry and giving less attention to balance intake of students as well as recruitment of instructors with the available accommodation capacity of the universities. This fact is lending itself to absence of autonomy by the universities in practical sense. In total, the emphasis is simply on voluminous intake of students as prescribed by the Ministry of Education without properly managing the change in size and accommodation facilities available in it. The Ministry of Education is forcing the universities to go on another track under the government order rather than giving full right to exercise freely in all aspects of managing themselves. So, this scenario leads to students' as well as instructors' dissatisfaction as evidenced by primary data collected directly from sampled respondents.

3. Structural Components

Owing to timing of administering structural modifications, it was found that the changes are infrequent in occurrence which is an indication of inclination towards rigidity than accommodating necessary modifications on time based frame.

As one of the change component, hierarchical structure if not made properly will create inconveniences in network of activities between and among university administrators and academicians as well as students. It is vivid that introduction and adjustment of structural arrangements in the universities is a very rare occurrence. It was also a dried fact that there is no continuous appraisal of structure in the universities so as to make the necessary changes if desired for efficiency of network of relationships between and among stakeholders. It seems that there is inclination towards rigidity of structural arrangements which is a hindrance of efficiency in an ever expanding environmental set up of the universities.

The conservatism attitude of university administrators at lower and/or higher levels is indicator of inefficiency in managing. In the recent past, because of complexity in size of students, academic staff and supporting staffs, some structural adjustments are made by the universities that include: creation of assistant faculty administrators, faculty registrar office and restructuring of the administration system. Though counted as a significant move towards decentralizing faculty administration and registrar activities, till remains a lot to be done on making structures more efficient through avoiding unnecessary centralizations and procedural networks.

The other observations in the structural areas include unstudied restructuring and then revised restructuring of administrative and finance areas. Previously, the parts had been finance department and human resource & general service department. Again, these areas are restructured to the following separate units; finance, human resource, procurement & property administration and engineering & general service. These changes in sub-structures are witnessing the inability of managers in the area to make exhaustive and good structures as the repeated restructurings over a short time span without change in

unit functions indicate. The rigidity of structures worsened by premature restructuring trials is indicator of poor adjustments in the hierarchical structures.

In total, there exists outdated and rigid structure without going through revisions depending on time and expansion envisages by the universities.

Table-8: Respondents Alignment with Structural Adjustments

<i>Category</i>	<i>Degree of consensus over structural changes</i>					<i>Weighted average rating</i>
	<i>Strongly agree (5)</i>	<i>Agree (4)</i>	<i>Disagree (3)</i>	<i>Strongly disagree (2)</i>	<i>Indifferent (1)</i>	
Academic staff	5	12	95	50	-	1.61
Administrative & supporting staff	25	28	41	28	-	1.46
Total weighted average rating	0.53	0.56	1.44	0.55	0.00	3.07

Source: primary data

Here, the above table indicates respondents' degree of consensus with the actual structural changes made. The weighted average rating in the above table indicates that respondents disagree on changes since they are made randomly than geared towards the interest of stakeholders. Though something is preferred to complete rigidity, aimless and random changes are not beneficial from the stand point of sampled respondents. This significant weighted average rate of 3.07 expresses their disagreement about these ineffective structural modifications. Though changes are desired, improper and unstudied inducement is a double crime as per those who disagree on the raised issue. Rigidity in hierarchical structures is not needed but they disagree on the fact that the actual changes are not geared towards serving their interest so as to cut back unwanted procedures. They added up that no significant improvements are made after these minor modifications apart from name changes.

With regard to structural change in the hospital administration of Jimma University, there is escalating confusion in roles assumed by hospital administrators and medical director

who are responsible for the vice president for health services. In similar fashion, they are at the same time responsible for running academic functions. Since the hospital arrangement is not directly related to other academic positions in the university it is supposed to be managed separately (management by exception). But the actual scenario is revealing mixed up responsibility pattern.

