THE IMPACT OF ORGANIZATIONAL CHANGE ON THE PERFORMANCE OF TECHNICAL UNIVERSITY INSTITUTIONS IN GHANA: A CASE OF ACCRA TECHNICAL UNIVERSITY[i]

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Abstract:

Accra Technical University over the years has made internal changes at the academic registry, especially, in the area of structure, staff roles, and ICT. The reason for these changes, whether the objectives of these changes have been achieved, and how these changes have impacted on the performance of the academic registry remained unanswered. The study filled a gap by investigating the impact of organizational change on the performance of the academic registry. The study used a qualitative approach in gathering the data for the study. The findings revealed that the main objectives for the structural, task, and technological change initiative at the academic registry were to improve performance, streamline the activities and core functions of the registry, and ensure accountability at the registry. The findings of the study also revealed that the major structural change of creating units with heads to perform different roles and functions at the registry had a positive impact on performance. On the contrary, the findings revealed that technological change and change of task of staff had no impact on

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performance. The findings of the study revealed some key managerial issues in which alternative courses of action have been recommended to address the issues.

Keywords: capacity building, employee performance, Accra Technical University

Résumé:

L'Université technique d'Accra a apporté au fil des ans des changements internes au registre académique, en particulier dans le domaine de la structure, des rôles du personnel et des TIC. La raison de ces changements, si les objectifs de ces changements ont été atteints et comment ces changements ont eu un impact sur les performances du registre académique restent sans réponse. L'étude a comblé une lacune en étudiant l'impact du changement organisationnel sur la performance du registre académique. L'étude a utilisé une approche qualitative pour collecter les données de l'étude. Les résultats ont révélé que les principaux objectifs de l'initiative de changement structurel, de tâches et technologique au sein du registre universitaire étaient d'améliorer les performances, de rationaliser les activités et les fonctions de base du registre et d'assurer la responsabilité au sein du registre. Les conclusions de l'étude ont également révélé que le changement structurel majeur consistant à créer des unités dotées de chefs chargés de remplir différents rôles et fonctions au sein du Greffe a eu un impact positif sur les performances. Au contraire, les résultats ont révélé que les changements technologiques et les changements de tâches du personnel n'avaient aucun impact sur les performances. Les conclusions de l'étude ont révélé certains problèmes de gestion clés pour lesquels des mesures alternatives ont été recommandées pour résoudre les problèmes.

Mots-clés : renforcement des capacités, performance des employés, Université technique d'Accra

1. Introduction

Organizations operate within an increasingly volatile environment and are in a state of constant change. The pressure to change stems from a variety of internal and external sources such as political, economic, social, and technological factors. Organizational change is aimed at adapting to the environment, improvement in performance, and changes in employees' behavioural patterns at the work place [1]. According to Robbins, Judge & Sanghi [2], "*an organization could be a person, or a group of people intentionally organized to accomplish an overall mutually agreed, common goal or set of goals*". They further described change as any action or set of actions resulting in a shift in direction, or processes that affects the way an organization works. Change may affect the strategies an organization uses to carry out its mission, the process of implementing those strategies, the tasks and functions performed by the people in the organization, and the relationships between those people. Thus, organizational change means movement or alteration from the current state to a new or future desired state. It is therefore expected

that the change would improve performance at the institution's systems as well as individual and group performance.

Accra Technical University was established in 1949. It was first known as Accra Technical School. Later became Accra Technical Institute in 1957. In 1963, the institute was named Accra Technical University by the orders of Ghana's First President, Dr. Kwame Nkrumah. Accra Technical University by the mandate of the Polytechnic Law of 1992 (PNDCL.321), was elevated to tertiary status in 1993 to offer Higher National Diploma (HND) certificate programmes. The Technical University Act, 2016 (Act 922) converted together with 8 other polytechnics, Accra Polytechnic to Accra Technical University, given it a technical university status. The elevation was aimed at enhancing technical training with an emphasis on producing world-class graduates molded in excellence and professionalism in diverse technical programmes in theory and in practice.

