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A STUDY OF THE EFFECTIVENESS OF MANAGING CHANGE AT A HIGHER EDUCATION INSTITUTION:
A CASE STUDY APPROACH

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ABSTRACT

This study was an investigation of the effect of managing change at a higher education institution. The rationale behind the study was based on the management board of Nkosa University proposed the introduction of computerized systems of recording students' attendance record. A review of current thinking on change management in educational institutions enables the researcher to developed research questions for the study. Data were collected through survey questionnaires, semi-structured interview and document analysis. The data were analysed using case study approach resulting in the major conclusions that although many of the teaching staff agreed with management that the current system of recording students' attendance does not meet the needs of the college, however, there was disagreement on who will manage the system. The findings of the study suggested that management will need to communicate more efficiently with the teaching staff on the benefit of the new system and may need to introduce a reward system regarding the administration of the system. The study shows also show that for the change to be successfully implemented, management will need the support of those involved in this study - the teaching and non-teaching staff of Nkosa University to provide its students with a better learning environment to study.

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INTRODUCTION

In this study, we examined the issue of managing change at in Higher Education Institution here call Nkosa University. A report from the Management Board meeting in 2012 entitled "Going Forward, re Attendance System," stated that the board agreed that Nkosa University should move away from a single computer system of recording students' attendance called 'Sentinel System', to find an integrated multi-purpose system of information management such as "CampusVue System". This new system is currently being used four sister colleges of Nkosa University. The decision taken was based on the reasoning that Sentinel is not producing reliable attendance information as desired. Sentinel is not an enterprise wide system, and full integration with CampusVue cannot be achieved. The study is underpinned by an understanding of management theories, particularly the theory and practice of the management of change in institutional context using Nkosa University as a case study.

The University was one of five Colleges/Universities acquired in the last ten years by a US Higher Education Corporation to enter into the UK Higher Education Market, particularly for International students. Since then, the University has undergone many changes including the appointment of a Chief Executive, a new VC and two new Deans Schools. All who each took up their post in 2008. Nkosa University is the market leader for international students within the private sector higher education in the UK. It has two schools, the Business School with about 5,000 students and a Law School with 4,000 students. It has a portfolio of eight postgraduate and ten undergraduate programmes, run in partnership with eight UK Universities and 95% of its students come from 45 countries. In addition to the four senior appointments stated above, each of the two schools has an Associate Dean and three Directors of Studies that make up the Management Board of the

University. There are 500 teaching staff and 250 non-teaching staff all responsible for the learning experience of over 9,000 international students who study at Nkosa University. The background for the study is the issue of managing change because of the introduction of current information system in Nkosa University. The development of the research questions and the context of the study was outlined. The change is needed to meet the needs the stakeholder group and how staff will react to the changes. We presented a critical evaluation of the literature of previous studies on the management of change within a higher education context.

REVIEWING THE LITERATURE

We carried out a critical assessment of the literature on research studies in managing change in Higher Educational Organisations. It is almost impossible to conceive strategy-implementation without the involvement at some level of Institutional Change since strategy is concerned with the direction of the institution, the management of resources and capabilities, the management of information and the management of stakeholders. In other words, it is concerned with the way the institution and therefore the people in it do things every day. Therefore at the institutional level; change should be managed carefully.

Change Management

Traditional models of change management have tended to operate on the premise of planned change. Lewin, (1951) formulated the widely cited and often used change model that conceptualised change as occurring in the three-step process, unfreeze-change-refreeze' and was introduced as part of his field force theory. (Cited in Osborne and Brown 2007). The literature states that there are many approaches and interpretations of change management. However, all change management approaches are broadly about four things:
- clarifying what change is required;
- determining how to approach a change;
- implementing the change in the best feasible way; and

- ensuring the change is successful, (Newton 2007; Osborne and Brown 2007; Maginn 2007).

Lahteenmaki et al., (2001) note that, despite the close relationship between the change management and learning organisation literature, those writing about change management tend to ignore the mechanisms through which learning translates into organisational performance. Evaluation is no different: the shift management literature is strangely quiet about the practicalities of its inclusion in the change process. Nor does its absence appear to be an issue that many of those writing and researching in this aspect of the management literature have recognised as problematic, (Skinner 2004). In 1975, Davis and Salasin observed that the lack of dialogue between those specialising in evaluation and those in organisational change was puzzling, a situation that had not changed in 1993 when Wingens noted that there was still a paucity of thinking about how they might fit together or when, in 1998, referring to management and business, Preskill wrote that people in this field have rarely looked to the area of evaluation for insights and knowledge about evaluation.

Organisational Change

Organisational change can be defined simply. Change happens when the organisation is moved from the status quo to something different. An organisation or institution may go from being individual cost centres to regional profit centres. In the case of a private profit-making organisation or from School of Management to a full Business School in the event of an educational institution. In the case of Nkosa University, the Dean of the Business School claims, that

> *"Our managers are transitioning from being administrators to revenue managers. We are moving from being a high-service, high-cost provider to being the low-cost market leader for International students within the private sector higher education in the UK due to changes that we put in place",* (Dean of Business School).

Significant organisational change has a powerful impact on people. Change creates a tension between the past and the future, between stability and the unknown. Despite business rationale, logic, creativity, planning, and strategies associated with change, this tension comes down to people doing different things in unusual ways. Asking people to change behaviour on behalf of organisational goals creates an automatic emotional reaction. To be a successful leader of change, a manager has first to understand the dynamics of change and the ways uncertainty affects them and others. The old way should be mourned; the new way should be understood. The change leader should recognise how ambiguity can be used to adapt to changes, how improvisation forces work units to make the best of their situations and how change ratchets up the need for clear, crisp communications. Most important of all, the change leader must see himself or herself as the role model toward whom all team members look for cues and clues about how they should respond to the changing situation, (Maginn, 2007).