Table-9: Comment on Existing Hierarchical Structure

<i>Category</i>	<i>Change in hierarchical structure is required</i>		
	<i>Yes</i>	<i>No</i>	<i>I don't know</i>
Academic staff	100	65	10
Administrative & supporting staff	66	40	3
<i>Total</i>	<i>166(58.45%)</i>	<i>105(36.97%)</i>	<i>13(4.58%)</i>

Source: primary data

As mentioned in the previous two dealings, the downsides of the then administrated modifications in structure are stressed. Thus, most of the sampled candidates making up 58.45% stressed the necessity of changing the existing hierarchical structure in a planned and scrutinized manner if the total university management is to function as expected.

Understanding that the university is full of professionals, a collegial style of managing is essential. But what is happening in the universities is a style of management followed by other non-educational institutions. So, too much centralization of responsibility at the top will lead to gaps among academic wings and top administrators which creates disharmony in the usual networks.

In general, to serve academic staffs, students and supporting staffs in a better way, the existing hierarchical net needs to go through radical change. The subjective evaluation of the sampled respondents highly stressed the need for change in structure and emphasized the insufficiency of what is done till now.

4. Technological Component

Though a university is not expected to invent new technological outputs primarily, the influence of new innovations and the pace of adaptation are undeniable in an educational institution. For the teaching-learning process to be transformed, the help of technology is paramount. Thus, in the area of assimilating technology and availing teaching aids going with the time, a subjective evaluation by the major stakeholders is made. The available technological aids include; LCD's, overhead projectors, internet services, networking of libraries, and workshop equipments; especially in technology faculty. From the interview held with the vice presidents for human resource and development indicated that the introduction of technological imputations (especially ICT) is underway in the universities in a preplanned manner to facilitate the teaching-learning process. However, academic staffs though not denied the mere existence, stressed the infancy of technological aids in satisfying them. So, a lot remains to be done to transform the usual teaching-learning process. Because of insufficiency of teaching aids availability, students are confined to what the instructor provides in class. But if it had been the case that the ICT infrastructure is adequate, students' dependency on the instructor would have been lessened to a significant extent and their understanding will be updated and broadened in scope. Nevertheless; the inadequacy of technological aids in number and type apart from other things is lending itself to lack of emphasis and sluggish inducement by responsible bodies in the universities.

As a higher educational institution, the emphasis should have been on strengthening the academic arena through provision of new technological aids as the capacity allows. It is rather a dream to expect so due to lack of devotion. Thus, the emphasis on the usual; "Jebena- Sini" approach rather than making students independent learners is continued as far as the emphasis on availing technological supports is given poor attention and the adoption process is slow in the universities.

Even the then opened postgraduate programs have had no adequate technological facility. Especially in Universities excluding Addis Ababa, subscription to known resource centers is not yet attempted to enhance instructors' as well as students' capability in the academic world.

In total, technological aids adoption process though underway in a planned manner is not to the desired extent and characterized by slow pace of administration which questions the responsibility of university managers.

5. Resistance to Change and Sources of Change

Table-10: Factors for Resisting Change

<i>Category</i>	<i>Factors</i>			
	<i>Wrong perception of change</i>	<i>Miscalculated change inducement</i>	<i>Imposition from the government</i>	<i>Others</i>
Academic staff	6	140	55	5
Administrative & supporting staff	54	2	1	21
Total	60(20.91%)	142(49.48%)	56(19.51%)	26(9.15%)

Source: primary data

From the responses shown in table-10 above, it can be understood that the basic reasons for resisting change in the universities are miscalculated change inducement (49.48%), wrong perception of change by university community members (20.91%), and reaction of imposition from the government (19.51%), and others (9.15%) in order of rating by respondents. Under the 'others' category, some of the mentioned factors contributing towards resisting change are fear of the unknowns by supporting and administrative bodies, academicians resist due to the fact that changes are imposed on arbitrary basis by incapable administrative wings who are not allowing the ground for academicians to participate in the process of change to have common direction and interest. Here, ways of lessening resistance for anticipated changes in the universities' community like prior stakeholder analysis was not yet practiced.

In general, the major resistance is from academic wings as they are marginalized from the processes and have an insight towards the possible consequences as they are knowledgeable people who will not accept things blindly without questioning. The presence of high resistance is indicative of loose integration between and among major stakeholders of the universities whereby the blame goes to university administrative

bodies at the top. If it had been the case that all have a prior says over change ideas, the magnitude of reactions would have been no more a serious problem and hot issue to be brought to the scene.