Most studies on the impact of organizational change on performance have been carried out in developed countries and in other institutions, especially in the private sector. Research on the impact of organizational change on performance in developing countries and in educational institutions in Ghana, however, is relatively few [3]. This study therefore fills these gaps by examining the impact of organizational change on the performance of the academic registry of Accra Technical University.

2. Statement of the Problem

Technical university education has contributed immensely to the development process of Ghana. Technical universities are higher educational institutions responsible for training in scientific and technical subjects which are very important for national development. Technical universities provide the bulk of people with technical education that is relevant, up-to-date in technology, and forward-looking in approach. As such technical university education plays a significant role in the development of the nation.

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The Technical University Law mandated Accra Technical University to:

1) provide tertiary education through full-time courses in the fields of manufacturing, commerce, science, technology, applied social science, applied arts, and such other areas as may be determined by the authority for the time being responsible for higher education;
2) encourage study in technical subjects at tertiary level; and
3) provide an opportunity for the development, research, and publication of research findings.

The technical university law also gave legal backing to desirable changes in the technical university administration, course structure, grading, certification, and staffing. In terms of certification, the national board for professional and technician examinations (NABPTEX) formulates and administers exams and standards for skills and syllabus competence for technical universities. It is the body that awards the HND to technical university graduates.

Apart from the major desirable changes that the technical university law mandated, the technical university has made tremendous internal organizational changes. The technical university has employed a number of initiatives in the areas around structural changes, ICT, redefinition of individual roles, organization communication, and several overall leadership outlooks. Most of all the technical university over the years has made internal changes at the academic registry, especially, in the area of structure, staff roles, and ICT. The reason for these changes, whether the objectives of these changes have been achieved, and how these changes have impacted on the performance of the academic registry have not been researched. This study fills this gap by examining the objectives of the organizational change and how the organizational change has impacted on the performance of the registry.

2.1 Research Questions

The research questions to be addressed in the study are shaped by the gaps identified in the literature and are as follows:

1) **RQ1:** What are the main reasons for the organizational change of the registry?
2) **RQ2:** How have the objectives of the organization change of the registry been achieved?
3) **RQ3:** What is the impact of structural changes on the performance of the registry?
4) **RQ4:** What is the impact of a change of task structure on the performance of the registry?
5) **RQ5:** What is the impact of technological change on the performance of the registry?
6) **RQ6:** How do the political, economic, social, technological, environmental, and Legal affects organizational change at the registry?

2.2 Objectives of the Study

The main objective of the study is to determine the objectives and the impact of organizational change on the performance of the academic registry of Accra Technical University as a case study. Specifically, the study seeks to:

1) Determine the objectives for the organizational change at the academic registry.
2) Determine how the objectives of the organizational change have been achieved at the registry.
3) Determine the impact of structural changes on the performance of the registry.
4) Determine the impact of the change of task structure on the performance of the registry.
5) Determine the impact of technological change on the performance of the registry.
6) Determine the impact of political, economic, social, technological, environmental, and legal on organizational change at the registry.

2.3 Significance of the Study

For strategic use of resources, to improve organizational performance and its effectiveness, to achieve any planned change, it is important to have an organization structure that meets the strategy requirements of the organization, and have the right management and leadership capability who champion the achievement of organizational goals and objectives. The right organizational culture should also be in place which is aligned to the organizational vision and mission and offers a conflict resolution forum. The results of this study may help the management of Accra Technical University to identify gaps and improve their performance.

The result of the study will provide the management of the institution with further insight into the efficiency of the organizational changes effected so far in the technical university. The findings of the study will also add to the existing body of knowledge on the impact of organizational change on performance in the tertiary educational sector. Finally, this study is a requirement for the award of MBA a degree, in which successful completion of the project report may enable the researcher to be awarded the degree.

2.4 Definition of Terms

Organizational change: Refers to movement or alteration from the current state to a new or future desired state [4].

Organizational performance: Refers to the actual output or results of an organization as measured against its intended outputs or goals and objectives [5].

Organization structure: It consists of activities such as task allocation, coordination, and supervision, which are directed towards the achievement of organizational aims [6].

Task-oriented change: Literally, the task means major jobs in the organization such as production, manufacturing, and services. The task-oriented changes stress the importance of external control and focus on what the organization should do, as well as the products or services they should provide [7].

