Impact of Change Management in Employee's Performance of Private Universities in Federal Capital Territory and Nasarawa State of Nigeria

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Abstract

This study assesses the Impact of Change Management in Employee's Performance of Private Universities in Federal Capital Territory and Nasarawa State of Nigeria. The specific objectives were to investigate the effects of technological advancements, leadership transitions, operational modifications, and environmental shifts, on employee satisfaction in private universities located in the Federal Capital Territory and Nasarawa State of Nigeria. This study adopted a descriptive research design to collect primary data from 338 academic staff and 345 non-academic staff. Data collected were analysed using both descriptive and inferential statistics. The results of the ordinary least squares (OLS) regression it was found that Change in Organisational Structure significantly influences employee satisfaction, highlighting the importance of organizational design in shaping employee contentment. Additionally, Leadership change emerged as a significant factor, underlining the impact of effective leadership transitions on employee morale and performance. Operational change was also identified as a key determinant, emphasizing the significance of streamlined operations in enhancing employee satisfaction. Moreover, the study highlighted the influence of environmental change on employee satisfaction, emphasizing the need for organizations to adapt to external shifts effectively. Furthermore, the research demonstrated a significant variation in the impact of change management on employee satisfaction between academic staff and non-academic staff, suggesting the necessity of tailored approaches for different roles within the university setting. Therefore, the study highlights the importance of change management in enhancing employee satisfaction in private universities in Nigeria. It highlights the role of technological advancements, leadership transitions, operational modifications, and environmental shifts. The research recommends tailored strategies for academic and non-academic staff, investing in leadership development, integrating advanced technologies, optimizing processes, and promoting adaptability for sustained satisfaction and organizational success.

Keywords: *Change Management, Employee's Performance, Job Satisfaction, Universities, Nigeria, Policy Formulation.*

Introduction

In today's dynamic business landscape, organizations are constantly facing environmental changes that necessitate adaptability and innovation. One critical aspect of this adaptation lies in managing change effectively, as it directly influences employee performance, which in turn impacts the overall success of the organization. Senior management's

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responsibility is thus heightened in ensuring that performance-related factors are intricately woven into the fabric of change initiatives (Wanza & Nkuraru, 2016). Effective management, as defined by Drucker (2003), involves a creative and methodical flow of information that utilizes resources efficiently to achieve desired outcomes. In this rapidly changing world, managerial roles have expanded significantly, emphasizing skills such as delegation, planning, communication, and adaptability, all crucial for achieving strategic objectives.

Change, being an inevitable constant, is a multifaceted process that encompasses unfreezing existing norms, moving towards new paradigms, and ultimately refreezing these changes into the organization's culture (Zainol et al., 2021). Managing this change requires not only strategic planning but also the active involvement and understanding of employees. It is imperative to recognize that resistance to change is a natural response rooted in human psychology, where the unfamiliar often leads to apprehension and opposition (Wanza & Nkuraru, 2016). Acknowledging this resistance becomes pivotal in change management, underscoring the importance of skilful and effective employees equipped with the knowledge and traits necessary to navigate this intricate process (Awour & Kamau, 2015).

In the context of the Nigerian higher education system, particularly private universities in the Federal Capital Territory and Nasarawa State, the landscape is rapidly evolving. The National Universities Commission's approval of new private universities in Nigeria has ushered in a new era, demanding strategic responses from academic institutions (NUC, April 2021). This era of transformation underscores the need for effective change management within universities. University staff, responsible for tasks ranging from teaching to community service, find their roles evolving amidst technological advancements and changing leadership paradigms. For these professionals, adapting to change is not just a matter of professional growth but a necessity for the effective functioning of higher education institutions (Akpan, 2014).

Change management within the context of private universities in the Federal Capital Territory and Nasarawa State of Nigeria poses a complex challenge. These institutions are navigating a dynamic landscape characterized by shifting organizational structures, leadership transitions, technological advancements, and operational changes. Consequently, it is imperative to address the multifaceted issues surrounding employee performance in the face of these transformations.

A recurring challenge in organizational change is the natural resistance that employees exhibit when confronted with alterations to their routine (Ilesanmi and Lasisi, 2015). The manner in which these changes are introduced and managed can either catalyze positive or negative effects. Despite the potentially positive impact of well-executed change management, past empirical studies have yielded mixed results on the relationship between change management and employee performance (Wanza and Nkuraru, 2016; Ndahiro et al., 2018; Zamanam, 2021). Some studies, such as those by Wanza and Nkuraru (2016) and Ndahiro et al. (2018), have identified a positive relationship between change management factors and employee performance, while Zamanam (2021) found no significant relationship concerning technological changes.

Private universities, similar to organizations in other sectors, face the challenge of adapting to changing circumstances while maintaining and improving student and staff retention and performance (Wachira & Anyieni, 2017). However, knowledge and awareness regarding the critical issues involved in effectively managing change are often lacking among those responsible for the process, potentially impeding the success of these transitions.