Table-11: Sources of Change

<i>Category</i>	<i>Sources</i>			
	<i>Imposed from external</i>	<i>Initiated internally</i>	<i>Both internal & external</i>	<i>Prefer not to say</i>
Academic staff	73	1	105	4
Administrative & supporting staff	4	44	5	48
Total	77(27.11%)	45(15.85%)	110(38.73%)	52(18.31%)

Source: primary data

To know whether there exist preplanned initiation of changes by the universities or characterized by imposition from the externals, an analysis was made by means of gathering subjective responses of sampled candidates. The results from the above table stressed that the majority (38.73%) acknowledged the existence of both internal initiation and external imposition of changes in the universities. They mentioned that the vast expansion program of higher educational institutions in the country envisaged by Ministry of Education is imposing changes abruptly on universities where Jimma university is one of the targets to implement expansion projects in buildings, infrastructures, and voluminous intake of students though there are no balanced facilities. It can be seen that these expansion impositions are not considering the available human resource to make efficient enlargements in terms of size as well as capacity. On the other hand, the respondents didn't deny the presence of internal initiation of changes especially in the ICT areas so as to change the universities to more efficient educational institutions.

The issues on sources of change are also supported by the unstructured interview responses of the vice-presidents and the arguments are supportive of each other. But, still the external force is dominant than the internal as seen from the figures above. It can be implied in here that university top officials are sensitive to what is being ordered by the ministry than taking independent stand towards change aspects as the universities are not

practically an autonomous institutions. So, there is no balanced sourcing of changes by taking the initiatives and defending enforcements from above if not accommodable in the current set up of the universities. The respondents also indicated that greater imposition from external bodies is acting as one of the major source of resistance towards implementation by the major stakeholders of the universities (academic wings, supportive staffs and even students).

In total, the Ministry of Education is still taking the upper hand on making changes centrally than allowing the universities to exercise their right for making changes that universities believe on to create an environment of confidentiality on the universities' community members. Being dependent on sole guidance by the ministry is one major obscuring factor of change ideas in universities especially on the side of academic wings.

6. Attitude towards Change

Table-12: Respondents' Attitude towards Change

<i>Items</i>	<i>Rank</i>					
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Awareness of how change will take place	34	103	49	40	30	31
Awareness of who is ultimately responsible for change	19	40	54	103	52	19
Being responsive & reactive of change	21	21	33	42	55	115
Knowing that change recognizes university wide issues	33	42	40	43	91	38
Understanding why change is happening & why it is necessary	156	41	28	26	22	14
Recognize that change is being done by people with the necessary skills in a clearly transparent manner	27	40	36	33	39	112

Source: primary data

To get an insight about perception and attitude of respondents towards the general change management situation as experienced in the universities, sampled candidates have been asked about their feelings.

As listed in the above table, the marked figures indicating appropriate rankings by respondents revealed that they are primarily (as ranked first above) concerned with knowing the reasons behind anticipated changes and the necessity of embarking on them. However, they added that the top officials are not open and transparent to the extent stakeholders desire starting from planning to actual implementation. Top managers are rotating on their own orbit than bothering about lending ears to key stakeholders within the universities. So, what stakeholders want and what university administrators are pursuing is not paralleled in the change management practice of the universities. Respondents ranked the awareness of how change will take place in the second place which implies they are worrying about the change process though not given the proper attention. It is implicit that as they are more concerned with how change will progress, wrong and uninformed inducement will be backed by great resistance. In the fourth place, respondents give emphasis to awareness about who is responsible for dealing with changes. So, the persons assigned for change inducement if not accepted by major stakeholders depending on tangible incapability will lead to disagreement in the change process. In the fifth rank, sampled respondents stressed the comprehensiveness of change area to touch up university wide issues thereby assuring the necessity of conducting changes. If it is conducted blindly for hidden agenda, academic wings and students particularly, do not want to keep aside in expressing their feelings which will escalate to form of reaction as witnessed in sampled individuals' responses. Lastly, respondents ranked both responsiveness to change and attitude of that changes are made by people with necessary skills in the last rank (sixth). It can be understood from this rank that respondents themselves are refraining from being responsive and active in change aspects. Though they judge some aspects of the change management to be in worst condition, the blame also goes to them as one can understand from the above ranked responses.