Structural change: The structure represents the systems of communication, responsibility control, and work procedures. Changes of this type stress the importance of internal control and focus on the authority system, organizational hierarchy, and designation of the organization's departments [7].

People-oriented change: Changes of this type include those concerning the size, attitude, or skills of personnel. They stress the importance of internal flexibility and focus on interpersonal relationships besides the values/attitude of workers inside the organization [7].

Technological change: It refers to the process-aiding tools, just like the work measurement mechanism or computer. Changes of this type stress the importance of external flexibility and focus on organizational skills of production systems, management procedures, and information technologies [7].

2.5 Scope and Limitations of the Study

The study was based on examining the objectives and the impact of organizational change on the performance of the academic registry of Accra Technical University. Thirteen (13) employees of the academic registry of the technical university were selected for the study, using a purposive sampling technique. Organizational change and performance interview schedule was used to collect the data for the study. The study was completed in a period of two months, that is, from January, 2016 to March, 2016.

Time constraint was a limitation for the researcher. This is because the researcher combined the research with coursework. Lack of funds was also another constraint. The researcher's focus was to study all the technical universities but lack of funds limited the researcher to only the academic registry of Accra Technical University.

2.6 Organization of the Study

The study is arranged in seven chapters. In Chapter One, the introduction of the study is presented. The chapter covers a description of the background to the study, the statement of the problem under study, objectives of the study, research questions, significance of the study, scope of the study, and limitations of the study. The literature related to the study is reviewed Chapter Two. The chapter looks at the theoretical, empirical review as well as the conceptual framework of the study. Chapter Three touches on the environmental and situational analysis of the study. The chapter outlines the history of institution, SWOT Analysis, and PESTEL Analysis. Chapter Four discusses the methodology, the findings as well as the managerial issues. Chapter Five presents the alternative course of action and recommendations. Chapter Six presents the implementation. Chapter Seven discusses the summary and conclusion of the study.

3. Literature Review

Organizational change is one of the most currently discussed topics in strategic management. This research has endeavored to get in-depth knowledge of the issues of

organizational change. It has concentrated on reviewing of theories and going through empirical studies on the topic done by various scholars all over the world concerning approaches to organizational change and how it affects organizational performance. The literature covers primarily the definition of organizational change, why organizations change, theories of organization change, organizational performance, measurement of organizational performance, and empirical studies on organizational change and performance. The chapter concludes with the presentation of the conceptual framework of the study.

3.1 Definition of Organizational Change

Modern-day organizations are undergoing an unprecedented level of change, new technology, changing economic pressures, and altered social dynamics, all leading to downsizing, strategic alliances and/or acquisitions and mergers. These responses generally result in altering structures, policies, procedures, and role design. These serve only to amplify complexity within organizations and for its member, and are highly disruptive within the system. From a systems point of view, organizations are now operating in environments that are characterized by increased complexity and disruption [8].

Organizational change is any action or set of actions resulting in a shift in direction or process that affects the way an organization works [70]. Change is the process of becoming different. It can be deliberate and planned by leaders within the organization, or change can originate outside the organization and beyond its control. Change may affect the strategies an organization uses to carry out its mission, the processes for implementing those strategies, the tasks and functions performed by the people in the organization, and the relationships between those people. Naturally, some changes are relatively small, while others are sweeping in scope, amounting to an organizational transformation [9].

Hu [10], defined organizational change by noting that an organization is an open organism that must transform, adjust, and change in accordance with the internal and external environments. Internal adjustments are meant to improve the staff's attitude and behavior while upgrading the organizational culture, and the external adjustments further highlight the organization's competitive advantages so as to achieve the goals of steady growth and better performance. Such adjustments and strategies are referred to as organizational changes.

According to McNamara [11], organizational change refers to wide changes such as restructuring operations as in layoff, self-managed team, and change in technologies, major collaborations, and rightsizing. Laura [12], says that the change is not only for products and services that they provide, it also includes making changes at the organizational level such as continual equipment updates, retraining employees, mergers and acquisitions.

