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CHANGE MANAGEMENT STRATEGIES AND PERFORMANCE OF AKWA IBOM STATE POLYTECHNIC IKOT OSURUA, AKWA IBOM STATE, NIGERIA

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ABSTRACT

This study examined the effect of change management strategies on the performance of Akwa Ibom State Polytechnic, Ikot Osurua, Akwa Ibom State, Nigeria. The study focused on three key dimensions: Leadership Support, Training and Capacity Development, and Technological/Structural Transformation. A survey research design was adopted, and data were collected from a sample of 285 staff members using a structured questionnaire. Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (multiple regression analysis). The findings revealed that Leadership Support has a significant positive effect on Polytechnic performance ($\beta = 0.238$, $p < 0.01$). Training and Capacity Development also showed a significant positive influence on performance ($\beta = 0.202$, $p < 0.01$), while Transformation (Technological/Structural change) significantly enhances institutional performance ($\beta = 0.219$, $p < 0.01$). The model summary indicated that these variables jointly explain 69.7% of the variation in performance ($R^2 = 0.697$), suggesting a strong relationship between change management strategies and institutional effectiveness. The study concluded that effective implementation of change management strategies improves performance. It recommends increased leadership involvement, continuous staff training, and adoption of modern technologies to enhance efficiency and service delivery.

1. INTRODUCTION

In today's dynamic and competitive environment, organizations are constantly required to adapt to changes in order to remain relevant and effective. Changes in technology,

globalization, policy reforms, and stakeholder expectations have compelled many institutions to adopt various strategies to improve their operations and performance (Adeoye & Olumide, 2022). Being that organizations operate in an ever-changing environment, it is pertinent to react in such a way that will bring positive result to the organization (Uwa and Johnson, 2017). This process of adjusting organizational structures, systems, and processes to respond effectively to internal and external pressures is known as change management. Change management strategies therefore refer to deliberate and structured approaches adopted by organizations to guide employees and stakeholders through transitions, ensuring that new policies, systems, or procedures are successfully implemented and sustained (Okoye & Chukwuma, 2024).The business environment in this 21st century is characterized with global ideal, dynamic and complex business philosophy with different organizational culture (Akpaetor, Emerole & Okebaram, 2024).

Across the world, educational institutions are not immune to the pressures of change. The increasing demand for quality education, technological advancement in teaching and learning processes, and the need for improved administrative efficiency have forced higher institutions to implement new policies, restructure administrative frameworks, and introduce innovative management practices (Nwankwo & Adeyemi, 2021). Effective change management has therefore become an essential tool for institutional growth, improved service delivery, and overall organizational performance. Without appropriate strategies for managing change, institutions may experience resistance from employees, reduced productivity, and inefficiency in service delivery (Nwachukwu et al., 2022).

In the Nigerian educational sector, particularly in public tertiary institutions, the need for effective change management has become more critical due to increasing challenges such as inadequate funding, rapid technological development, evolving government policies, and the growing demand for quality education. Polytechnic institutions, which play a crucial role in technical and vocational education, are expected to continually adjust their operational strategies in order to remain competitive and fulfill their mandate of producing skilled manpower for national development (Singh & Sharma, 2020These changes often require institutional leadership to implement strategies such as effective communication, employee participation, training and development, and technological transformation to enhance performance (Kotter & Schlesinger, 2021).

Performance in educational institutions is often measured through indicators such as employee productivity, service delivery, operational efficiency, and the ability to achieve institutional objectives (Adeoye & Olumide, 2022). When change is effectively managed,

employees are more likely to adapt to new systems and procedures, which in turn improves their productivity and enhances the overall performance of the institution (Nwachukwu et al., 2022). Conversely, poorly managed change can lead to confusion, resistance among staff, decreased morale, and ultimately poor organizational outcomes (Okoye & Chukwuma, 2024).Successful organizations are the ones with specific time-table for the use of its resources and processes required by a business to provide services (Akpaetor & Akpan, 2022) Akwa Ibom State Polytechnic, located in Ikot Osurua in Ikot Ekpene, Akwa Ibom State, is one of the prominent tertiary institutions in Nigeria responsible for providing technical and vocational education. Like many public institutions, the polytechnic operates in an environment characterized by continuous reforms in academic programs, administrative procedures, and technological systems. These reforms require effective change management strategies to ensure that staff members adapt to new systems and institutional goals are achieved efficiently.Traditional organisation structures are usually characterised by complicated layers and lines of responsibility with certain details of information reporting procedures. Nowadays, most managers realise the disadvantages of bureaucratic structures in slowing the processes and raising constraints on information flow (Akpan, Akpetor and Uwa, 2013).

However, despite the implementation of various reforms in Nigerian tertiary institutions, challenges such as resistance to change, inadequate staff involvement in decision-making, poor communication of institutional policies, and limited training opportunities continue to affect the effectiveness of change initiatives.As strategic change is certain to occur, management in most banks ignore affected employees by not communicating to them in honest and timely manner (Akpaetor and Madubuike, 2022). These challenges may ultimately influence the performance of staff and the overall effectiveness of the institution.If the operating system is at the expected level of productivity, then the system must be deployed to all functions (Akpaetor, Emerole & Okebaram, 2024).

It is therefore important to examine how change management strategies influence organizational performance within tertiary institutions. Understanding the relationship between change management strategies and performance will help institutional administrators develop effective policies that can enhance productivity, improve service delivery, and strengthen institutional development. Against this background, this study seeks to examine the relationship between change management strategies and the performance of Akwa Ibom State Polytechnic, Ikot Osurua, Akwa Ibom State, Nigeria.