In total, the major stakeholders; composed of academic wings and supportive staffs are taking position in negatively appraising top officials. However, they also appear to be taking a passive side in the actual undertakings of change. So, attitudinal curving towards change aspects is required in part of all other stakeholders; top university administrators,

academic wings, supporting staffs, and also students for change to be effective in universities.

To sum up, the universities are suffering from wrong perception of change by stakeholders as indicated by their ranked attitudinal inclinations, irrational complaint and blaming than creating an environment of mutual collaboration to succeed with changes through appropriate management of change individually as well as at the whole organizational level.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary and Conclusion

The core findings of the study are squeezed out and the associated generalizations are drawn up as follows.

Changes in the universities are being made without properly awaking of the major stakeholders (academic staff, supporting staff and students) which assert the poor change management scenario and questions capability of so-called university administrators. Thus, changes are imposed on unaware stakeholders, which is a deviation from proper change management principles laid by professionals in the area.

Supported by the unstructured interview conducted by the researcher, the overall change management practice was not so well because of such facts as no awareness creation on stakeholders, loose integrity among them, absence of open and transparent dealing with stakeholders which obscure harmony, no mutual collaboration on change aspects and total marginalization of stakeholders who are not committee members in the change inducement spectrum. In addition, there is greater confinements of responsibility at the top thereby academic staff as well as students are not considered as critical change agents.

The change inducement and implementation was also characterized by momentums (frequent interruptions) as witnessed by the interview held due to lack of proper amalgamation of concerned parties. Change ideas are started as a fashion activity and fades out quickly without resolving problematic issues. It can be concluded that changes are initiated abruptly and backed by disorganization without achieving what they are intended for.

The incapability of university administrators in managing change is vivid in the areas of supporting staff, academic staff and student management. So that, it can be deduced that there is no proper managerial training in the universities so as to manage change effectively and implies the need for upgrading the capability of university administrators.

Owing to size, the emphasis is simply on voluminous intake of students as prescribed by the Ministry of Education without properly managing the change in size and accommodation facilities available in it. The Ministry of Education is forcing the universities to go on another track under the government order rather than giving full right to exercise freely in all aspects of managing the universities. So, this scenario leads to students' as well as instructors' dissatisfaction as evidenced by primary data collected directly from sampled respondents. Here it can be concluded that the change in institutional size is not yet paralleled with available accommodations for both students and academic staff members in general.

The rigidity of structures worsened by premature restructuring trials is indicator of poor adjustments in the hierarchical structures. There exists outdated and rigid structure without going through revisions depending on time and expansion envisages by the universities. So, there exists highly inflexible structure necessitating changes to be made for effective performance of the universities.

Adoption process of technological aids to facilitate the teaching-learning process though underway in a planned manner is not to the desired extent and characterized by slow pace of administration which questions the responsibility of university managers. It can be deduced that the centralization of decision making by the Ministry of Education is acting as a sanction on the independency of the aforementioned universities in acquisition of new teaching aids on timely basis.

Regarding communication and participation in change, the overall evaluation indicated poor communication channel and low level of participation by major stakeholders (academic staffs, supporting staffs and students) in the change spectrum happening within

the universities. Besides, vulnerability, rigidity and incapability are contributing to inefficiency of university change managers so as to create an environment of academicians. So, lack of proper communication channel for stakeholders and less participation in the change process are major contributors to poor change management practice in the universities.

Regarding resisting of change, the major resistance to change comes from academic wings as they are marginalized from the processes and have an insight towards the possible consequences as they are knowledgeable people who will not accept things blindly without questioning. The presence of high resistance is indicative of loose integration between and among major stakeholders of the universities whereby the blame goes to university administrative bodies at the top.