English, (2008: 18) observed that;

> *"Managers are conservative about changes. While they may embrace change within schools, they may be reluctant to engage in alterations where the first borders of schooling are concerned. Moreover, they may be cautious or even negative about making changes in their roles within school organisations since that would be tampering with their own job security. When it comes to internal changes, managers are faced with a dilemma. One of their major responsibilities is to secure and maintain organisational stability. They cannot overturn the organisation without endangering its capacity to exist".*

CONCEPTUAL FRAMEWORK

The study is underpinned by an understanding of management theories, particularly the theory and practice of the management of change in institutional context such as Nkosa University. Change management is the name for a disparate set of processes, tools, techniques, methods and approaches to achieve the desired end through change. Change management is focused on the successful transition from one state to another. Newton (2007:7) outlined two fundamental approaches to change management goals: The first is; "to help organisations achieve its

objectives which cannot be met with the current way the organisation is organised, operated or serve its customers and to minimise the adverse impact of any change". Well-designed and implemented change can lead to massive improvements in organisational performance, but after any change is made the organisation's performance tends to drop for a period before rising again. The second goal of change management is, therefore "to minimise the length of time and depth of this performance drop following any change".

The framework outlined by Lynn (2001) identified the institutional level of governance as a significant area in which the mode of public sector organisation was pertinent to understanding change. Accordingly, at this level, issues of governance and the formal and legislatively driven relations between government and public service organisations take on-greater prominence (Lynn 2001; Pollitt 2003). Lynn (2001:195) suggests that the institutional level comprises elements of both formal authorities through legislative mandate and influence through "broad strategic alignments" with an array of stakeholders, or 'public'. The institutional level of the public service includes the infrastructure of government and bureaucracy (Christensen et al, 2002), political systems of government including rule making apparatus and routine of political behaviour (March and Olsen 1989).

TOP-DOWN APPROACH TO MANAGEMENT

The decision by the directorate to computerise the attendance record to be managed by the teaching staff without adequate consultations with them relates to "top down approach to management," (Study Guide Open, 2005:33). The aim of this study was to find out staff views on the proposed change from manual to a computerised system of attendance record. Will staff support management claims that the teaching staff should manage the new regime? If not, how should management "sell" the idea to the staff to gain their support for successful implementation of the new system? The managerialism bias in the practitioner literature (Clark et al., 1998) perpetuates the notion of the management perspective as pivotal in organisations. The underlying assumption is that all the parties involved subscribe to this view and accept the processes of

authority and their consequences. This bias was also evident in the evaluations. In each, the primary motivation was political (Patton, 1997), the intention of each sponsor is to use the results of the assessment to Skinner: primary and secondary barriers to the evaluation of change, (Skinner, 2004).

In a study on the role, evaluation might play in supporting the change process. Saunders et al., (2005) synthesise aspects of both these experiences of evaluation development and offers a general role for evaluation that emphasises its potential as a support for positive change. The authors suggest that;

> *"Evaluations should be 'theory-based' in two ways. First, an evaluation can be supported and framed by a theory of change in an organisational setting and second, the change process is shaped by the theories of change implicit in innovation strategies adopted by change agents (course innovators). These implicit theories of change are an important focus for evaluation and form the basis of 'grounded theories' that once made explicitly, are useful in making sense of the change process. It is in the contribution to this sense-making process that evaluations have their value", (p. 38).*

Skinner (2004) reports on research undertaken in two UK public sector organisations, to explore the reality of evaluation in the context of change with the intention of identifying the barriers to evaluation that existed and the factors that created them. The author states, "the analysis of the empirical evidence led to the identification of two distinct types of barrier to evaluation, labelled primary (factors that act against an assessment being undertaken) and secondary" (factors that arise during an evaluation process), (p.135). At an institutional level, Lindquist (2000:150) suggests that the shape of public service reform and change is contingent on "government ideology, intergovernmental relations and negotiations, trade regimes and deficit reduction strategies" Institutional level change occurs through altering legislation developed to define the prevailing governance arrangements and through shifting strategic preferences by aligning with different combinations of stakeholders. Laws about governance arrangements then may be enacted to redefine

the underlying principles and value of the public service. (Osborne and Brown 2007).

THE NATURE OF EDUCATIONAL CHANGE MANAGEMENT

Bennett et al. (1992:10) suggested, "change is about altering both practice and organisation and individuals' perceptions of their roles and responsibilities". It is evident from the foregoing that a movement by senior staff from a strongly hierarchical and directive mode of working to one stressing consensus and participation would involve major changes in the assumptions which every individual member of staff made about his or her role and relationships with one another, and what counted as legitimate and acceptable behaviour. For this reason, although it increases the danger of spectacular failure, there is, says Fullan, an argument for going for large-scale change so that those involved cannot assimilate new practices into old and so bury them in tradition. (Hammersley, 2008). Implementation is the step where all change managers are eventually judged.

Newton, (2007:146) claimed that;

> *"Once a change is complete, no one will be remembered for a clear objective, a great change team, a fabulous plan or the best understanding of the organisation's willingness and capability to change. All of these things help towards success, but success or failure is only measured by how well a change is implemented".*

Although implementation happens at the end of the organisation's change study planning for implementation should start at the beginning of the initiative. If the change to the computerised system is not adequately planned for implementation, then it is unlikely to be successful. Planning is critical in managing expectations and ensuring adequate time and resources are available for implementation, as some managers view implementation as easy and try to squeeze it into as short a time as possible. Implementation is the crunch time for the change. If the college is late in any earlier part of its change, it will be late in implementation as well, rather than cut it short. Therefore, the management board of Nkosa University will need adequate time to plan

for the implementation of the project. However, conceptually they are very different activities, and most change projects move from a stage which is predominantly about thinking and preparing for one which is predominantly about doing, (Newton 2007; Osborne and Brown 2007; Bruhn et al., 2001; Moore 2003).

THE RESEARCH QUESTIONS AND RESEARCH OBJECTIVES

The literature review results to the development of the following research questions, which underpinned this study. Given the wave of changes taking place in the college, the research question focused on the following issues:

1. How will the change be introduced?
2. How will colleagues respond to change?
3. What is the effect of managing change?