Despite the extensive scholarly discussions on change management in various sectors, including higher education, there is a dearth of comprehensive studies analyzing its impact on employee performance in private universities in the specific context of Nigeria.

While scholars like Andrew and Jane (2018), Kuipers and Groeneveld (2016), and Irakoze (2016) have contributed theoretical frameworks, their practical implementation and efficacy within the unique socio-cultural landscape of Nigerian universities remain underexplored. Umar and Onyishi (2019) have highlighted the consequences of inadequate change management, leading to organizational failures, emphasizing the pressing need for a standardized framework tailored to the Nigerian educational context. This issue manifests in various ways, including tardiness, absenteeism, poor instructional delivery, and a lack of commitment to research and community service. These performance issues can be attributed to various factors, but this research places its focus on how individuals adapt to and manage change. It appears that many Nigerian universities have undergone reorganization and change processes in response to evolving development scenarios, yet adaptation to technological advancements has been inconsistent, and weaknesses in organizational leadership transitions have persisted.

Moreover, allegations have been raised regarding the manipulation of change management data by university leadership to serve their own interests, potentially hindering the achievement of institutional goals and the development of a skilled workforce (Daniel, 2019). This not only obstructs the universities' missions but also undermines the country's capacity to produce qualified professionals. Given these observed issues, it is hypothesized that ongoing problems within Nigerian institutions may lead to consistently low employee performance. To date, there has been limited academic attention devoted to the examination of employee performance in connection to change management within Nigerian institutions. Therefore, this study aims to fill this critical gap by examining the nuanced interplay between change management initiatives, technological advancements, and leadership shifts within accredited private universities in the north central region of Nigeria. By exploring how these factors influence employee performance, this research seeks to provide valuable insights into the practical dimensions of change management in the Nigerian higher education system. In doing so, it aspires to contribute not only to academic discourse but also to the effective functioning and future development of higher education institutions in Nigeria. Specifically, this study achieved the following objectives;

i. identify the impact of Change in organizational structure on employee satisfaction in private universities Federal Capital Territory and Nasarawa State of Nigeria.

ii. determine the impact of technological change on employee satisfaction in private universities in Federal Capital Territory and Nasarawa State in Nigeria.

iii. assess the impact of leadership change on employee satisfaction in private universities in Federal Capital Territory and Nasarawa State in Nigeria.

iv. ascertain the impact of operational change on employee satisfaction in private universities in Federal Capital Territory and Nasarawa State in Nigeria.

v. identify the impact of environmental change on employee satisfaction in private universities in Federal Capital Territory and Nasarawa State in Nigeria.

vi. determine the variation of impact of change management on employee satisfaction between academic staff and non-academic staff in private universities in Federal Capital Territory and Nasarawa State in Nigeria.

Literature Review

The concept, theory, and empirical research submissions on impact of Change Management in Employee's Performance of Private Universities were presented.

Conceptual Clarification

The Concept of Change Management

Change is becoming an ever-present component of organizational life as a result of increasingly complicated settings and frequently shifting external demands (Ugoani, 2017; Rozanna et al., 2019; Maroun & Hage, 2020). According to Garber (2013), continuous improvement increases the likelihood of achieving corporate goals.

Change has a greater impact on employee attitudes, which is reflected in employee performance (Kansal & Singh, 2016). The term "change management" was established as a result (Hristova, Misoska, & Kovachevski, 2019), and it has since become "a widespread issue in management research." Both 'the making of changes in a prepared, regulated, or systematic method' and 'the response to changes over which the organization exercises little or no control' are definitions of 'managing change' (Talim, 2012). Korir et al. (2012) describe change management as the successful management of a firm in which managers, executives, and frontline employees work together to successfully implement the required technology, process, or modifications. It's also known as the process of continuously renewing an organization's structure, direction, and capabilities to meet the changing needs of internal and external customers. Change management is the systematic technique and use of information, resources, and tools in order to leverage the benefits of change; it is a process of moving toward a more efficient function in the hopes of positively impacting performance (Alrumaih, 2017). Daniel (2019) stated that: "Change Management is a process involving unfreezing, moving, and refreezing values, practices, and procedures within organizations". "Unfreezing refers to the creation of a perceived discrepancy between the existing and ideal state of an organization that generates a desire for change and lowers people's resistance to change."

Organisations' ability to respond to change, as well as the deployment of new methods, techniques, and approaches in the management of business processes, business operations, and logistics, are critical to their competitiveness and performance today. The selection of appropriate methods, tools, and techniques is crucial in order to change management, optimize and improve production processes, increase organizational performance, achieve high productivity and efficiency in terms of process management (Simanová & Stasiak- Betlejewska, 2018).