1.2 Statement of the Problem

Most organizations across the world have been confronted with rapid changes arising from technological advancement, globalization, policy reforms, and increasing stakeholder expectations. Educational institutions, particularly tertiary institutions, are not exempt from these changes. To remain effective and competitive, institutions are required to adopt appropriate change management strategies that enable them to adjust their structures, policies, and operational processes. Effective change management helps organizations minimize resistance, improve employee commitment, and enhance overall institutional performance. However, when changes are poorly managed, they can lead to confusion among staff, reduced productivity, and inefficiency in service delivery.

In Nigeria, public tertiary institutions have undergone several reforms aimed at improving the quality of education, administrative efficiency, and institutional competitiveness. These reforms often involve the introduction of new technologies, restructuring of administrative procedures, changes in academic policies, and the adoption of modern management practices. Despite these efforts, many institutions still experience difficulties in implementing change effectively. Challenges such as poor communication of change initiatives, limited involvement of staff in decision-making, inadequate training and development programs, and resistance to new systems often hinder the successful implementation of change strategies.

Akwa Ibom State Polytechnic, located in Ikot Ekpene in Akwa Ibom State, has also experienced various institutional changes aimed at improving academic and administrative performance. These changes include policy adjustments, adoption of new administrative processes, and attempts to modernize institutional operations. However, despite these initiatives, there are concerns about the level of employee productivity, efficiency in service delivery, and overall institutional performance. In some cases, staff may find it difficult to adapt to new systems due to inadequate training, poor communication of change objectives, or limited participation in the change process.

Furthermore, resistance to change among employees, lack of effective leadership support, and insufficient capacity development programs may weaken the effectiveness of change initiatives within the institution. When change is not effectively managed, it can negatively affect employee morale, reduce work efficiency, and hinder the achievement of institutional goals. This situation raises important questions about whether the change management strategies adopted by the institution are effective enough to enhance performance.

Despite the importance of change management in improving organizational outcomes, limited empirical studies have specifically examined how change management strategies

influence the performance of polytechnic institutions in Nigeria, particularly in Akwa Ibom State. This gap in knowledge makes it necessary to investigate the role of change management strategies in enhancing institutional performance.

It is against this backdrop that this study seeks to examine the effect of change management strategies on the performance of Akwa Ibom State Polytechnic, Ikot Osurua, Akwa Ibom State, with a view to determining how effective change management practices can improve employee productivity, service delivery, and overall institutional effectiveness.

1.3 Objectives of the Study

The main objective of this study is to examine the influence of change management strategies on the performance of Akwa Ibom State Polytechnic, Ikot Osurua, Akwa Ibom State, Nigeria.

The specific objectives of the study are to:

1. Assess the effect of Leadership Support on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.
2. Determine the impact of Training and Capacity Development on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.
3. Examine the influence of Transformation (Technological and Structural change) on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

1.4 Research Questions

The following research questions was to guide the study on change management strategies and performance of Akwa Ibom State Polytechnic**,** Ikot Osurua, Akwa Ibom State, Nigeria:

1. To what extent does Leadership Support affect the performance of Akwa Ibom State Polytechnic, Ikot Osurua?
2. To what extent does Training and Capacity Development influence the performance of Akwa Ibom State Polytechnic, Ikot Osurua?
3. To what extent does Transformation (Technological and Structural change) impact the performance of Akwa Ibom State Polytechnic, Ikot Osurua?

1.5 Research Hypotheses

The following null hypotheses (H_0)were formulated to guide the study on change management strategies and performance of Akwa Ibom State Polytechnic, Ikot Osurua, Akwa Ibom State, Nigeria:

H_{01}: Leadership Support has no significant effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

H_{02}: Training and Capacity Development has no significant effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

H_{03}: Transformation (Technological and Structural change) has no significant effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

2. REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

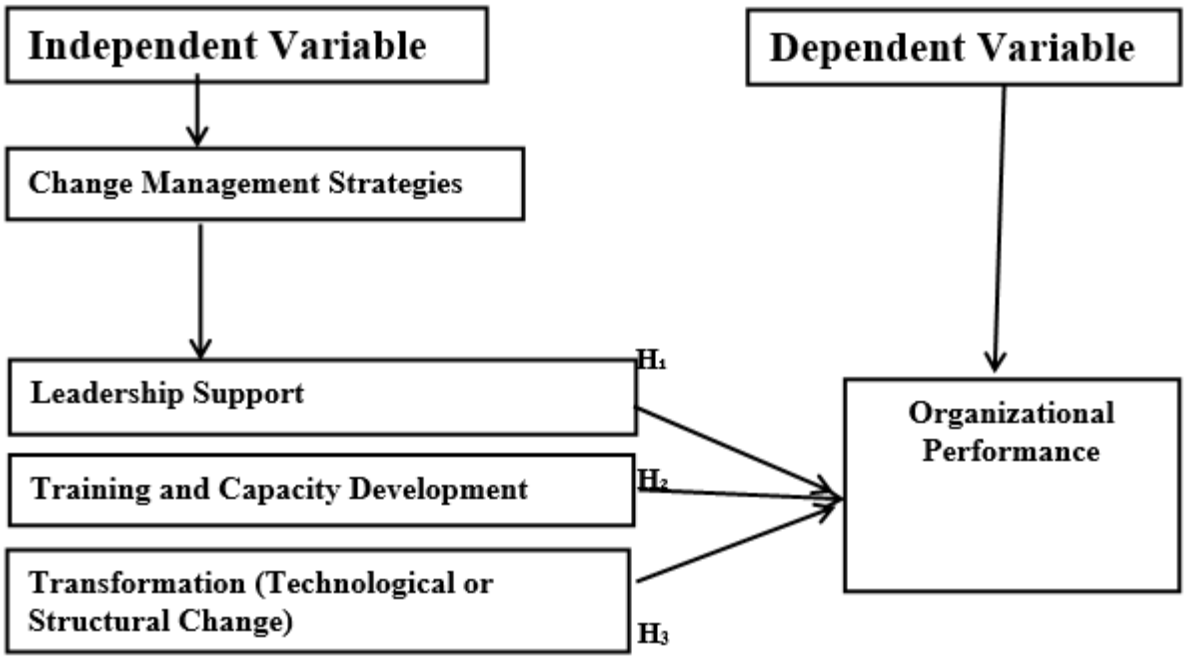

Figure (2.1) Model of Change Management Strategiesand Organizational Performance by the researcher. (2026)

Sources: Developed by the Researcher, (2026).