The nature of change in public services including educational institutions has been characterised as transformational and resulting in the emergence of a new public service paradigm. The purpose of this investigation was to use a Case Study Approach to assess the effect of a change in a higher education institution using our college as a case study. The study investigated the views of the teaching staff of the University about the introduction of the computerised system of recording students' attendance. The aim is to develop a new understanding of the effect of managing change at Nkosa University.

RESEARCH METHODOLOGY: CASE STUDIES APPROACH

We discuss our choices for the research methodology and research methods adopted for this study which is a qualitative research methodology using Case Study Approach to analysed data collected for this study on the management of change at Nkosa University. We employed a questionnaire survey of the teaching staff of Nkosa University about their views on managing change because of the planned introduction of a computerised system of recording students' attendance record. The term paradigm refers to the progress of scientific practice based on people's philosophies and assumptions about the

world and the nature of knowledge, in this context, about how research should be conducted. According to Kuhn, (1962:8), paradigms are "universally recognised scientific achievements that for a time provide model problems and solutions to a community of practitioners". They offer a framework comprising an acceptable set of theories, methods and ways of defining data, (Guba and Lincoln, 2002). The qualitative research presents a statement about reality and social life that should be continually argued and reaffirmed. Denzin and Lincoln (2000:7) defined qualitative research as:

> "*An interdisciplinary, transdisciplinary, and sometimes interdisciplinary field that crosscuts the humanities, the social sciences, and the physical sciences. Qualitative research is many things at the same time. It is multiparadigmatic in focus. Its practitioners are sensitive to the value of the multi method approach. They are committed to the naturalistic perceptive and the interpretive understanding of human experience".*

A case study can be defined as "the focus of one instance of a particular phenomenon to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance", Descombe, (2007:5). Saunders et al. (2008) suggested that to acquire a thorough understanding of the topic under investigation and to obtain answers like 'why', 'what' and 'how', a case study is most appealing, (Stake, 1995). The data collection techniques we adopted to satisfy the research objectives are described below. For the case study on the management of change at Nkosa University, we collected primary data in the form of survey questionnaires and semi-structured interview form staff at the university. We also gathered secondary data from the debate conducted by the management board of the University on staff views on the proposed change to the new computerised systems of recording students' attendance.

DESIGN OF THE SURVEY QUESTIONNAIRES
- We conducted a study of the teaching staff of Nkosa University for their views on the management of change planned by the administration of the institution. We sent the questionnaire to 50

faculties of the University as an email attachment. The significant of the survey was that management stated in their report about the introduction of the new computerised system that the lecturers will be responsible for managing the system, therefore accessing the views of those lectures on the issue is relevant to this study.

- *The design of the survey questionnaire* – the questionnaire was developed following the literature review and a meeting we had with both management and some teaching staff of the college about this study. The final copy of the questionnaire was finalised following a feedback we received which resulted to the last copy of the survey questionnaire sent out.

SURVEY QUESTIONNAIRE DATA

A Survey of Teaching Staff of Nkosa University about the effect of Managing Change as a

result of the Introduction of a new Computerised System of recording Students' Attendance

Table (A): Survey of Teaching and Non-Teaching Staff of the Nkosa University on Likert Scale 1-5.

N/S	Statements	Strongly Agree AS	Agree A	No View NV	Disagree DA	Strongly Disagree SDA
1	The Management Board stated that a New Computerised System of students' attendance record to enhance students' learning.	15	7	5	3	0
2	Management stated that a decision as to the timeline for discontinuing Sentinel and switching over to the new system is still to be made, which is creating uncertainty for staff.	11	7	6	4	2
3	The management stated that the introduction of Computerised Attendance would reduce absenteeism from lectures by students	20	7	0	3	0
4	Management claimed that the current system name Sentinel is not producing reliable attendance information as desired.	8	9	1	12	0

5	The other two sister colleges C1 & C2 are using a system called CABS. It makes sense that HEC uses a unified system	6	4	10	4	6
6	Management stated that Teaching Staff would be responsible for the management of Attendance Record keeping of their student when the new System takes off	2	3	4	16	5
7	A management structure within the teaching faculty will be required to monitor, enforce and if necessary impose sanctions on persistent offenders about attendance duty	10	8	2	6	4
8	The Management Board considers Business Ethics when setting the college's business objectives.	15	7	2	3	3
9	The Dean states that management has shown a good Leadership in the way the proposed change to the computerised system was agreed.	2	4	10	10	4
10	There should be a consideration for an alternative method of keeping Students' attendance records instead of the Computerised System	10	9	1	8	2
	Total No. of Respondents 30					

DATA ANALYSIS OF SURVEY QUESTIONNAIRE

The mixed methods approach is the general term for when both quantitative and qualitative data collection techniques and analysis procedures are used in research design and analysis. For data analysis for this study, we employed the mixed method approach, which provided us with a better opportunity to answer the research questions stated in above for this study. We employed quantitative and qualitative methods in the analysis of survey questionnaire results. While the qualitative method was employed for the discussion of the semi-structured interview results to understand, interpret and explain the effects of managing change at Nkosa University. Using both approaches in the form of tables, percentages, bar charts and text enabled us to present clear and appropriate results of the study. (Saunders at al 2008; Bryman, 2006). The data collected via survey questionnaire and semi-structured interview were analysed using case studies approach. Survey Questionnaire of 10 statements was designed based on the Likert Scale 1-5. The survey questionnaires were sent to 40 teaching staff as an email attachment and asked to circle one number 1-5 for each statement from

strongly agree to disagree strongly. 30 staff returned the questionnaire fully completed which present a 75% return. The results were analysed and developed into quantitative data shown in Table 2 below. We plotted the table into 10 bar charts for case study analysis shown in Figures 1 to 10 below.