Technology is essential to every nation and its usage has grown at a phenomenal rate within organizations. Technology, according to Pohekar (2018), is a collaborative tool that supports traditional subjects and allows users to easily share information with others. In the last two decades, there has been rapid high-technology implementation changes that will continue to determine future of the world in terms of policies, programmes, activities, operations and strategies. Changes in technology serve as an organizational culture that focuses on the work environment of employees, build and maintain an organizational culture by assuming that employees are an important part of the company, employees feel valued so that they can express themselves freely and gain momentum to help customers and others with joy, creating energy and positive influence on employee performance (Sinaga et al., 2018). Technological changes are advancements and developments that enable better communication, task completion, and increased measures of job effectiveness and efficiency. Using electronic gadgets or tools, technological change is the act of merging and restructuring information in order to develop new ideas (Imran, Maqbool & Shafique, 2014; Pohekar, 2018). Organizations may also choose to expand operations using technology rather than employees if the technology will provide better production output (Antonelli, 2012).

Structural changes are changes that are made to the structure of an organization as a consequence of various of reasons (Rodrik, 2013). Structural changes have an impact on the organization's structure, command chain, workflows, and administrative procedures. Situations that necessitate structural change include acquisitions and mergers, market

shifts, job duplication, and regulatory changes. An organization's organizational structure allows it to have shared goals and objectives. A well-functioning organizational structure is critical for an entity experiencing transition since defects in the structure will influence efficient communication, while unclear responsibilities can lead to conflict and misunderstandings, lowering motivation and morale. It can also cause separate departments to wander away from a shared organizational aim, slowing down decision-making processes and reducing employee effectiveness. An organization's structure dictates how roles, powers, and responsibilities are given, regulated, and coordinated, as well as how information flows between levels of management. The structure of an organization can be either centralized or decentralized. Top executives are responsible of making choices and has strict grip over departments and units in a centralized organization. In order to compete effectively or adapt to events that have happened or are predicted to occur, businesses may find it necessary to restructure their organizational structures. The organizational structure determines how employees complete tasks and interact with one another in a company. Organizational structural changes can either restrict or improve employee performance, obviously it depends on how much system that would allow and workflow influence productivity (Amed et al., 2013). There are three types of changes in the organization structure, namely; transactional, transitional and transformational change. Minor interventions are required for transactional changes, such as training or modifying the incentive system, or switching software. Change management strategy is more difficult since it necessitates changes in roles, responsibilities, power structures, and systems. A good example of this type of shift is the establishment of a new factory in a different location, which requires more comprehensive planning and experience. Transformational change demands the rebuilding of the entire organization, notably underlying ideas and values, in order to react to global economic demand. Whether organizational structure prevents or encourages performance may be determined by the effectiveness of system that would allow and workflow in impacting productivity.

Organizational leadership change is the capability of an individual to associate, relate, influence and motivate a group of people towards the achievement of set goals, missions, visions and objectives of an organization. Korbi (2015) defined organizational leadership change as someone who is an agent of influence that possess the abilities and capabilities to build the confidence of other employees, convince them of the need for strategic change, overcome their resistance and set-up socio-political support for the new strategy. Organizational leadership change is the process of influencing and directing the activities of organized group of persons towards understanding values in the change policies and practices initiated by the management (Ibrahim & Daniel, 2019). Othman, Saad, Robani & Abdullahi (2014) opine that appropriate leadership change strategies often play crucial roles in fostering culture that encourages knowledge sharing and employee retention, as well as, create loyalty to organization's goals and objectives. When a company lacks effective leadership, no changes will be accomplished since there are no leaders who can motivate and guide the organization's personnel while also providing a clear direction (Methode et al., 2019).

Employee performance is essential for an organization's targets to be met. When analyzing an organization's performance, profitability, improved service delivery, customer satisfaction, market share growth, and increased productivity and revenues should all be considered. Organizational performance is influenced by persons, groups, and tasks, as well as technological, structural, administrative, and environmental factors. Employees are a vital asset that can have a beneficial or negative impact on a company. Organizations today face a difficult task in arguing for changes that affect employee performance as a result of unavoidable environmental changes (Al Kahtani, 2013). Employee performance is defined as a set of behaviours in a workforce that can be investigated, measured, and assessed on an individual basis. Performance is reflected using a balance between quality, availability, time, and cost, as per Bhatia & Jain (2012).

Originally, worker performance refers to how much an employee will or will not do. Performance is determined by the amount and quality of one's output, as well as the duration of one's output, the appearance of one's work, and the efficacy of one's work. Employee performance is often defined as the extent to which an employee employee of an organization is committed to achieving the organization's objectives first from perspective of the organization. Employee performance in the Nigerian Civil Service can be defined as civil servants carrying out their duties as assigned by the civil service in order to achieve service delivery efficiency (Agba & Ocheni, 2017). Employee performance shows higher productivity and efficiency as a function of staff growth (Khan & Jabbar, 2013). According to Chien (2015), a successful organization requires workers that are willing to go above and beyond their regular job scope and offer results that exceed goals' expectations. Employee performance is crucial for organizational effectiveness in today's increasingly competitive market (Aryee et al., 2014).