2.1.1 Concept of Change Management Strategies

In contemporary organizational literature, change management is increasingly viewed as a comprehensive process that combines planning, communication, employee involvement, leadership, and continuous support to foster adaptability and resilience. This is particularly significant in dynamic environments where institutions must respond effectively to external pressures such as technological innovations, policy reforms, and competitive demands (Rouissi, 2025).Change management strategies refer to the structured approaches organizations use to guide and implement change initiatives successfully while ensuring minimal disruption and maximum acceptance among stakeholders. These strategies are designed to help organizations transition from current practices to desired future states by addressing both technical and human elements of change (Bavardi, 2025).The growth of

management not only involves the acquisition of knowledge, competence and experience, but also the development of resilience (Imagha, Ugwunwanyi & Akpaetor, 2021).

Effective change management strategies emphasize clear communication to ensure that stakeholders understand the purpose, scope, and expected outcomes of change. Research indicates that continuous and transparent communication reduces uncertainty and improves employee engagement during transitions (Azubuike et al., 2024). Furthermore, involving employees early in the change process enhances their commitment, reduces resistance, and fosters a sense of ownership over new initiatives (Bakir & Tyas, 2024).Training and development are critical components of change management because they equip employees with the skills and competencies needed to adapt to new systems, technologies, and procedures. A lack of adequate training has been identified as a barrier to successful change implementation, leading to resistance and reduced performance outcomes (IJNRD, 2024). Leadership support is also central to effective change strategies. Leaders serve as change champions who articulate vision, provide direction, and motivate staff to embrace new organizational realities. Strong leadership has been empirically linked to improved change adoption and organizational performance (Bavardi, 2025).

Resistance management is another key aspect of change strategies. Resistance often arises from fear of the unknown, uncertainty, or a perceived threat to job security, and addressing these concerns proactively is critical to ensuring that change initiatives succeed (IJNRD, 2024).

2.1.2 Dimensions of Change Management Strategies

a. Leadership Support

Leadership support is a critical dimension of change management strategies, as it determines the direction, commitment, and success of any change initiative within an organization. It refers to the extent to which top management and institutional leaders actively promote, guide, and sustain change efforts. Effective leadership provides a clear vision, sets achievable goals, and ensures that all members of the organization understand the purpose and benefits of the change process. Leaders must take ethical decisions in their daily activities by ensuring that they set themselves as role model by complying with the needed change (Uwa Akpaetor and Johnson, 2018). Studies have shown that leadership commitment significantly influences the success of organizational change and enhances employee acceptance of new initiatives (Al-Haddad & Kotnour, 2019; Oreg & Berson, 2021).

In the context of tertiary institutions such as Akwa Ibom State Polytechnic in Akwa Ibom State, leadership support plays a vital role in ensuring that academic and administrative

reforms are successfully implemented. Leaders are expected to communicate change objectives clearly, allocate necessary resources, and motivate staff to embrace new policies and systems. When leaders demonstrate commitment and provide continuous support, employees are more likely to trust the process and align their efforts with institutional goals (Errida & Lotfi, 2021).

Conversely, lack of leadership support can lead to uncertainty, resistance among employees, and failure of change initiatives. Employees may feel disconnected from the change process, resulting in low morale and reduced productivity. Therefore, strong leadership involvement is essential for fostering a positive attitude toward change and improving organizational performance (Hussain et al., 2018; Oreg & Berson, 2021).

b. Training and Capacity Development

Training and capacity development refer to the systematic efforts made by an organization to equip its employees with the knowledge, skills, and competencies required to adapt to change. It is a crucial component of change management because it prepares staff to effectively implement new systems, technologies, and procedures introduced during organizational transformation. Empirical studies have established that employee training significantly improves adaptability and reduces resistance to organizational change (Noe et al., 2020; Salas et al., 2022).Generally, no organization is perfect about its resources. Organizations must face scarcity of resources, at least, in one area. When such situations occur in an organization, employees as well as organizations do not just compete for the limited resources, they fight for it (Etim, Brownson & Akpaetor, 2023)

In higher institutions, change often involves the adoption of new teaching methods, administrative processes, or digital systems. Without adequate training, employees may struggle to cope with these changes, leading to inefficiency and resistance. At Akwa Ibom State Polytechnic, training programs such as workshops, seminars, and professional development courses are essential for enhancing staff competence and confidence during periods of change.

Effective capacity development ensures that employees are not only aware of the changes but are also capable of performing their roles efficiently within the new system. It reduces fear of the unknown, enhances adaptability, and promotes innovation among staff (Salas et al., 2022; Cascio & Montealegre, 2016). On the other hand, inadequate training can result in errors, delays, and poor service delivery, ultimately affecting the performance of the institution. Therefore, continuous investment in staff development is necessary for successful change implementation and improved organizational outcomes.

c. Transformation (Technological or Structural Change)

Technological or structural change refers to the introduction of new technologies, systems, processes, or organizational structures aimed at improving efficiency and effectiveness. Rampant changes in the external environment shows that the structure of an organization should be design with the resilience to withstand threats (Ekutu, 2020). This dimension is often a key driver of change in modern organizations, particularly in educational institutions where digital transformation and administrative reforms are increasingly important. Research indicates that technological innovation significantly enhances organizational performance when effectively integrated into existing systems (Vial, 2019; Kane et al., 2021).