Table (B): *Survey of Teaching and Non-Teaching Staff of the Nkosa University Using Likert Scale Method.*

Statements	Strongly Agree SA		Agree A		No View NV		Disagree DA		Strongly Disagree SDA	
1	15	50%	7	23%	5	17%	3	10%	0	0%
2	11	37%	7	23%	6	20%	4	13%	2	7%
3	20	67%	7	23%	0	0%	3	10%	0	0%
4	8	27%	9	30%	1	3%	12	40%	0	0%
5	6	20%	4	13%	10	33%	4	13%	6	20%
6	2	7%	3	10%	4	13%	16	53%	5	17%
7	10	33%	8	27%	2	7%	6	20%	4	13%
8	15	50%	7	23%	2	7%	3	10%	3	10%
9	2	7%	4	13%	10	33%	10	33%	4	13%
10	10	33%	9	30%	1	3%	8	27%	2	7%
Total No. of Respondent 30										

## ANALYSIS OF SURVEY QUESTIONNAIRE RESULTS
Table (B) is plotted into bar charts shown in Figures 1 to 10 below for ease analysis of the respondents' views on the issue of introducing computerised systems of recording students' attendance records at the Nkosa University, based on the Likert Scales 1-5.

Statement 1
The Management Board stated that a New Computerised System of students' attendance record to enhance students' learning.

Table (1)	15	50%	7	23%	5	17%	3	10%	0	0%

Figure 1

Analysis of Statement 1 Result
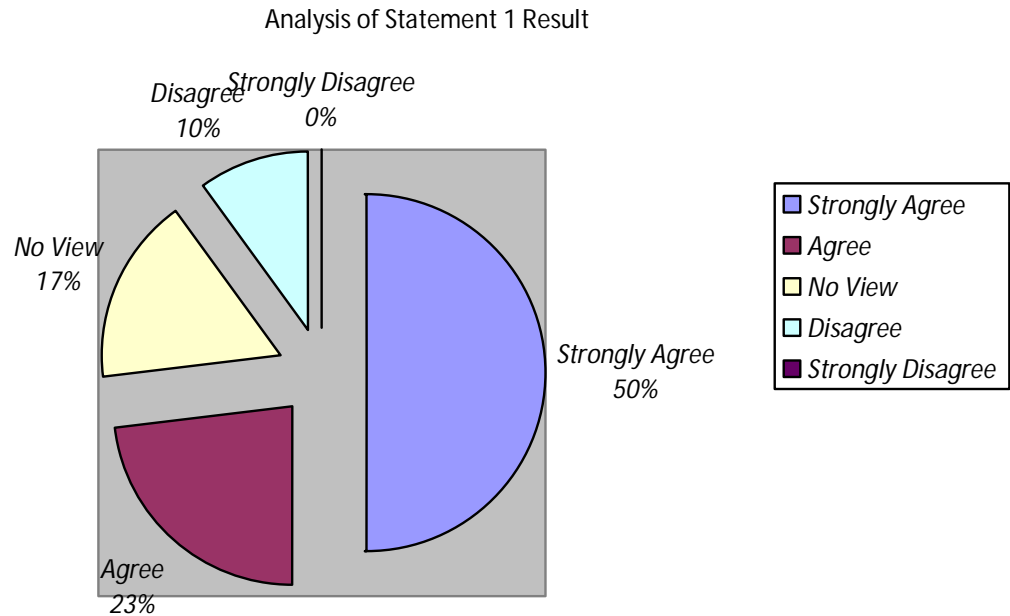
As can be seen from figure.1 above 50% of the respondents strongly agree with management that the computerised system of recording students' attendance will enhance students' learning, which was supported by 23% of the interviewees. However, management should be aware of the 17% who had no view and the 10% of the teaching staff who disagree with the statement
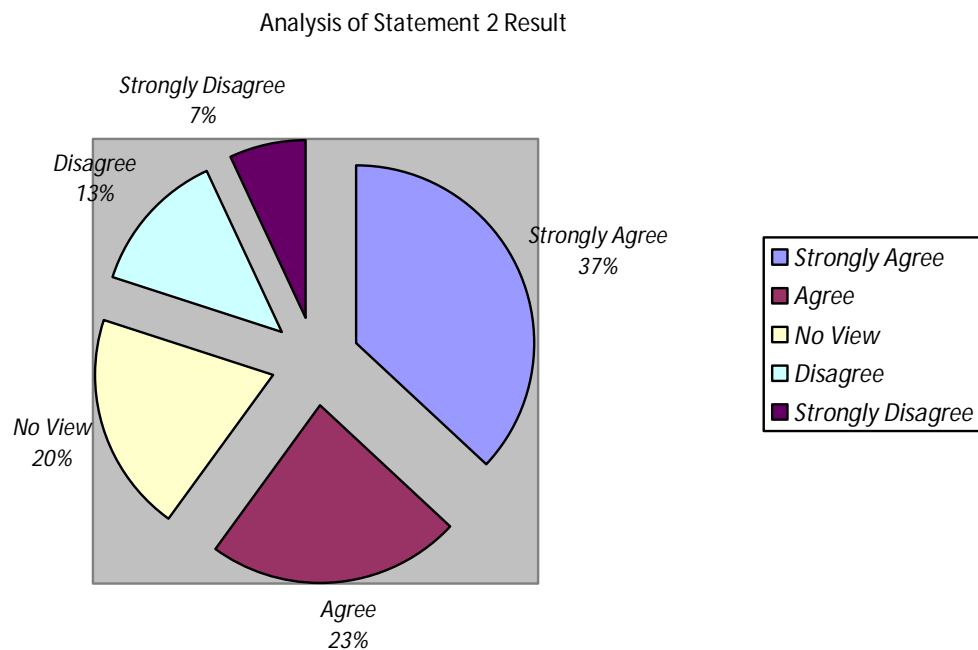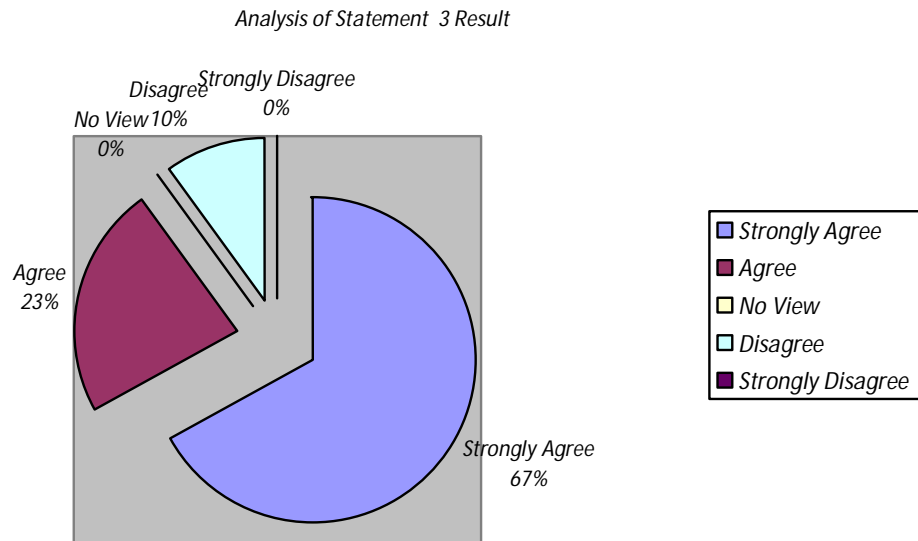
Statement (2)