The Conceptual Framework

Following the conceptual review, developing the conceptual framework becomes apparent. A concept is an idea inferred or derived from a given case point; it could also be an abstract (Kombo and Tromp, 2009). A conceptual framework is a set of broad ideas and principles derived and used to structure a subsequent study. A conceptual framework is an investigation tool used by a researcher to link and relate the subject matter under review for easy understanding. It forms part of the outline for the subject matter to be tested, reviewed, studied, and reformed after investigation and it attempts to explain the possible connections between the dependent and independent variables. A conceptual framework illustrates what you expect to find through your research. It defines the relevant variables for your study and maps out how they might relate to each other. The theoretical structure for this investigation signifies the relationship between change management and employee performance in private universities of Abuja and Nasarawa state as shown in Figure 2.1 hypothesizes the effect of change management (change in Organizational structure, change in technology, change on leadership and operational change) on employee performance in private universities of Abuja and Nasarawa state determined using employee satisfaction. The conceptual framework for this study is explained and discussed under two main headings. The first heading considers the independent variable 'Change Management' while the second heading is dedicated to the dependent variable 'Employee performance'. The independent variables are the change management techniques employed in Nile University during change implementation they include Change on organizational structure, technological change, leadership change and operational change. The dependent variable is employee performance which is assesses as employee satisfaction. The schematic diagram in figure 2.1 represents the relationship between the independent variable (change management) and the dependent variable (employee performance). The arrow indicates the proposed connection between the factors under change management techniques and employee performance in private universities of Abuja and Nasarawa state. The indicator of the independent variables are as follows; under organizational change, the study was concerned with change in strategic partners, new organizational structure, and accessibility to management. Technology was assessed through availability and functionality of online classes, change of university software from Gmail to office 365, new method of school fee payment. Finally, leadership change incorporates the leadership style, line of reporting and the communication level between superiors and subordinates. It indicates how employee performance is impacted by the presence of variations in change management techniques, how change management tends to create a significant contribution on employee satisfaction.
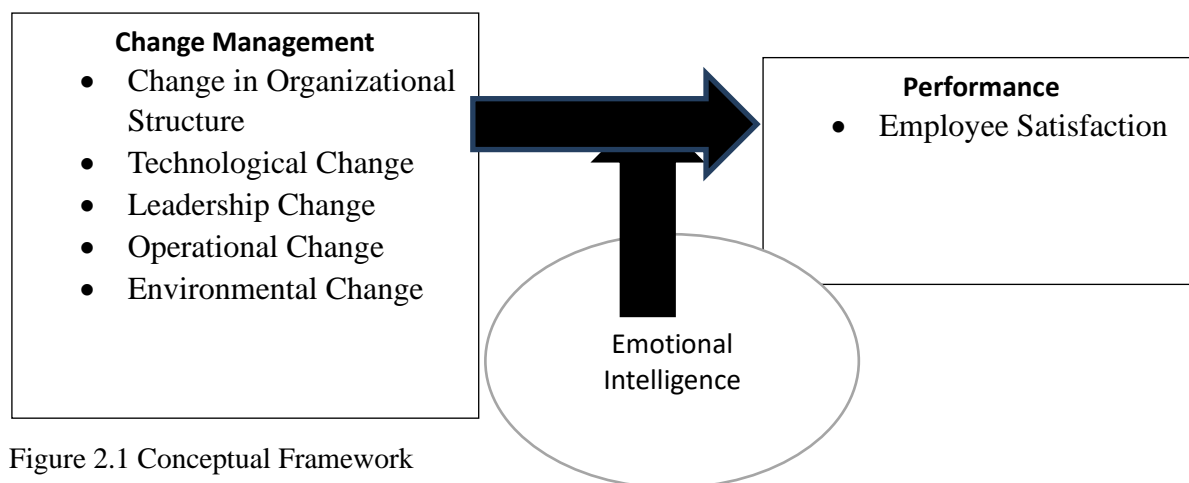
Figure 2.1 Conceptual Framework

Source: Hidayah & Harnoto (2018

Theoretical Framework

The chosen theoretical framework for this study, the Burke-Litwin model of organizational change, holds significant relevance in understanding the complex dynamics of change management within private universities in the Federal Capital Territory and Nasarawa State of Nigeria. Unlike other theories that focus on specific aspects of change management, the Burke-Litwin model provides a comprehensive approach by delineating twelve organizational elements and strategies (Billing, 2019). By examining internal and external factors, this model illuminates the cause-and-effect relationships that underpin organizational change. These elements, such as organizational structure, leadership, and performance, are vital variables studied in this research.