Technological change may involve the adoption of information and communication technologies (ICT), such as digital record systems, e-learning platforms, and automated administrative processes. Structural change, on the other hand, includes modifications in organizational hierarchy, departmental functions, or reporting relationships to enhance coordination and efficiency.

In institutions like Akwa Ibom State Polytechnic, technological and structural changes are necessary to meet the demands of modern education and improve service delivery. For instance, the implementation of online registration systems, digital result processing, and updated administrative structures can significantly enhance operational efficiency and reduce delays (Bond et al., 2020).However, these changes can also present challenges, especially when employees are not adequately prepared or when the changes are not properly communicated. Resistance may arise due to fear of job loss, increased workload, or lack of technical skills. Therefore, successful implementation of technological and structural change requires proper planning, effective communication, and adequate training (Vial, 2019; Kane et al., 2021).

2.1.3 Concept of Organizational Performance

Organizational performance refers to the extent to which an institution achieves its stated goals effectively and efficiently. It is a multidimensional concept that measures the overall success of an organization in fulfilling its objectives, delivering quality services, and maintaining operational efficiency (Ali et al., 2023). Effective performance can be measured using the extent to which it relate with the mission of the organization (Johnson,Emerole and Okebaram, 2024). In the context of educational institutions, organizational performance is often assessed through academic quality, staff productivity, administrative efficiency, service delivery, and the achievement of institutional goals.Proper dissemination of information via

technology empowers governments, institutions and individuals who sufficiently integrate it into their organizational structure. (Imagha et al., 2023).

Scholars argue that organizational performance is influenced by both internal and external factors. Internally, management practices, leadership effectiveness, staff competence, and institutional resources play critical roles. Externally, environmental pressures such as policy reforms, technological advancements, and stakeholder expectations affect performance outcomes (Eze et al., 2024). Effective organizational performance implies that the institution not only meets quantitative targets, such as graduation rates and enrollment figures, but also qualitative outcomes, including stakeholder satisfaction and service quality.

Performance in organizations can be conceptualized along several dimensions, including employee productivity, service delivery, operational efficiency, quality of services, and overall institutional effectiveness (Onwuka & Chukwuma, 2025). Employee productivity reflects the ability of staff to execute their tasks efficiently and meet organizational targets. Service delivery assesses the institution's capacity to provide timely and high-quality academic and administrative services. Operational efficiency measures the optimal use of resources to achieve organizational goals. Quality of services focuses on the standard of education, research outputs, and stakeholder satisfaction. Overall institutional effectiveness reflects the cumulative outcome of these dimensions in achieving strategic objectives.

In tertiary institutions such as Akwa Ibom State Polytechnic, organizational performance is crucial for sustaining competitiveness, improving educational outcomes, and enhancing stakeholder trust. Effective change management strategies directly influence performance by fostering adaptability, innovation, and commitment among staff members, thereby enhancing both individual and institutional outcomes (Ali et al., 2023).

2.1.4 Dimensions of Organizational Performance

1. Employee Productivity

Employee productivity refers to the efficiency and effectiveness with which staff members perform their duties and achieve organizational goals. High productivity indicates that employees are utilizing resources optimally, completing tasks within set timelines, and contributing to overall institutional success. Productivity is often influenced by motivation, skill levels, work environment, and leadership support (Bakir & Tyas, 2024). The essence is to maximize profit by capturing consumer surplus, but the difficulty is in comprehending customer preferences and willingness to pay (Bassey, Ekanem & Edem, 2025). Efficiency is performance measured in terms of inputs and outputs; hence, a higher volume produced for a

given input volume indicates greater efficiency. Effectiveness is measured by how well intended goals are accomplished (Ekanem *et al.* 2022).

2. Service Delivery

Service delivery measures the institution's ability to provide timely, reliable, and quality academic and administrative services. This includes teaching, research, student support services, and other institutional functions. Effective service delivery enhances stakeholder satisfaction and strengthens the institution's reputation (Onwuka & Chukwuma, 2025). Companies can succeed by going to an uncontested market space without competition. It refers to the undiscovered market area (Uttong, Ekanem & Uwa, 2024). Organization performance has been the most important consideration for every organization, be it profit or non-profit organization (Uforo et al. 2022)

3. Operational Efficiency

Operational efficiency refers to the optimal use of institutional resources — including finances, human resources, and technology — to achieve organizational objectives. Efficient operations reduce waste, lower costs, and improve the quality of institutional processes, thereby contributing to enhanced performance outcomes (Eze et al., 2024). Management can improve efficiency by adopting techniques such as assigning employees to task that aligns with their skills, adopting clear communication, setting clearer goals and attaching rewards to performance (Johnson, Okebaram and Emerole, 2024).The word performance is derived from job performance or actual performance, which refers to an individual's actual accomplishment at work (Ekanem et al. 2026). Performance is a fundamental measure of an organization‟s ability to achieve its strategic objectives effectively and efficiently (Ekanem & Efi, 2025).

2.2 Theoretical Framework

In this study, two major theories are adopted: Lewin's Change Management Theory and Kotter's 8-Step Change Model, both of which provide a comprehensive explanation of how organizations can successfully implement change and improve performance.

1. Lewin's Change Management Theoryby Kurt Lewin (1947)

Kurt Lewin's three-step model—Unfreeze, Change, and Refreeze—provides a foundational framework for understanding organizational change. The model posits that organizations must first prepare for change by breaking down existing structures and mindsets (Unfreeze), implement the desired changes (Change), and then stabilize the new practices to ensure long-term sustainability (Refreeze) (Cameron & Green, 2021).