Management stated that a decision as to the timeline for discontinuing Sentinel and switching over to the new system is still to be made, which is creating uncertainty for staff.

Table (2)	11	37%	7	23%	6	20%	4	13%	2	7%

Figure 2 below showed that 37% and 23% of the respondents strongly agree or agree with management on the timeline for introducing the new system. However, the view of staff is divided, as 20% had no view or

do not know believe that the lack of a timeline to switch over to the new system is causing uncertainty, and 13% disagree, with 7% strongly disagree.   Management needs to create an atmosphere where staff will feel that the new regime will not undermine the position in the college by communicating with the teaching staff and providing information as to when the new system will be introduced.

Figure 2

Analysis of Statement 2 Result

Statement (3)
Management stated that a decision as to the timeline for discontinuing Sentinel and switching over to the new system is still to be made, which is creating uncertainty for staff.

Table (3)	20	67%	7	23%	0	0%	3	10%	0	0%

Figure 3 below indicated that the respondents strongly supported management claim that the new system will reduce students' absenteeism, (67%) with a further 23% supporting the issue and only 10% disagree with this issue. This shows that both management and staff

see the benefit of the computerised system. Management will regard this as gaining support for the new system from the teaching staff.
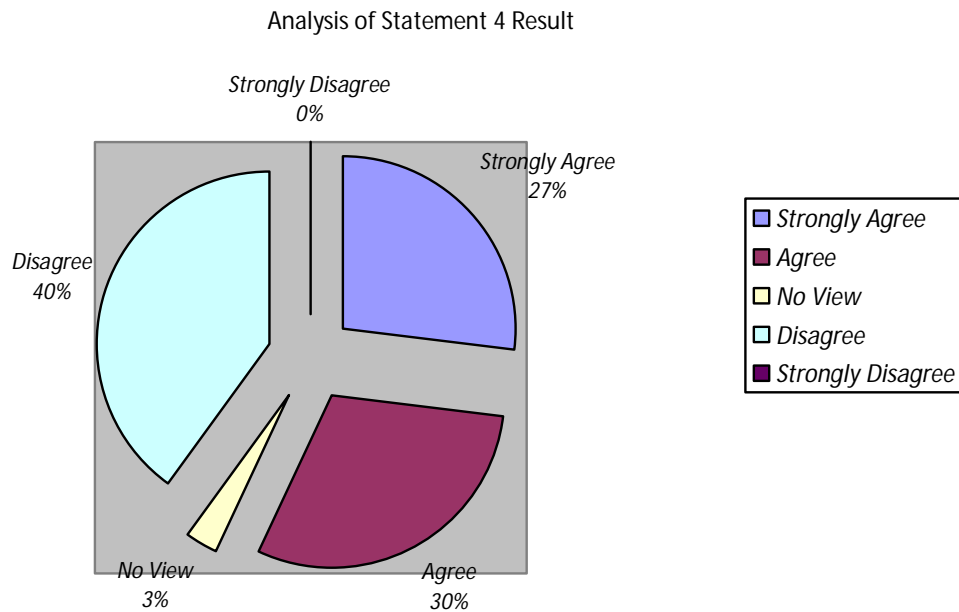
Figure 3

Analysis of Statement 3 Result

Statement (4)

Management claimed that the current system name Sentinel is not producing reliable attendance information as desired

Table 4	8	27%	9	30%	1	3%	12	40%	0	0%

Figure 4 below focused on management claim that the current system of recording students' attendance named 'Sentinel' is not producing reliable information as desired. While 27% of the respondents strongly agree, with a further 30% agreeing with management claim, however, 40% disagree with the administration views, and 3% have no view. This shows that there are still many of teaching staff who thinks that the current system is good. Therefore, management has a lot to do to convince those staff that the new system will be better than the old one.
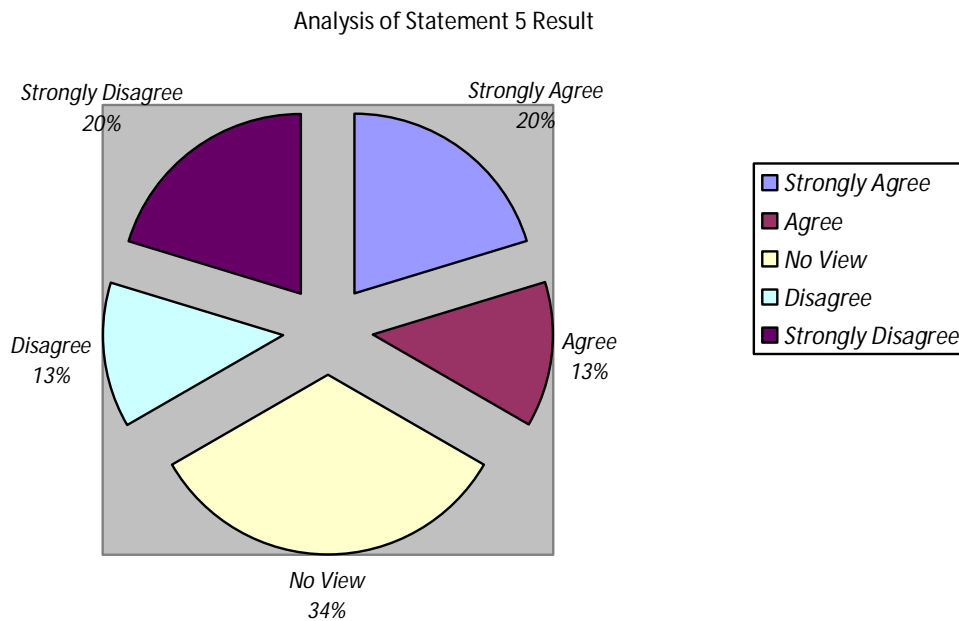
Figure 4