Litwin's foundational research emphasized the intricate link between employee performance and organizational climate, asserting that a positive work environment correlates with higher performance and morale (Niygena, 2019). Building upon these foundational concepts, the Burke-Litwin model addresses both transactional (day-to-day) and transformational (deep structure) aspects of organizational change, making it particularly suitable for analyzing the multifaceted nature of change in academic institutions. Critics argue that the Burke-Litwin model's oversimplification and emphasis on external factors may not fully capture the complexity of change processes within organizations. The model's focus on driving change does not detail strategies for implementation, leaving room for interpretation. Despite these criticisms, the Burke-Litwin model offers a valuable framework for understanding organizational elements and their impact on employee performance in private universities in Nigeria.

Empirical Review

Pawirosumarto et al. (2017) studied the influence of organizational culture on employee performance at the University of Mercu Buana, Indonesia. The study used descriptive statistical analysis and multiple linear regression analysis to analyze the correlation between organizational culture and employee performance. The results showed that involvement has a positive and significant relationship with performance, while adaptability, mission, core values, and coordination and integration agreements have a low correlation.

Research by Armstrong (2018) highlights the impact of changing environments on universities, including organizational structure, individual changes, and technological advancements. The study uses Kurt Lewin's organizational transformation theory,

focusing on the three-stage model of "Unfreeze," "Change," and "Refreeze," to manage change effectively. Leaders should create enthusiasm, open communication, and resources to facilitate university evolution.

Akanji et al. (2018) investigated the ways in which different leadership styles influence job engagement and conflict management practices in Nigerian colleges. The findings revealed that cultural values often accepted include authoritative, transactional, or transformational leadership styles. The study also revealed that some context-specific norms have an effect on leadership functions, such as work engagement and conflict management practices. Equally, Ekechi and Umar (2020) found that university personnel are trained professionals whose primary mission is to advance science, technology, and arts by teaching, research, serving the public, and spreading knowledge. Change management tactics used within the university system are directly related to work performance achieved by personnel. This research investigated the influence of change management on the overall performance of employees working at institutions in the Federal Capital Territory of Abuja, Nigeria.

Furthermore, Abubakar and Ahmed (2021) investigated the impact of a transformational leadership style on the overall performance of Nigerian institutions. The full census was used to complete a series of structured questionnaires, and the hypothesis presented in the study was evaluated using the Partial Least Squares (PLS) algorithm and the bootstrap methodology. Archibong and Ibrahim (2021) conducted an analysis of the effect of change management on employee performance at Nile University in Nigeria. The study found that a change in organizational structure can significantly impact the quality of employee service delivery, and there is a connection between technological advancement and the quality of employee service delivery. The research advised companies to convey specifics of the change to workers to minimize opposition to the change. Also, Zamanam (2021) explored the impact of change management on employees' performance in Kuwaiti educational institutions. It reveals that technological, cultural, structural, and human changes all have varying effects on performance. The study also reveals statistical differences in the impact of change management on organizational culture.

Research methodology

This study adopted a pragmatist research philosophy in designing the appropriate methodology for the study. In line with the pragmatist research philosophy, this study adopted a survey research design. The population for this study consists of 4,399 (four thousand, three hundred and ninety nine) which are made up of two thousand one hundred and fifty-two (2152) Academic Staff and two thousand two hundred and forty seven Non-Academic staff in the private Universities in FCT and Nasarawa state of Nigeria, namely; African University of Science & Technology, Base University, Abuja, Abuja, Nile university of Nigeria, Abuja, Varitas University, Abuja, Philomath University, Kuje, Abuja, European University of Nigeria, Duboyi, FCT, Bingham University, New Karu Nasarawa.

The sample size shows that out of the total staff population of 2152 only 338 academic staff were be selected as calculated from the Taro Yamane (1967) formula. Likewise, the sample size shows that out of the total staff population of 2247, only 345 non-academic staff were selected as calculated from the Taro Yamane (1967) formula. The study adopted a stratified random sampling technique. The technique was be adopted with a view to give every member of the population an equal chance of being selected. Similarly, simple random sampling technique was used in selecting the respondents from the Universities. The main technique of data collection was the primary data sourced using five Likert scale questionnaires distributed to the students, academic and non-academic staff of accredited private university in FCT and Nasarawa state, Nigeria. Before the collection of the data, a pilot study involving 20 school employees identified

challenges during data collection. Cronbach's alpha, a reliability indicator, was used to measure the sample's interior reliability, with a coefficient of 0.82, indicating acceptable reliability in social and behavioral research.

Model Specification

The model was adopted from the work of Sinaga et al. (2018), and employee performance in this regard was measured as employee satisfaction. The independent variables include Change in Organizational Structure, leadership Change, Technological change, and Operational Change.