In the unfreezing stage, institutions recognize the need for change by creating awareness and addressing resistance among employees. At this stage, leadership support plays a crucial role in communicating the need for change and motivating staff to accept new directions. During the change (transition) stage, employees begin to adopt new processes, systems, and behaviors. Training and capacity development are essential at this point, as they equip staff with the necessary skills and knowledge to adapt effectively. In the refreezing stage, the new practices are institutionalized and integrated into daily operations. Technological and structural transformation ensures that these changes are sustained by embedding them into the organizational system.

Lewin's model is particularly relevant to tertiary institutions where changes in curriculum, administration, and technology require careful planning, staff involvement, and continuous support to enhance performance outcomes.

2. Kotter's 8-Step Change Model by John P. Kotter (1995)

Kotter's 8-step model provides a more detailed and practical approach to implementing organizational change. The model outlines a sequence of steps including creating a sense of urgency, forming a guiding coalition, developing and communicating a vision, empowering employees, generating short-term wins, consolidating gains, and anchoring new approaches into the organizational culture (Kotter, 1995).

This model emphasizes the importance of leadership, communication, and employee involvement throughout the change process. Leadership support is critical in creating urgency and guiding the change process, while training and capacity development empower employees to implement new strategies effectively. Technological and structural change is reinforced during the later stages of the model, where new systems and processes are institutionalized to sustain performance improvements. Empirical studies have shown that organizations that follow Kotter's model experience improvements in productivity, service delivery, and operational efficiency (Rouissi, 2025; IJNRD, 2024).

Integration of Theories

Both Lewin's and Kotter's models emphasize that successful change management requires structured planning, strong leadership, employee involvement, and continuous capacity development. In this study, the dimensions of change management strategies; Leadership Support, Training and Capacity Development, and Technological/Structural change are anchored in these theories. Leadership support aligns with the need for direction and

motivation in both models, training facilitates the transition stage, while transformation ensures sustainability of change outcomes.

Collectively, these theories explain how effective implementation of change management strategies leads to improved organizational performance, including enhanced service delivery, operational efficiency, employee productivity, and institutional effectiveness in tertiary institutions.

2.3 Empirical Review

Salas *et al.* (2022) examined organizational training effectiveness in U.S.-based organizations using a quantitative survey design. Data were collected from a sample size of 310 employees and analyzed using regression analysis. The findings revealed that employee training significantly improved adaptability ($\beta = 0.43$, $p < 0.01$) and job performance ($\beta = 0.39$, $p < 0.01$). The study concluded that structured training programs enhance employee readiness for organizational change.

Oreg and Berson (2021) examined the influence of leadership on organizational change in selected firms in Israel using a survey research design. The study adopted a structured questionnaire and analyzed data from a sample size of 312 employees using regression analysis. The findings revealed that transformational leadership had a significant positive effect on employee commitment ($\beta = 0.41$, $p < 0.01$) and change acceptance ($\beta = 0.36$, $p < 0.01$). The study concluded that leadership support plays a critical role in facilitating successful change implementation.

Errida and Lotfi (2021) conducted a study across European organizations, focusing on determinants of change management success. Using a quantitative approach with a sample size of 250 respondents, data were analyzed using Structural Equation Modeling (SEM). The results indicated that leadership support had a significant positive effect on change success ($\beta = 0.52$, $p < 0.001$). The study emphasized that management commitment is essential for effective organizational transformation.

Verhoef et al. (2021) examined digital and structural transformation in European organizations using a quantitative research design. Data were collected from 310 employees and analyzed using Structural Equation Modeling (SEM). The findings showed that combined technological and structural changes significantly improved organizational performance ($\beta = 0.50$, $p < 0.001$) and strategic growth ($\beta = 0.47$, $p < 0.01$). The study concluded that integrated transformation strategies lead to superior outcomes.

Kraiger and Ford (2021) studied training and skill acquisition in international organizations using a survey research design. Data were collected from 300 employees and analyzed using

regression analysis. The results indicated that effective training significantly enhanced skill acquisition ($\beta = 0.47$, $p < 0.01$) and organizational productivity ($\beta = 0.41$, $p < 0.01$). The study concluded that training is a key driver of organizational performance.

3. RESEARCH METHODOLOGY

This section presents the research methodology adopted in the study. It covers the research design, population, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

The study adopted a descriptive survey design. This design is appropriate for collecting data on existing perceptions, behaviors, and practices regarding Leadership Support, Training and Capacity Development and Technological and Structural change, and organizational performance at Akwa Ibom State Polytechnic. The study employedmultiple regression analysisto determine the extent to which the independent variables predict the dependent variable (organizational performance).

3.2 Population of the Study

The population of this study comprises all staff and management members of Akwa Ibom State Polytechnic, Ikot Osurua, who are involved in decision-making or affected by institutional change initiatives. Since management staff are usually a subset of administrative personnel but are separated here for clarity, the population can be organized into three categories as follows:

Table 3.1a: Population of the Study.

S/N	Category of Staff	Population
1	Academic Staff	600
2	Administrative Staff	500
3	Management Staff	100
Total		**1,200**

Source: Data from Field Survey, 2026

Table 3.1aabove shows that, according to the Polytechnic Human Resource records (2025), the population consists of 1,200 staff members (600 academic and 600 administrative/management staff).