Analysis of Statement 4 Result

Statement (5)

The other two sister colleges C1 & C2 are using a system called CABS. It makes sense that Nkosa University uses a unified system

Table 5	6	20%	4	13%	10	34%	4	13%	6	20%

Figure 5 below only 40% (20%/13%) strongly agree or agree with Management that Nkosa University should use CABS which two sister colleges of the University are using for recording students' attendance. However, 34% of the respondents had no view, with 13% disagreeing and a further 20% strongly disagree with management on using the same system that sister colleges are using for marking students' class attendance.

Figure 5

Analysis of Statement 5 Result

Strongly Disagree 20% Strongly Agree 20%

Disagree 13%

Agree 13%

No View 34%

Legend: Strongly Agree, Agree, No View, Disagree, Strongly Disagree

Statement (6)

Management stated that Teaching Staff would be responsible for the management of Attendance Record keeping of their student when the new System takes

Table 6	2	7%	3	10%	4	13%	16	53%	5	17%

In figure 6 below the results of the study shows that only 20% of the respondents strongly agree, with a further 13% agreeing with management statement that teaching staff will manage the new system. However, 34% of the staff had no view, and 13% disagree, and a further 20% strongly disagree, with management which is further evidence that staff are nearly divided not a hostile with the administration regarding the management of the new system. The major issue facing management in any institution is managing change because people are resistant to change which creates uncertainty in the institution.
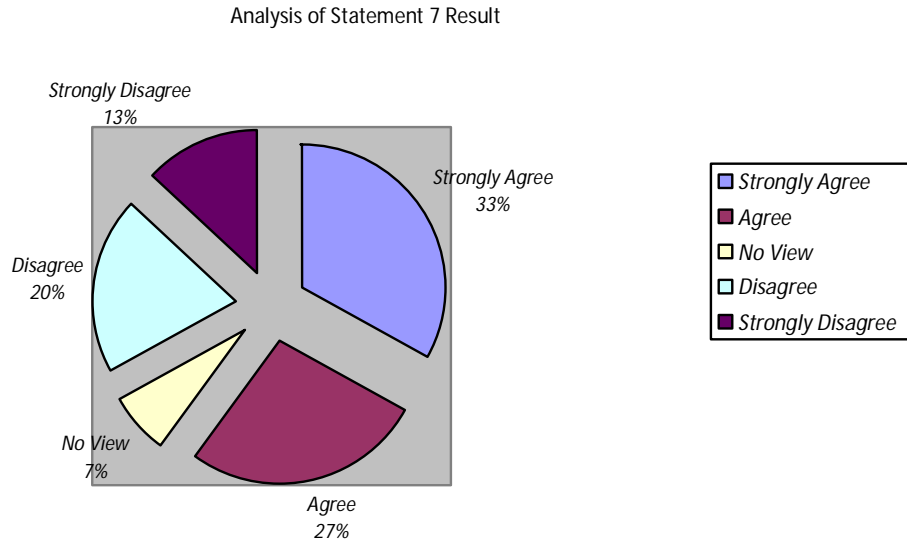
Figure 6

Analysis of Statement 6 Result
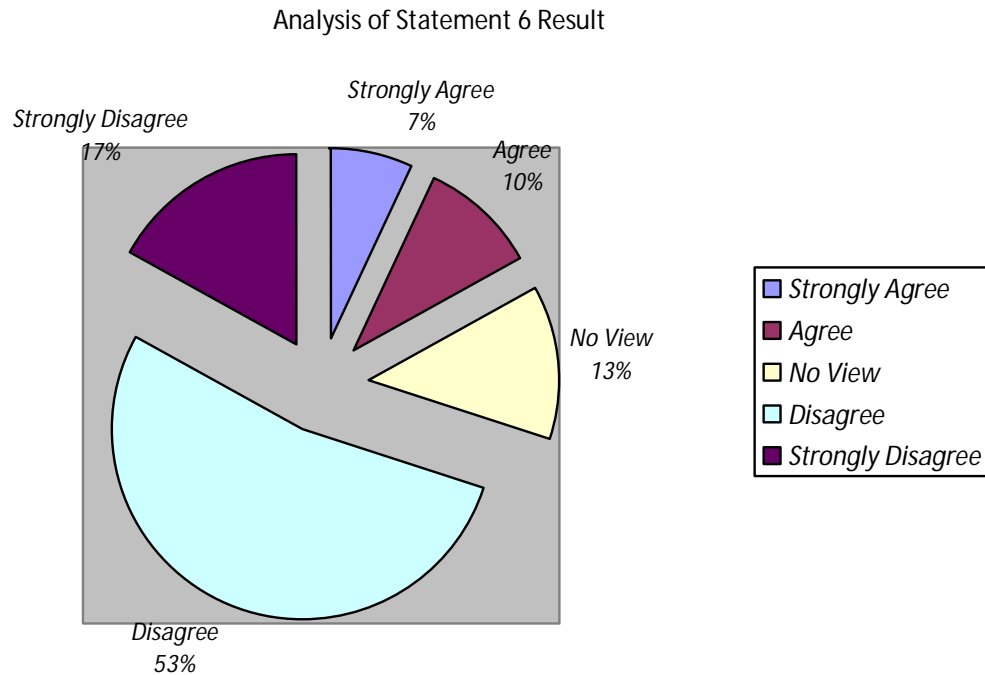
Statement (7)

A management structure within the teaching faculty will be required to monitor, enforce and if necessary impose sanctions on persistent offenders about attendance duty.