Thus, the working model for this research is as follows.

$$Y_i = \varphi_0 + \varphi_1 X_1 + \varphi_2 X_2 + \varphi_2 X_3 + \varphi_4 X_4 + \varphi_5 X_5 + \varphi_6 X_6 + \mu_i \quad (3.1)$$

Where:

Y_i represents a measure of performance-Employee satisfaction

X_1 stands for Change in Organizational Structure - OS

X_2 represents leadership Change - LC

X_3 represents Technological change - TC

X_4 stand for Operational Change – OC

X_5 stands for environmental change

X_6 is a vector of control variables which is emotional intelligence

$\varphi_1, \varphi_2, \varphi_3, \varphi_4, \varphi_5$ are the parameters to be estimated

φ_0 stands for the constant

μ_i stands for the white noise error term or the stochastic error term. This is introduced into the model to capture all other variables that can cause variation which are not included in the study.

A 95% level of confidence was used to assess the statistical significance of the outcome of the multiple regression analysis. As a result, a 95% confidence level was established for the association between the research variables where p values associated with a specific coefficient are at most 0.05.

Results

Multiple Regression Result

Pre-Estimation Tests and Correlation

In this research, the correlation coefficients, descriptive statistics, and reliability statistics were employed to conduct a pre-estimation test. Table 1 presents the descriptive statistics for the overall questionnaire responses, focusing on staff retention/satisfaction as the dependent variable and factors like Organizational Change, Structural Change, Technological Change, Operational Change, and clients'/students' satisfaction as independent and control variables. For staff retention/satisfaction, the values for Range, Minimum, Maximum, Sum, Mean, Standard Deviation, and Variance were approximately 1.80, 3.20, 5.00, 1441.00, 4.4338, 0.43909, and 0.193, respectively. Organizational Change had values of 1.11, 3.89, 5.00, 1486.75, 4.5746, 0.35504, and 0.126 for Range, Minimum, Maximum, Sum, Mean, Standard Deviation, and Variance, while Structural Change showed values of approximately 2.37, 3.30, 5.00, 1463.78, 4.5039, 0.38563, and 0.149, respectively. Technological Change exhibited values of 1.25, 3.75, 5.00, 1456.25, 4.4808, 0.38485, and 0.148, and Operational Change had values of approximately 1.00,

4.00, 5.00, 1500.70, 4.6175, 2.27415, and 5.172. Additionally, Environmental Change showed values of 4.00, 1.00, 5.00, 1509.00, 4.6431, 2.29001, and 5.244 for Range, Minimum, Maximum, Sum, Mean, Standard Deviation, and Variance, respectively. These statistics provide a comprehensive overview of the variables examined in the study.

Table 1 Descriptive Statistics

Variables	OC	LC	TC	PC	EC	ES
N	625	625	625	625	625	625
Range	1.11	2.37	1.25	1.00	4.00	1.80
Minimum	3.89	3.30	3.75	4.00	1.00	3.20
Maximum	5.00	5.00	5.00	5.00	5.00	5.00
Sum	1486.75	1463.78	1456.25	1500.70	1509.00	1441.00
Mean	4.5746	4.5039	4.4808	4.6175	4.6431	4.4338
Std. Deviation	0.35504	0.38563	0.38485	2.27415	2.29001	0.43909
Variance	0.126	0.149	0.148	5.172	5.244	0.193
Skewness	-0.007	-1.031	-0.139	17.384	16.990	-1.069
Kurtosis	-1.708	2.267	-0.983	309.578	300.241	1.477

Note: OC-Organisational Change, LC-Leadership Change, TC-Technological change; PC-Operational Change; EC-Environmental Change; EI-Emotional Intelligence ES-Employee Satisfaction

Source: Author's Computation

In Table 2, correlation coefficients between various variables are presented. Organisational Change (OC) showed a strong positive correlation with Leadership Change (LC) ($r = 0.565$, $p < 0.05$), Technological Change (TC) ($r = 0.713$, $p < 0.05$), Operational Change (PC) ($r = 0.693$, $p < 0.05$), and Emotional Intelligence (EI) ($r = 0.568$, $p < 0.05$). LC exhibited significant positive correlations with TC ($r = 0.477$, $p < 0.05$) and PC ($r = 0.696$, $p < 0.01$). TC and PC also displayed positive correlations with each other ($r = 0.605$, $p < 0.05$). Notably, Environmental Change (EC) demonstrated a weak positive correlation with all other variables, ranging from 0.180 to 0.495 ($p < 0.01$), while EI had weak correlations with all variables except TC and PC. These findings suggest intricate relationships among these factors, highlighting the interconnectedness of organizational, technological, operational, environmental changes, leadership, and emotional intelligence in the context of the study.