Accordingly, Dalton (2010, p. 231), viewed organizational change as *"any significant alteration of the behavior patterns of a large number of the individuals who constitute*

the organization". However, others view organizational change as involving more than employee behaviour.

For example, Gibson, Ivancevich and Donnelly [13], defined organizational change as "*the planned attempt by management to improve the overall performance of individuals, groups, and the organization by altering structure, behavior, and processes*".

Greenberg and Baron [14], in turn, emphasized different foci by claiming that organizational change affects "*structure, technology, and/or people*" (p. 633). Whereas Robbins [15] included both of these perspectives by stating that organizational change involves four organizational levels, namely people, structure, technology, and processes, and Waldersee and Griffiths [16] emphasized that the "*categorization of change as behavioral-social or technical-structural has long been recognized*" (p. 426). Stiles (2004), emphasized an additional dimension of organizational change, namely shifts in organizational strategy.

3.2 Objectives of Organizational Change

Organizations have to transform [17]. They cannot survive if they are static [18]. What causes organizations to change is usually not one special factor, but a convoluted web of forces of change [17]. Longenecker and Pringle [19], state that organisations are open systems. This means that they interact with their respective environments and are subject to constraints imposed by those environments [19]. Burnes (2004), states that the "*open system school sees organizations as composed of a number of interconnected sub-systems*". It follows that any change to one part of the system will have an impact on other parts of the system, and in turn, on the overall performance [22].

Organizations transform as a response to external and internal pressures [21]. Internal factors are those factors that affect the organization's performance from within its boundaries [18]. These factors are within the organization's control.

External factors are those factors that are outside the control of the organization [18]. Pettinger [20], argues that change is excited by change catalysts that are responsible for organizations to question the wider situation.

Lanning [17], identifies external factors to include regulators, competitors, customers, and technology whereas internal pressure may come from obsolete services and products, new market opportunities, new strategic directions, low performance, low satisfaction, new mission, new leadership, conflict and an increasingly diverse workforce.

Nahavandi and Malekzadeh [23], argue that the external forces of change not only emanate from the business environment but also from the general environment. External factors from the general environment are social, cultural, demographic, political and economic [23].

Bhengu [24], states that change can be structural in nature. Changes in strategy, size, technology, environment, or power can be the source of structural change [24]. Some determinants of structural change, according to Robbins [25] are: "*change in objectives, purchase of new equipment, scarcity of labour, implementation of a sophisticated information-processing system, government regulations, the economy, unionization, mergers and acquisitions,*

actions of competitors, decline in employee morale, increase in turnover, internal and external turnover and decline in profits" (p.230).

Sturges [26], identifies external influences of change as globalization, new technologies, power of markets, financial deregulation, the changing political landscape, and women in power. Robust organizational change is primarily triggered by external pressure rather than internal desire to change [17].

In addition to factors present in the organization's external environment, change may also be necessitated by internal factors. According to Gibson et al. [28], internal catalysts for change relate to process and behavioral problems, both of which may result in poor performance. Poor performance (Schaefer, 1998) or declining effectiveness [31], then, is frequently cited as a catalyst for organizational change. Process problems involve issues such as poor decision-making and communication [28]. For example, restructuring and business process re-engineering (BPR) are often implemented to reduce the layers in the organization in an attempt to improve communication. In terms of behavioural problems, increased turnover, and decreasing employee morale are often cited as determinants of organizational change [25].

According to Kudray and Kleiner [28], new organizational goals constitute an "*important internal source of change*" (p. 18). Similarly, much organizational change can be ascribed to changing strategies and objectives [29]; [30]; [31]. This is affirmed by Hellriegel et al.'s [32] contention that strategic changes are designed to "*alter the organization's intended courses of action to attain its goals*" (p. 605), as well as by the 'structure follows strategy' school of thought [25]. Furthermore, a crisis, such as a large-scale strike, the death of a senior manager [31], corporate scandals, or employee violence has the potential to "*fundamentally alter the form, structure and direction of an organization*" [33].