3.3 Sample Size Determination

Since the total population (N) is 1,200 employees, the sample size was determined using Taro Yamane's (1967)

$$n = \frac{N}{1+ N (e)^2}$$

Where; n = Samples Size

N = Population

E = level of significance

From the formula above, the sample size of this study is computed as:

$$n = \frac{1,200}{1+1,200 (0.05)^2}$$

$$n = \frac{1,200}{1+ 1,200 (0.0025)}$$

$$n = \frac{1,200}{4}$$

n = 300

3.4 Sampling Technique

A sample of 300 respondents were selected for this study, representing 25% of the total population. The study will employ purposive and stratified sampling techniques to ensure appropriate representation of respondents. Purposive sampling was used to select participants who possess relevant knowledge and direct experience with change initiatives, ensuring that the information obtained is meaningful and reliable.In addition, stratified sampling was applied by dividing the population into academic, administrative, and management staff, allowing proportional representation from each group using, Bowley's formula as follows:

$$nh = \frac{nNH}{N}$$

Where: n = sample size

NH = population of a strata

N =population

Therefore;

$$NH = \frac{300 \times 600}{1,200} = \frac{180,000}{1,200} = 150$$

$$NH = \frac{300 \times 500}{1,200} = \frac{150,000}{1,200} = 125$$

$$NH = \frac{300 \times 100}{1,200} = \frac{30,000}{200} = 25$$

$$NH = 150 + 125 + 25 = 300$$

3.5 Sources of Data

The research employed Primary data where first hand data were obtained by the use of questionnaires administration to the respondents.

3.6 Method of data collection

Instrument for data collection was structured questionnaires method. The simple random sampling technique was employed in the administration of the research instrument for data collection.

3.7 Description of the Instrument

The research instrument that was employed for data collection in this study is a structured questionnaire using a five-point adjusted likert scale format. The questionnaire used for the study is divided into two sections; A & B and was distributed to all the respondents. (Also called bio-data) of the respondents. The ranking will be assigned as follows; strongly agreed (SA) = 5 points, Agreed (A) = 4 points, Undecided (U) = 3 points, Disagreed (D) = 2 points, strongly disagreed (SD) = 1 point.

3.9 Validity of the Research Instrument

To ensure content validity, the questionnaire was reviewed by experts in organizational management and educational administration, who is also the supervisor of this research in the department of business administration, Akwa Ibom State. The feedback was used to revise ambiguous or unclear items. Face validitywas also conducted through a pilot test with 20 staff members from a neighboring institution not included in the study sample.

3.10 Reliability of Research Instrument

Reliability refers to the extent to which a research instrument consistently measures what it is intended to measure. In this study, the primary instrument for data collection is a structured questionnaire designed to obtain information from staff of Akwa Ibom State Polytechnic, Ikot

Osurua on change management strategies (communication strategy and employee participation)and their influence on organizational performance. To ensure the reliability of the instrument, the study employed Cronbach's Alpha coefficient method.

Internal Consistency (Cronbach's Alpha)

Internal consistency refers to the extent to which items in a research instrument measure the same underlying construct. In this study, internal consistency was assessed using Cronbach's Alpha (α), a widely used statistical tool for determining the reliability of Likert-scale instruments. Cronbach's Alpha evaluates how closely related a set of items are, thereby indicating the degree to which they consistently measure a particular variable.

The reliability of the questionnaire was tested across the four constructs: Leadership Support, Training and Capacity Development, Transformation (Technological/Structural Change), and Organizational Performance. The Cronbach's Alpha values were computed using SPSS version 25.0 based on responses obtained from the pilot study.

Table 3.10a: Reliability Statistics. (Cronbach's Alpha)

S/N	Variable / Construct	Number of Items	Cronbach's Alpha (α)	Remark
1	Leadership Support	5	0.82	Reliable
2	Training & Capacity Development	5	0.79	Reliable
3	Transformation (Technological/Structural)	5	0.81	Reliable
4	Organizational Performance	5	0.84	Reliable
Overall	All Variables	20	0.86	Highly Reliable

Source: Researcher's Computation (2026) using SPSS 25.0

The results in Table 3.10a show that all constructs recorded Cronbach's Alpha values above the acceptable threshold of 0.70, as recommended by Nunnally (1978). Leadership Support recorded 0.82, Training and Capacity Development had 0.79, Transformation recorded 0.81, while Organizational Performance had the highest value of 0.84. The overall reliability coefficient of 0.86 indicates a high level of internal consistency.

This implies that the questionnaire items are reliable and consistent in measuring the constructs of change management strategies and organizational performance. Therefore, the instrument is considered suitable for the main study and ensures the credibility and dependability of the research findings.

3.11 Method of Data Analysis

The data collected for this study were analyzed using both descriptive and inferential statistical techniques. The responses obtained from the questionnaire was first be coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. To test the research hypotheses and determine the effect of the independent and dependent variables, multiple regression analysiswas employed. This statistical technique is considered appropriate because it helps to determine the extent to which the independent variables influence the dependent variable. In this study, change management strategies, measured through communication strategy and employee participation, was serve as the independent variables, while organizational performancewasserved as the dependent variable.

3.11.1 Model specification and operationalization of variables

To achieve the stated objectives of the study, as well as testing the study hypotheses a multiple linear regression model would be adopted as follows;

$Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3\ \mu$ …… eqn 1.

Where:

Y = Organizational Performance (Dependent Variable)

X = change management strategies(Independent Variable)

Explicitly, the equation was defined as;

Organizational Performance= f (change management strategies) + μ

The regression model for the study is expressed as follows:

$$\mathbf{ORPFM} = \beta_1 LS_1 + \beta_2 TCD_2 + \beta_3 TRF_3 + \mu \ldots\ldots\ldots\ldots\ldots \textit{eqn 2.}$$

Where:

PERF = Organizational Performance (Dependent Variable)

LS = Leadership Support

TCD = Training and Capacity Development

TRF = Transformation (Technological/Structural Change)

β_0 = Constant (Intercept)

$\beta_1 - \beta_3$ = Coefficients of the independent variables

μ = Error term

3.13 Decision Rule

The decision rule for hypothesis testing was based on a 5% level of significance (0.05). If the p-value is less than 0.05, the null hypothesis will be rejected, indicating that the independent variable has a significant effect on organizational performance. However, if the p-value is greater than 0.05, the null hypothesis will be accepted and alternative hypothesis will emerge.