Table 7	10	33%	8	27%	2	7%	6	20%	4	13%

In figure 7, was based on the control the implantation and the use of the new system, and here the 33% of the respondents strongly agree, and a further 27% agreed that the changeover should be monitored at a management level. For those respondents who had no view or disagree, or strongly disagree shows that many staff are yet to support the change indicating that Management still has work to persuade staff to support the change. As can be seen in Figure (7), (7%, 20% & 13%) do not support the new change.

Figure 7

Analysis of Statement 7 Result

Statement (8);

The Management Board considers Business Ethics when setting the University's business objectives.

Table 8	15	50%	7	23%	2	7%	3	10%	3	10%

Table (8) and figure (8), below deal with the issue of Business Ethics and business objectives which could affect both operational and strategic management problems and managing change. In this study, 50% of the 30 respondents strongly agree, and another 23% agree that management board of the University take ethics and moral value (which represent business ethics) into consideration when setting institution. We also found from the analysis that only 3% of the respondents had no view, but combined 20% disagree or strongly disagree with statement 8 on business ethics and corporate objectives, as represented in figure eight below.

Figure 8

Analysis of Statement 8 Result
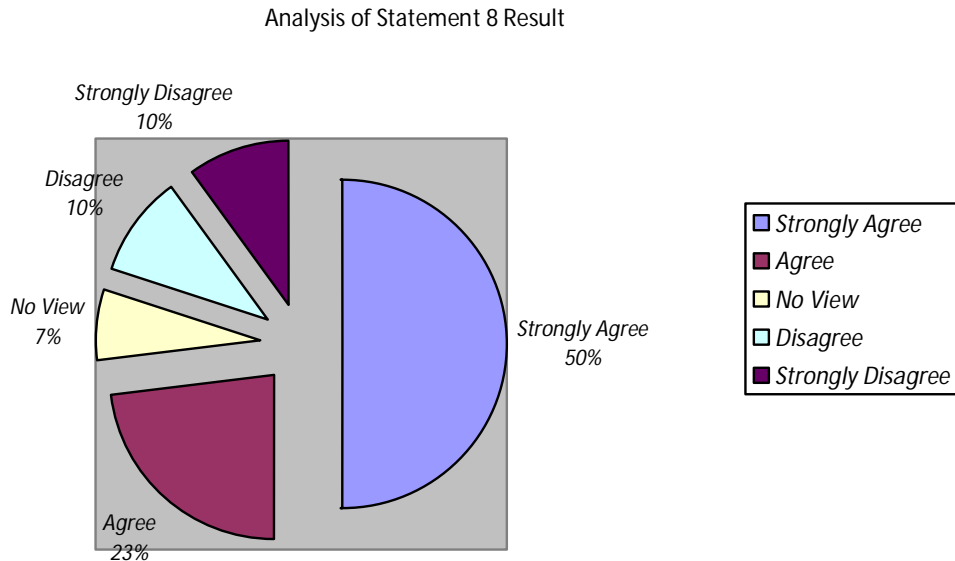
Statement (9)
The Dean states that management has shown a good Leadership in the
way the proposed change to the computerised system was agreed.

Table 9	2	7%	4	13%	10	33%	10	34%	4	13%

Table (9) above show the result of the result of the survey on Leadership and Management, with figure 9, below indicating the analysis of the results of statement 9. As could be seen in figure nine below only 7% of the staff of Nkosa University strongly agree with the declaration 9, followed with 13% supporting the statement. However, 33% of staff had no view, and 33% disagree, and a further 13% strongly disagree that management has shown real leadership on the issue of the computerised system of recording students' lecture attendance. As we indicated in the literature leadership and management face a big challenge when dealing with change which is study result support previous literature on managing change.

Figure 9

Analysis of Statement 9 Result
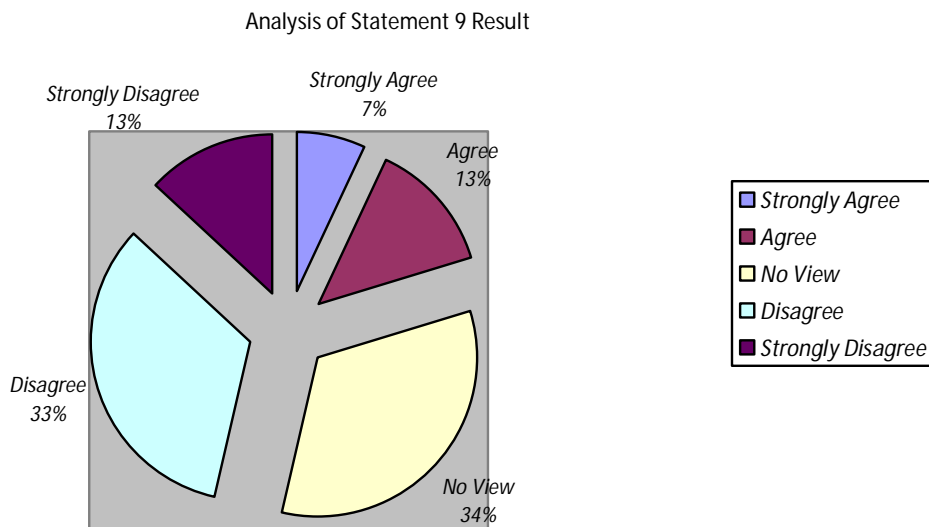
## Statement (10)

There should be a consideration for an alternative method of keeping Students' attendance records instead of the Computerised System

Table 10	10	33%	9	30%	1	3%	8	27%	2	7%

On the issue of alternative methods of keeping students' attendance record. This case study did not consider this issue but when it was put to the staff of the institution under study, 33% strongly agree with statement 10, and a further 30% agree that management should have presented an alternative method. Just 3% of the staff had no view, and 27% disagree with 7% of the respondents strongly disagree with the statement as shown in figure 10 above. In this study, the management of Nkosa University would have presented staff with an alternative method in which the administration should have considered the best method with employees contributing to that debate before the administration takes a decision.