Table 2: Correlation Coefficients

Variables	OC	LC	TC	PC	EC	EI
OC	1.000	.565**	.713**	.693**	.472**	.568**
LC	.565**	1.000	.477**	.696**	.566**	.454**
TC	.713**	.477**	1.000	.605**	.495**	.614**
PC	.693**	.696**	.605**	1.000	.447**	.634**
EC	.472**	.566**	.495**	.447**	1.000	.180**
EI	.568**	.454**	.614**	.634**	.180**	1.000

Note: OC-Organisational Change, LC-Leadership Change, TC-Technological change; PC-Operational Change; EC-Environmental Change; EI-Emotional Intelligence

Source: Author's Computation

Regression Result

The results of the regression analysis presented in Table 3 indicate the significant influence of various change management factors on staff retention and satisfaction. Controlling for other variables, Leadership Change (B = 0.389, p < 0.001), Technological Change (B = 0.412, p < 0.001), Environmental Change (B = 0.389, p < 0.001), and Emotional Intelligence (B = 0.617, p = 0.042) all showed positive and statistically significant relationships with staff retention/satisfaction. Organisational Change also had a significant positive impact (B = 0.114, p = 0.036). Operational Change, although having a slightly higher standard error, displayed a positive influence as well (B = 0.395, p = 0.029). The overall model explained a substantial portion of the variance in staff retention/satisfaction (R-squared = 0.591), indicating that approximately 59.1% of the variability in staff retention/satisfaction scores could be accounted for by the included change management factors. The model's adjusted R-squared, considering the number of predictors, was 0.580. The Durbin-Watson statistic was 2.46, suggesting no significant autocorrelation in the residuals. These findings underscore the critical role of leadership, technological advancements, environmental adaptations, emotional intelligence, and organizational and operational changes in shaping employee retention and satisfaction within the context of the study.

Table 3: Regression Analysis on the Influence of Change Management on Staff Retention /Satisfaction

Variable	B	Std. Error	t-stat	sig.
(Constant)	-0.027	0.245	-0.112	0.911
Organisational Change	0.114	0.066	2.721	0.036
Leadership Change	0.389	0.070	5.574	0.000
Technological change	0.412	0.077	5.340	0.000
Operational Change	0.395	0.545	2.725	0.029
Environmental Change	0.389	0.070	5.574	0.000
Emotional Intelligence	0.617	0.454	2.446	0.042
R-Square	0.591	Durbin-Watson		2.46
Adjusted R-square	0.580			

a.   Dependent Variable: Staff Retention /Satisfaction

b.   Predictors: (Constant), Organizational Change; Structural Change; Technological change; Operational Change; Environmental Change; Emotional Intelligence

Source: Author's Computation

Table 4 presents the regression analysis results concerning the influence of change management on staff retention/satisfaction among academic and non-academic staff. For academic staff, Leadership Change (B = 0.59424, p < 0.0001), Technological Change (B = 0.4863, p < 0.0001), Environmental Change (B = 0.19171, p = 0.0004), and Emotional Intelligence (B = 0.53258, p < 0.0001) had significant positive impacts on retention/satisfaction. In contrast, among non-academic staff, Leadership Change (B = -0.13968, p = 0.0014), Technological Change (B = 0.56786, t = 15.06, p < 0.0001), Operational Change (B = 0.48491, p < 0.0001), Environmental Change (B = 0.12964, p = 0.0012), and Emotional Intelligence (B = 0.55437, p < 0.0001) were significant predictors. Organisational Change did not significantly impact retention/satisfaction in either group. The model explained a substantial portion of the variance in both academic (R-squared = 0.9395) and non-academic (R-squared = 0.9344) staff retention/satisfaction. Adjusted R-squared values were also high (0.9381 for academics and 0.9333 for non-academics), indicating the robustness of the model. Additionally, the Durbin-Watson

statistics for both groups (2.0561 for academics and 2.1523 for non-academics) suggested no significant autocorrelation in the residuals, confirming the reliability of the findings. These results emphasize the varied impact of different change management factors on the retention and satisfaction of academic and non-academic staff members.

Table 4: Regression Analysis on the Influence of Change Management on Staff Retention /Satisfaction Among Academic and Non-Academic Staff

	ACADEMICS			NON-ACADEMICS		
Variables	Co-efficient	t-test	p-value	Co-efficient	t-test	p-value
(Constant)	0.0181	0.22	0.5413	-0.33129	-6.35	0.0000
OC	-0.10058	-1.23	0.3611	0.16765	5.04	0.0000
LC	0.59424	11.14	0.0000	-0.13968	-2.06	0.0014
TC	0.4863	8.33	0.0000	0.56786	15.06	0.0000
PC	-0.08791	-1.25	0.3189	0.48491	7.18	0.0000
EC	0.19171	4.75	0.0004	0.12964	2.31	0.0012
EI	-0.53258	-4.93	0.0000	0.55437	7.12	0.0000
R^2			0.9395	R^2		0.9344
R^2 Adjusted			0.9381	R^2 Adjusted		0.9333
Durbin-Watson			2.0561	Durbin-Watson		2.1523

a. Dependent Variable: Staff Retention /Satisfaction

b. Predictors: (Constant), OC-Organisational Change, LC-Leadership Change, TC-Technological change; PC-Operational Change; EC-Environmental Change; EI-Emotional Intelligence