4. DATA ANALYSIS, AND DISCUSSION OF FINDINGS

This section presents the analysis and interpretation of data collected from the respondents of Akwa Ibom State Polytechnic, Ikot Osurua. The chapter is divided into sections including demographic characteristics of respondents, descriptive analysis of the variables, and regression analysis to test the study hypotheses. The main aim is to examine the influence of change management strategies measured through communication strategyandemployee participationonorganizational performance.

4.1 Data presentation

Table 4.1a: Distribution of questionnaire.

Category of Staff	Questionnaires Administered	Questionnaires Returned	Response Rate (%)
Academic Staff	140	135	96.4
Administrative Staff	110	105	95.5
Management Staff	50	45	90.0
Total	**300**	**285**	**95**

Source: Field Survey, 2026

Table 4.1a above shows that, a total of 300 questionnaires were administered to academic, administrative, and management staff. Out of these, 285 questionnaires were returned, representing a response rate of 95%, which is considered adequate for meaningful analysis.

4.2 Data Analysis

This section presents the analysis of respondents' responses to the questionnaire items based on the research variables. Responses were measured using a five-point Likert scale: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Table 4.2a: Analysis of Responses on Leadership Support.

Leadership Support	SA	A	U	D	SD	Total
Our management encourages and supports change initiatives	102 (36%)	134 (47%)	26 (9%)	14 (5%)	9 (3%)	285
Leaders actively engage staff during change processes	111 (39%)	125 (44%)	28 (10%)	14 (5%)	7 (2%)	285
Leadership communicates the purpose and benefits of change clearly	108 (38%)	128 (45%)	27 (10%)	14 (5%)	8 (3%)	285

Source: Field Survey Data (2026)

Interpretation: Table 4.2a above shows that respondents generally agree that leadership support is evident in the Polytechnic during change initiatives. A majority of respondents (83%) either strongly agree or agree that management encourages and supports change initiatives, indicating strong managerial commitment. Similarly, about 83% of respondents agree that leaders actively engage staff during change processes, suggesting a high level of involvement and participatory leadership. In addition, 83% of respondents also affirm that leadership communicates the purpose and benefits of change clearly, which implies effective communication practices.

The relatively low percentages of disagreement and undecided responses across all items indicate minimal resistance or uncertainty among staff regarding leadership actions. Overall, the results suggest that leadership support is practiced to a high extent in the Polytechnic, which is likely to enhance employee cooperation, reduce resistance to change, and improve institutional performance.

Table 4.2b: Analysis of Responses on Training & Capacity Development.

Training & Capacity Development	SA	A	U	D	SD	Total
Staff receive adequate training for new processes	100 (35%)	131 (46%)	31 (11%)	14 (5%)	9 (3%)	285
Capacity development programs enhance employees' skills	108 (38%)	125 (44%)	27 (9%)	14 (5%)	11 (4%)	285
Training improves adaptability to technological or structural changes	102 (36%)	128 (45%)	29 (10%)	14 (5%)	12 (4%)	285

Source: Field Survey Data (2026)

Interpretation: Table 4.2b above shows that respondents generally agree that training and capacity development are adequately implemented in the Polytechnic. A large proportion of respondents (81%) either strongly agree or agree that staff receive adequate training for new processes, indicating that the institution provides relevant training to support change

initiatives. Similarly, about 82% of respondents agree that capacity development programs enhance employees' skills, suggesting that such programs effectively improve staff competence and productivity.

Furthermore, approximately 81% of respondents affirm that training improves adaptability to technological or structural changes, which implies that staff are well-prepared to adjust to new systems and organizational reforms. The relatively low levels of disagreement and undecided responses indicate minimal uncertainty or dissatisfaction with the training programs

Table 4.2c: Analysis of Responses on Transformation (Technological/Structural Change.)

Transformation (Tech/Structural)	SA	A	U	D	SD	Total
Introduction of new technologies improves institutional processes	105 (37%)	128 (45%)	26 (9%)	14 (5%)	12 (4%)	285
Structural changes enhance operational efficiency	109 (38%)	125 (44%)	29 (10%)	14 (5%)	8 (3%)	285
Technological innovations improve service delivery to students	108 (38%)	126 (44%)	27 (9%)	14 (5%)	10 (4%)	285

Source: Field Survey Data (2026)

Interpretation: Table 4.2c above shows that respondents generally agree that technological and structural transformation positively influence the Polytechnic's operations. A majority of respondents (82%) either strongly agree or agree that the introduction of new technologies improves institutional processes, indicating that technological advancements enhance efficiency and workflow. Similarly, about 82% of respondents agree that structural changes improve operational efficiency, suggesting that adjustments in organizational structure contribute to better coordination and productivity.

In addition, approximately 82% of respondents affirm that technological innovations improve service delivery to students, implying that the adoption of modern systems enhances the quality and effectiveness of services provided. The relatively low percentages of disagreement and undecided responses across the items indicate minimal resistance or uncertainty regarding transformation initiatives. Overall, the results suggest that technological and structural changes are implemented to a high extent and significantly contribute to improved institutional performance.

4.3 Test of Hypotheses

The performance of Akwa Ibom State Polytechnic was treated as the dependent variable, while Leadership Support, Training & Capacity Development, and Transformation were the independent variables. Multiple regression analysis was used to test the hypotheses. Sample size = 285

Table 4.3a: Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.835	0.697	0.684	0.405

Source: Researcher's Computation (2026) using SPSS 25.0

Interpretation: Table 4.3a above shows that R = 0.835 indicates a strong positive relationship between the three dimensions of change management and Polytechnic performance. R^2 = 0.697 shows that 69.7% of performance variation is explained by leadership support, training, and transformation.

Table 4.3b: ANOVA.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	92.345	3	30.782	118.276	0.000
Residual	40.200	281	0.143		
Total	132.545	284			

Source: Researcher's Computation (2026) using SPSS 25.0

Interpretation: Table 4.3b above shows that,F = 118.276, $p < 0.01$ indicates the regression model is statistically significant, meaning the independent variables collectively affect Polytechnic performance.