Figure 10

Analysis of Statement 10 Result
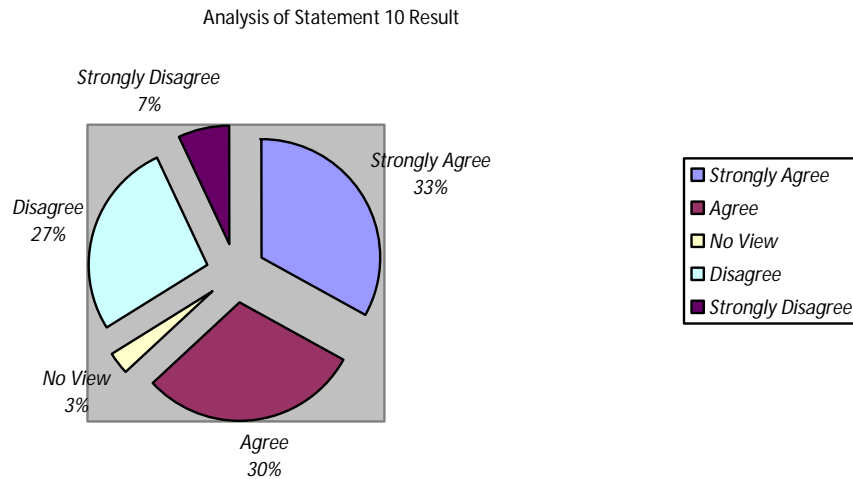
DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

Using tables, figures and percentages to analyse the questionnaire data were to improve the presentation of the results of the findings. The results of the data analysis show that the Management Board of Nkosa University will need to work hard with staff through consultation at every stage of the change if the implantation of the new computerised system is to be successful. The analysis shows that most of the teaching staff is uncertain about some aspect of the new regime, the issue of who is responsible for the management of the scheme. As shown in figure (6) above most of the teaching staff sees it as an additional job, which will affect their teaching if they are to collect the data in classes and enter them into the system at the end of their lectures, as management stated in the consultation document. One area of the change that everyone agreed on is that the current system needs changing to meet the needs of the institution and in line with the four sister colleges who have already implemented and using a computerised system of managing their information. The survey results show that a new computerised system will enable the Nkosa University to meet its information system including students' attendance. Therefore, the Management Board will need to commutate and explain to staff the benefits of the new computerised system and the importance of change if the University is to meet the needs of its stakeholder's groups

CONCLUSIONS

We state that the results from the analysis survey that the teaching staff would go on with the new system if the responsibility for managing it goes to the academic services, which is what the senior staff interviewed from the sister college stated. Also, the literature on the managing change indicated that organisations should carry their workforce with them if the modification is to be successful. Managers are conservative about changes. While they may embrace change within schools, they may be reluctant to change in alterations where the fundamental borders, of schooling, are concerned. Also, they may be cautious or even negative about making changes in their own roles within school organisations since that would be tampering with their own job security. (English, 2008:18). When it comes to internal change, managers are faced with a dilemma. One of their major responsibilities is to secure and maintain organisational stability. They cannot overturn the organisation without endangering its capacity to exist. This study was an investigation of the effects of the management of change in our institution the Nkosa University where the governing council of the institution planned to computerise the system of recording students' attendance record in line with their sister colleges in the group three of them have already implemented the new system. I collected data through survey questionnaire, semi-structured interview and secondary data, which I analysed using case study approach. The results of the findings are discussed here to provide the major conclusions and recommendations for the management board. The results from this study showed that overall majority of the staff of institution agreed with their management board that the single currency system of recording students' lecture attendance does not meet the requirement of the university. There was also wider support that a new computerised system should be introduced. However, staffs were concerned with the uncertainty about the implementation and the management of the new regime. As stated in the research, management had taken decisions that the teaching staff will be responsible for collecting data and input it into the system after classes. As shown from the analysis of data from survey questionnaire, some employees were against introduction the new system. The issue of

managing the system was not acceptable to some employees as that may affect the lecture time, which could have an impact on students' performances if teachers were to handle the system. The literature on the management of change suggests that for change to be successful, management will have to carry staff that will be affected by the change with them. This required effective communications and providing information to staff from the introduction, planning and implementing stages of the modification if it is to be successful. What the study showed is that unless those who are affected by the change are adequately consulted during the process of planning, to the implementation stage such change may not succeed. Management will need to consider the views of staff and communicate and consult widely with all stakeholders affected by the modification of the introduction of the new computerised system is to be acceptable to staff. To show real leadership, management should direct, monitor and provide support to their workforce to manage changes that affect them.

RECOMMENDATIONS

Therefore, in the context of this study the Management Board of Nkosa University will have to show real leadership by taking into considerations the following recommendations if the change is to be acceptable and its implementation successful:

- Draw a timetable for the implementation of the computerised system to remove the uncertainty among the staff of the college about the changes.
- Management should consider a Web-based application for staff to post attendance, final grades, and contact manager activities, a computerised system that will provide a wealth of campus and student information online.
- An integrated system that will provide students, faculty and alumni with a wealth of real-time information and the ability to perform significant transactions on demand from work, home and school.
- Provide more information on the benefits of the new system to the institution and its members including staff and students.

- Involve the members of the faculty in the process of change from planning to the implementation of the new system is to be successful.
- Provide provision for the training of staff who will manage the changes.
- Explain the importance of using a computerised system for recording students' attendance, which will improve students' performance.
- Demonstrate how the new system would provide efficient management of information technology in the institution.

Within the context of this study about the literature on change management, the proposed changes by Nkosa University could be successful by taking into consideration the finding and recommendations from this study.

FUTURE STUDY

The weakness of this study is based on methods of data collected for the study. The study should have been improved if interview included in the data collection from both senior staff and management level, was conducted. Such interview should have included staff from the sister college of the institution who has already implemented such system. A new survey should include all the five colleges within the group using comparative analysis this will provide results, which could be applied to other independent institutions operation in this environment. A new study could include leadership theories such distributed or transformation and management of change. A study employing Grounded Theory Approach could develop a new understanding in the areas of the management of change.

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