Power relations and politics within organizations may also have a significant impact on organizational change [34]; [35]; [36]; [37]; [38]. For example, Newman [39], claimed that change is often initiated if it may further the personal objectives of management. Moreover, it has been argued that "pathology of power" exists in many modern organizations, resulting in changes to fulfill the "power-lust" of those in control [40]. This is to some extent confirmed by research which found that changes in management often drive organizational changes [41]. Similarly, the Power-Control perspective posits that organizational structures are largely determined by the choices of those in power [25], which suggests that changes in the organizational power structure will result in structural changes.

3.3 Theories of Organization Change

Most organizational changes are planned, intentional changes, introduced by management for different reasons (that vary from a response to internal or environmental pressures, to strategic changes, meant to develop the organization). Organizational changes are easily noticed, as they unfold in a more orderly, better structured, and significantly smaller space than social changes. Moreover, changes that take place at

organization level often evolve in a shorter time span than those taking place at a macro level.

The theory of organizational change often falls under the term "organization development" (OD) [17]. Organization development is a conceptual, organization-wide effort to increase an organization's effectiveness and viability [21]. Bennis and Tichy [42], referred to OD as a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of an organisation so that it can better adapt to new technologies, markets, challenges, and the dizzying rate of change itself. The early approaches and theories to organizational change management suggested that organizations could not be effective or improve employee performance if they were constantly changing (Rieley & Clarkson, 2001). While Luecke [43] suggests that a state of continuous change can become a routine in its own right. Leifer [44] perceives change as a normal and natural response to internal and environmental conditions. There are many change theories that are widely recognized.

The theories serve as a testimony to the fact that change is a real phenomenon. The two most widely known and used theories, of which the study is based on one, are presented in this work.
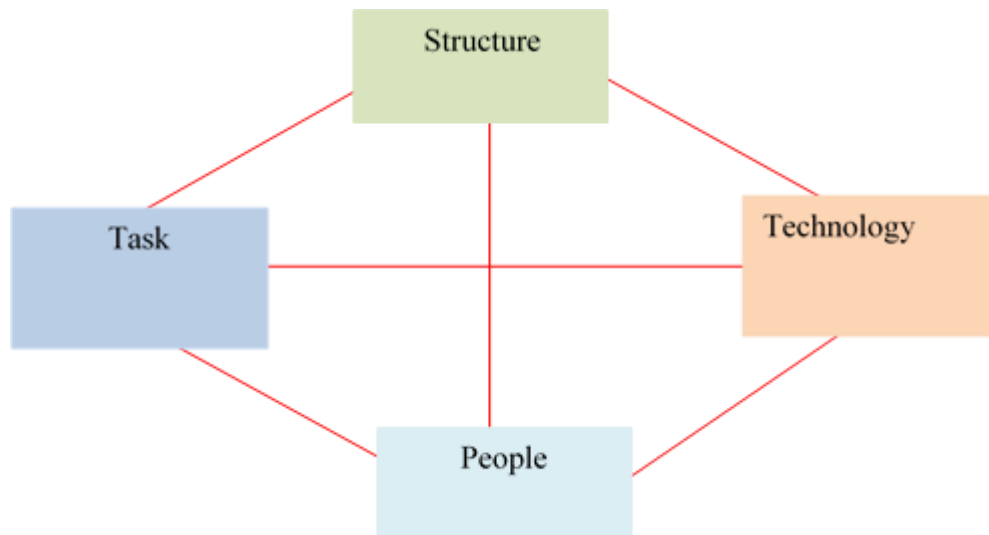
3.3.1 Leavitt Model of Organizational Change

One of the most well-known analytical models belongs to Harold J. Leavitt. This American author believes that organizations are multivariate systems with at least four important variables, namely task, people, technology, and structure. The four important variables or dimensions are discussed as follows:

- **Task-oriented change**: Literally, the task means major jobs in the organization such as production, manufacturing, and services. The task-oriented changes stress the importance of external control and focus on what the organization should do, as well as the products or services they should provide.
- **Structural change**: The structure represents the systems of communication, responsibility control, and work procedures. Changes of this type stress the importance of internal control and focus on the authority system, organizational hierarchy and designation of the organization's departments.
- **People-oriented change**: Changes of this type include those concerning the size, attitude or skills of personnel. They stress the importance of internal flexibility and focus on interpersonal relationship besides the values/attitude of workers inside the organization.
- **Technological change**: It refers to the process-aiding tools, just like the work measurement mechanism or computer. Changes of this type stress the importance of external flexibility and focus on organizational skills of production systems, management procedures and information technologies.