Source: Author's Computation

Discussion

The findings of the study shed light on crucial aspects of organizational dynamics within Nigerian private universities. One significant revelation is the impact of technological changes on employee satisfaction. The study aligns with prior research, such as Egoeze et al. (2018), which emphasized the slow adoption of technology in Nigerian educational institutions. Integrating technology is essential, as it can enhance efficiency and service delivery, potentially improving overall employee satisfaction and institutional performance. Leadership changes emerged as another pivotal factor influencing employee satisfaction and retention. This finding resonates with studies like Ju-Chun's (2015), underlining the importance of effective change management strategies, especially concerning leadership transitions. Adequate communication, support, and resources during such changes are crucial to maintaining staff satisfaction and organizational stability.

Operational changes were also highlighted in the study, showcasing their positive correlation with employee satisfaction and retention. Scholars like Kretschmer & Khashabi (2020) and Maiwald (2020) have emphasized the significant role of operational adjustments in adapting to changing environments. This underscores the importance of organizational flexibility and adaptability in ensuring employee contentment and productivity. Moreover, the study delved into the impact of environmental changes on employee satisfaction, emphasizing the need for organizations to consider external factors. This aligns with research by Ju-Chun (2015) and Giauque (2015), indicating that understanding and accommodating external changes are essential for maintaining a

satisfied workforce. Environmental changes, ranging from economic shifts to societal trends, can profoundly influence employee attitudes and should be factored into change management strategies.

Additionally, the study's differentiation between academic and non-academic staff responses provides valuable insights into the varied nature of employee satisfaction. This nuanced approach is crucial as it recognizes that different roles within the university setting may respond differently to organizational and operational changes. Tailoring change management strategies based on these distinctions can enhance their effectiveness and ensure a more harmonious implementation process. Therefore, the study underscores the significance of proactive change management in private universities in Nigeria. Integrating technology, managing leadership transitions effectively, adapting operations to changing environments, and considering the diverse needs of academic and non-academic staff are vital components of successful change initiatives. These findings provide a comprehensive understanding of the complex relationship between organizational change and employee satisfaction, offering valuable insights for private universities in Nigeria and potentially serving as a foundation for further research and practical applications in the field of change management.

Theoretical implications

The theoretical implications of the is rooted in the Burke-Litwin model of organizational change, illuminate critical aspects of organizational dynamics within the context of Nigerian private universities. The model's holistic approach, focusing on twelve organizational elements and strategies, provides a nuanced understanding of the intricate relationships between various factors influencing organizational change. By considering internal and external variables such as organizational structure, leadership, technological advancements, and operational changes, the study aligns with existing literature emphasizing the multifaceted nature of change management (Billing, 2019). The incorporation of the Burke-Litwin model allows for a comprehensive exploration of these elements, enabling a detailed analysis of their impact on employee satisfaction and performance.

Furthermore, the study's differentiation between academic and non-academic staff responses provides valuable insights into the diverse nature of employee satisfaction within the university setting. This approach acknowledges the varied roles and responsibilities within the institution, emphasizing the need for tailored change management strategies. The study's comprehensive analysis, rooted in the Burke-Litwin model, not only deepens our theoretical understanding of organizational change but also offers practical insights for private universities in Nigeria, emphasizing the importance of proactive and tailored change initiatives to enhance employee satisfaction and overall organizational performance. These theoretical implications contribute significantly to the existing body of knowledge in the field of organizational change management and provide a foundation for further research and practical applications in similar contexts.

Implications for practice

The implications drawn from the study carry substantial weight for practical applications within the context of Nigerian private universities. The research, anchored in the Burke-Litwin model, illuminates critical dimensions of organizational change and their impact on employee satisfaction, shedding light on key areas that warrant attention and strategic intervention. The study emphasizes the need for Nigerian private universities to adopt technological advancements proactively, as slow adoption is linked to challenges in integrating digital tools. Investing in technology can improve educational delivery and administrative efficiency, enhancing staff satisfaction. Effective leadership transitions

require careful planning, transparent communication, and resources. Creating a supportive environment for staff during leadership changes can mitigate disruptions. Organizational flexibility and adaptability are crucial for survival, and universities must be agile in responding to market demands, regulatory changes, and societal shifts. Differentiating between academic and non-academic staff responses allows for targeted interventions, promoting a harmonious work environment where all staff members feel valued and engaged.

Limitations and future research

The study offers insights into organizational change dynamics within Nigerian private universities, focusing on employee satisfaction. However, the study's generalizability to other regions or educational institutions may be limited. Future research could expand the scope to include public universities or universities in different states, employ mixed-methods approaches, and explore additional factors influencing employee satisfaction during change processes. Addressing these limitations through broader sampling, methodological diversification, and exploring additional influencing factors will contribute to a more comprehensive understanding of change management's impact on employee satisfaction in Nigerian higher education institutions.

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