Table 4.3c: Multiple Regression Coefficients.

Variables	Unstandardized B	Std. Error	Standardized Beta	t-value	Sig.
Constant	0.512	0.162	—	3.160	0.002
Leadership Support	0.225	0.046	0.238	4.891	0.000
Training & Capacity Development	0.198	0.049	0.202	4.041	0.000
Transformation	0.212	0.047	0.219	4.511	0.000

Source: Researcher's Computation (2026) using SPSS 25.0

Interpretation of Hypotheses

Hypothesis 1 (H_{01}): Leadership Support has no significant effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

Result: The regression coefficient between Leadership Support and Polytechnic performance was $\beta = 0.238$ with a significance level of $p = 0.000$. Since $p < 0.01$, this indicates a statistically significant positive effect.

The null hypothesis was rejected, and the alternative hypothesis was accepted, which states that Leadership Support has a significant positive effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

Hypothesis 2 (H_{02}): Training and Capacity Development has no significant effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

Result: The regression coefficient between Training and Capacity Development and Polytechnic performance was $\beta = 0.202$ with a significance level of $p = 0.000$. Since $p < 0.01$, this indicates a statistically significant positive effect.

The null hypothesis was rejected, and the alternative hypothesis was accepted, which states that Training and Capacity Development has a significant positive effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

Hypothesis 3 (H_{03}): Transformation (Technological/Structural Change) has no significant effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

Result: The regression coefficient between Transformation and Polytechnic performance was $\beta = 0.219$ with a significance level of $p = 0.000$. Since $p < 0.01$, this indicates a statistically significant positive effect.

The null hypothesis was rejected, and the alternative hypothesis was accepted, which states that Transformation (Technological/Structural Change) has a significant positive effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua.

4.4 DISCUSSION OF FINDINGS

The findings of this study revealed that Leadership Support has a significant positive effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua ($\beta = 0.238$, $t = 4.891$, $p < 0.01$). This indicates that an increase in leadership engagement, clear communication, and encouragement of staff participation in change initiatives leads to corresponding improvements in institutional performance. The result implies that strong leadership enhances staff commitment, reduces resistance to change, and promotes efficient implementation of change management strategies.

This finding is consistent with Oreg and Berson (2021), who reported that transformational leadership significantly improves employee commitment and acceptance of organizational change. Their regression analysis indicated that proactive leadership engagement directly influences staff cooperation and performance outcomes. Similarly, Errida and Lotfi (2021) found that leadership support positively affects successful implementation of change strategies in European organizations, demonstrating the importance of leader involvement in change processes. These studies corroborate the present finding that leadership support is a critical determinant of institutional performance in educational settings.

The regression analysis revealed that Training and Capacity Development has a statistically significant positive effect on Polytechnic performance ($\beta = 0.202$, $t = 4.041$, $p < 0.01$). This suggests that employees who receive adequate training and skill development are better equipped to implement changes effectively, adapt to new processes, and improve service delivery. Institutions that invest in continuous staff development create a culture of learning, innovation, and adaptability, which enhances overall performance.This result aligns with Salas et al. (2022), who reported that training significantly improves employee adaptability, job performance, and readiness for change. Noe et al. (2020) similarly found that organizational training strengthens employees' ability to cope with change, thereby increasing productivity and operational efficiency. Additionally, Garavan et al. (2020) emphasized that capacity development programs positively impact employee engagement and performance, reinforcing the current finding that training and skill enhancement are key drivers of institutional effectiveness.

The findings also revealed that Transformation, through Technological and Structural Change, has a significant positive effect on the performance of Akwa Ibom State Polytechnic, Ikot Osurua ($\beta = 0.219$, $t = 4.511$, $p < 0.01$). This indicates that the adoption of new technologies and structural adjustments improves operational efficiency, streamlines processes, and enhances service delivery to students. Effective technological and structural change equips the institution to respond to environmental demands, modernize operations, and maintain competitiveness.This finding is supported by Vial (2019), who found that digital transformation significantly improves organizational performance by enhancing efficiency and innovation. Kane et al. (2021) also reported that institutions adopting technological innovations achieve higher efficiency, flexibility, and competitive advantage. Furthermore, Bond et al. (2020) observed that structural transformation in higher education institutions enhances learning outcomes and service quality. These studies reinforce the

present study's result that transformation is a key determinant of performance in tertiary institutions.

5.1 CONCLUSION

Based on the findings, the study concludes that: The study found that effective change management strategies significantly enhance the performance of Akwa Ibom State Polytechnic, Ikot Osurua. Leadership support improves institutional effectiveness by engaging staff, providing clear communication, and fostering participation, while training and capacity development equip employees with the skills and knowledge needed to implement changes efficiently. Additionally, technological and structural transformation ensures operational efficiency, competitiveness, and responsiveness to challenges. Overall, the findings confirm that leadership, staff development, and transformation are key drivers of polytechnic performance and institutional success.

5.2 Recommendations

Based on the findings and conclusions, the study makes the following recommendations:

1. **Enhance Leadership Engagement:** Polytechnic management should strengthen leadership support by involving staff at all levels in decision-making processes related to change. Leaders should communicate change objectives clearly and regularly to reduce resistance and improve staff commitment.
2. **Invest in Training and Capacity Development:** Continuous training programs should be instituted to improve staff adaptability, problem-solving skills, and technical competence. The Polytechnic should develop capacity-building initiatives aligned with emerging technologies and structural reforms to enhance operational efficiency.
3. **Promote Technological and Structural Transformation:** Management should prioritize the adoption of relevant technologies to modernize institutional processes and improve service delivery. Structural adjustments, such as streamlining departments and workflow systems, should be implemented to enhance operational flexibility and efficiency

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