These four dimensions possess highly interdependence that a change in any one of them will certainly influence the other three. For example, a new technology introduced to the organization may impel the transformation of existing structure (such

as the communication mechanism and decision-making model), task-related changes (in terms of production, manufacturing, services, and so on), staff-related changes (such as changes in the number, skills, and job descriptions of employees). Therefore, when it comes to organizational changes, Leavitt [7], held the opinion that transformation can be done through at least one of those dimensions.

Figure 1: Leavitt Model of Organizational Change

3.3.2 Lewin`s Three Step Model

The second analytical model presented in the study is the Kurt Lewin three-step model. Lewin [45], believed that change occurred when the forces that supported the system's stable behavior were modified. More specifically, the situation of the system, at any given moment in time, is in accordance with the interaction between two groups of forces – those that tend to maintain the status quo and those that tend to modify it. When both groups of forces are approximately equal, it is said that the system is in a state of "quasi-stationary equilibrium". In order to modify this state, we must strengthen one group of forces or the other. Lewin [45] suggests that altering the stability forces – those favorable to the maintaining of the status-quo – is likely to generate less resistance to change than strengthening the pro-change forces; this is why he believes the former strategy to be more effective.

Lewin [45], developed the three-phase model of change, based on the premise that an understanding of critical steps in the change process increases the likelihood of the successful management of change. These steps in the process are:

- **Unfreezing:** This stage involves the recognition of the need to change. Action is taken to unfreeze the existing attitudes and behaviour, which is essential for supporting employees and minimizing change resistance [46]. Lewin [45] believed that the stability of human behaviour was based on a quasi-stationary equilibrium supported by a complex field driving and restraining forces [21].
- **Changing:** As Schein [47] notes, "*unfreezing is not an end to itself, it creates a motivation to learn but does not necessarily control or predict the direction*". This echoes

Lewin [45], that any attempt to predict or identify a specific outcome from planned change is very difficult because of the complexity of the forces concerned [21]. Moving the organization to the desired state involves the actual implementation of new systems of operation. This may involve experimentation, modification of systems or patterns of behaviour, technology or systems; may also be where people need to leave or new people join the organization as the full nature of transition emerges [46]. Once the change appears to have reached equilibrium once more, it is time for the next process.

- **Refreezing:** This stage involves the positive reinforcement of desired outcomes to promote the internalization of new attitudes and behaviours. An appraisal of the change programme becomes necessary at this stage to ensure that the new way of operating becomes a matter of habit, not a regulation. Burnes [21], adds that *"refreezing seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviour is relatively safe from regression"*.

3.4 Organizational Performance

Organizational performance encompasses the actual output or results of an organization as measured against its intended outputs (or goals and objectives). According to Richard [49], organizational performance comprises three specific areas of firm outcomes: (i) financial performance (profits, return on assets, and return on investment) (ii) product and market performance (sales, market share, etc.) and (iii) shareholder return (total shareholder return, economic value added). Most of the studies are concerned with organizational performance including strategic planners, operations, finance, legal, and organizational development [50]. Many organizations in recent years have attempted to manage organizational performance using the balanced scorecard methodology where performance is tracked and measured in multiple dimensions such as financial performance (e.g. shareholder return), customer service, social responsibility (e.g. corporate citizenship, community outreach), and employee stewardship.

Choi and Mueller [51], thought that an enterprise should simultaneously consider financial and nonfinancial indices for performance evaluation. In other words, qualification and quantification factors should be considered at the same time, because such non-financial indices as employee morale and product quality are very important for its long-term operation. In the research on financial performance indices, Van de Ven and Ferry [52], thought that traditional financial performance was the most common indices used to measure organizations by researchers, including return on investment, sales revenue and earning power, and so on, in which sales revenue was the most common one. This study used a subjective approach in measuring organizational performance at the academic registry of the technical university.

3.5 Employee Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior [53]. Kenney et al. [54], stated that employee's

performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality, and profitability measures [55].

Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed [56]. Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target [57]. Productivity is expressed as a ratio of output to that of [58].

It is a measure of how the individual, organization, and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed [59]. Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs [60]. It is increasingly achieving better products and services at a progressively more competitive price [61].

Draft [62], noted that it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high-quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participate by having a role in the entire process thus creating motivation for high performance levels.

It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on the performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their jobs will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs [63]. Further still, Kinicki & Kreitner [64], document that employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets.

3.6 Organizational Change and Performance

Lewis [65], describes one aspect of a longitudinal case study conducted in an Australian college of advanced education undergoing transformation to a university and explores the relationship between the espoused and observed reaction by staff to the changes, their actual behaviour, and the performance of the organization. Findings from the research did not vindicate the assumption in the culture literature that organizational culture has a direct and predictable effect on organizational performance, as the organization performed very well according to stakeholders' criteria, in spite of widespread opposition at both grass roots and middle management levels during a period of forced, rapid

change. Qualitative evidence is given of the very negative reactions to the forced behaviour changes, while quantitative evidence is given of the level of performance achieved by the organization during the same period. The conclusion is drawn that, on an organization-wide scale, whole patterns of staff behaviour may be changed without a corresponding positive change in values or assumptions.

Kong'a [66], studied the effects of organizational change on the performance of the Kenyan Judiciary. The study targeted a population of 1,102, which comprised 102 senior advocates in Nairobi and 1000 litigants who visited Milimani Law Courts. Systematic sampling was used to sample the litigants whereby 10% represented the population. The questionnaire with closed, multiple choice, and open-ended questions was used to collect data which was then analyzed using SPSS version 21. The relationship between independent and dependent variables was done through path analysis with independent variables with $p<0.01$ being excluded. The overall agreement on the positive effect by the structural changes adopted was at 72%, ICT at 74%, organizational communication at 66%, and leadership at 61%. The findings demonstrated that the new judicial system has shown an overall transformation in the manner in which the judiciary has been offering its services to the public.

Olajide [67], examined empirically change management and its effects on organizational performance of Nigerian telecoms industries. In conducting this study, a total of 300 staffs of Airtel were randomly selected from a staff population of 1000. Three hypotheses were advanced to guide the study and data collected for the study were analyzed using One-way Analysis of Variance. The result revealed that changes in technology have a significant effect on performance and that changes in customer taste have a significant effect on customer's patronage. The result also shows that changes in management via leadership have a significant effect on one employee's performance. Based on the findings of the study, the recommendation was made that telecoms industries in Nigeria should be proactive to changes in such a competitive environment so as to experience smooth implementation of such changes. The study therefore concludes that nothing remains still in the world of business as change is the only thing that is constant.

Rehman, Hussain, & Bilal [68], examined the impact of organizational change towards employee performance in the banking sector of Pakistan. In this study, primary and secondary data collection techniques were used for obtaining data. Questionnaires were used for primary data collection. Leadership, Communication, Procedural justice, Employee development, Tolerance to change were the variables considered for the study. The results of the study showed that organizational change has a positive significant impact on employee's performance in the banking sector of Pakistan. The study suggests that further research should be conducted in various sectors and also by increasing factors of organizational change in order to observe the overall impact of organizational change on employee performance.

Karanja [70], investigated the effects of organizational change on employee performance, at the Postal Corporation of Kenya. The study sought to determine the

effects of technological change, structure change, changing roles and responsibilities, and change in management on employee performance. The study focused on the organizational changes that have occurred at the Postal Corporation of Kenya in the last 7 years. The main instrument that was used to collect data was the questionnaire. From the findings, the study revealed that employee performance has been positively influenced by organizational change. Technology was found to influence employee performance positively. This was because it provided an internship programme which, as a result, provided more job opportunities. The study recommended that when public organizations are pursuing changes, they should highlight the urgency and necessity of those changes in simple, easy-to understand terms.