From the findings underlined in the data analysis part, it can be generalized that there is no balanced sourcing of changes by taking the initiatives and defending enforcements from above if not accommodable in the current set up of the universities. As respondents indicated, greater imposition from external bodies is acting as one of the major source of resistance towards implementation by the major stakeholders of the universities (academic wings, supportive staffs and students). The Ministry of Education is still taking the upper hand on making changes centrally than allowing the universities to exercise their right for making changes that universities believe on to create an environment of confidentiality on the universities community members. So, it is concluded that being dependent on sole guidance by the ministry is one major obscuring factor of change ideas in the universities especially on the side of academic wings and there is also no actual autonomous right granted to the universities more than putting it on paper.

To sum up, the change management experience is witnessing uncoordinated efforts from planning to implementation of contemplated changes. In addition, the universities are suffering from wrong perception of change by stakeholders as indicated by their ranked attitudinal inclinations, irrational complaint and blaming than creating an environment of

mutual collaboration to succeed with changes through appropriate management of change individually as well as at the whole organizational level.

5.2 Recommendations

Based on the findings of the study, the following insightful recommendations are forwarded by the principal researcher.

1. Beyond other things, the aforementioned universities should strive for achieving institutional autonomy. What is being underlined in the universities is having hypothetical autonomy only as a paper work. Especially, it is recommended that for managing change fruitfully autonomy is crucial. But sole dependence on the guidance of the ministry in all change aspects is obscuring and lessens the initiation of academicians to fully participate and exploit their unique potential in the change process.
2. To curve-out managerial incompetence in managing change, be either at large or small scale, building up the capability of university management through launching management training on a sustainable basis is very essential. But, without able to do university managers, the mission of effecting good change management is a naïve assumption. The actual experience in the universities stressed that the current managers are assigned to their respective positions without going through prior managerial training to prepare themselves for good university governance in a better way. Going through trial and error in an environment of professionals is irrational and out of the demands of the time. Thus, aggressive and continuous managerial skill development is indispensable to succeed with changes in the current dynamic working environment full of professionals.
3. It is a dried fact that there should be strategic thinking in university change management so as to maintain professionals and produce graduates of varied caliber. So; in this spectrum, the universities should embark on changes in a planned manner primarily than adopting them as a fashion and passing on through fading without being fruitful.

4. Responsibility for managing change is with the management. So, for effective management of all changes; openness and transparency in administration of contemplated changes, prior and timed communication, direct participation of academic wings and developing spirit of team work among all the major stakeholders of the universities in dealing with changes are of paramount. In order to enhance communication within the universities' community, the university managers should encourage both upward and downward communication channels as well as lateral wise by breaking up the usual rigid way of communication as a university is supposed to be a collegial institution where mutual cooperation is expected a lot to resolve problematic issues.
5. The university administrators should look for effectively managing students' expectations about what level of service, support and participation they should be entitled to. Creation of a more flexible and responsive learning environment through availing technological aids is essential to change the usual teaching-learning approach.
6. The universities top officials should identify changes that are most relevant, desirable and feasible than embarking on changes randomly as a fashion. This in turn to be real requires working collaboratively in choosing which of the areas or processes should undergo changes and which to let pass through.
7. Changes should not be imposed upon professionals rather should involve all stakeholders of the universities from the bottom to the top and from planning up to actuation. If changes are not done with common consensus of all stakeholders, the magnitude of counteracting actions will escalate. So, awaking of major stakeholders in the change aspects will play a great role to lesson the potential expected resistance to contemplated changes within the mentioned universities.
8. The universities should strive for balancing change in size with the availability of accommodations than simply being loyal to the orders of the Ministry of

Education. Being passive in reacting to the ministry is one major obscuring factor for making the necessary changes internally.

- 9.** It is commendable that the universities should adopt a flexible structure which is adjusted with time for increasing accessibility and comfort for major stake holders. Thus, reduction of too much centralization in decision making is felt essential. The initiated decentralization of some decisions to faculty level should continue in all possible aspects for smooth running of activities in universities.

- 10.** Lastly, the academic wings should also make themselves active participants to bring about change through mutual participation than being passive in the actions of top university managers. An environment of mutual consent is essential for success in universities than creating departures by taking separate positioning (academic- administrative wings). In total, for change management to be effective, the emphasis should be geared towards bringing change in attitude at individual and organizational level as a whole.

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