Dauda & Akingbade [69], studied technological change and employee performance in selected manufacturing industries in Lagos state of Nigeria. The study examined how employee relations could be employed for technological change management. It also seeks to determine effective methods of using technological innovation for improved performance in the Nigerian manufacturing industry. Two hypotheses were formulated to determine the relationship between technological change and employee skill; and between technological change and employee performance. Questions based on the hypotheses were formulated and 1256 questionnaires were distributed to selected 30 manufacturing industries in beverages, textile, steel, cement, and chemical industries in Nigeria. Findings reveal that employee relations do not have a significant relationship with technological change. The authors recommended that employee relation should be considered in the management of technological change for profitability, competitiveness, and survival of the manufacturing industry.

Wang [70], explored the influence of organizational change on organizational performance of listed tourist hotels in Taiwan using organizational commitment as the mediating variable. By convenience sampling to select employees from Taiwan's listed tourist hotels, the study applied the method of structural equation modeling (SEM) to test the goodness-of-fit of the overall model, structural model, and measurement model. The study focused on the path coefficients between "implicit variables" (also known as unobservable variables) of the structural model, and the Bayesian estimation was used to test the significance of the structural model's direct effect, mediating effect, and total effect. Findings from the study included: (1) organizational change does have a positively direct influence on organizational performance, but insignificantly; (2) organizational change has a significantly positive influence on organizational commitment as well as on organizational performance. Generally, organizational commitment does have a "fully" mediating effect.

Bauer & Bender [71], studied Technological Change, Organizational Change, and Job Turnover. The study used a German employer-employee matched panel data set to investigate the effect of organizational and technological changes on gross job and worker flows. The empirical results indicate that organizational change is skill-biased because it reduces predominantly net employment growth rates of unskilled and medium-skilled workers via higher job destruction and separation rates, whereas the employment

patterns of skilled workers are not affected significantly. New information technologies do not have significant effects on gross job and worker flows as soon as establishment fixed effects are controlled for.

3.8 Conceptual Framework of the Study

Based on the literature review, a conceptual framework that is fit for the study is developed (see Figure 2.2).
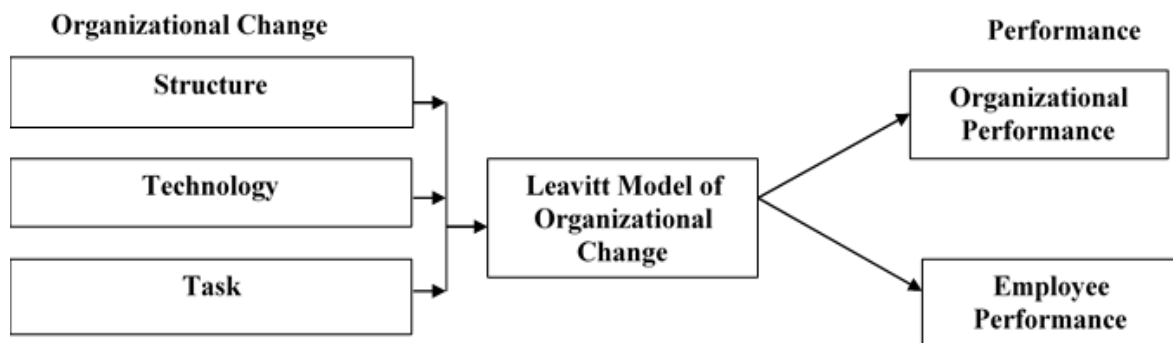

Figure 2: Conceptual Model of the Study

This conceptual framework is proposed to explain the impact of organizational change on performance at the academic registry. Thus, the framework proposes that structural change, technological change, and the change of task of staff implemented at the academic registry of Accra Technical University will influence both employee and performance of the academic registry. The **structural change** looks at the systems of communication, responsibility control, and work procedures at the academic registry, and how these changes have affected both employee and organizational performance at the academic registry. The **technological change** looks at the process-aiding tools, organizational skills of service systems, management procedures, and information technologies at the academic registry and how these changes have affected both employee and organizational performance at the academic registry. The **change of task of staff** looks at the major changes in job task of staff at the Registry which are mainly of academic services, and how these changes have affected both employee and organizational performance at the academic registry. All these variables will be measured qualitatively using interviews.

4. Methodology, Findings, and Key Managerial Issues

4.1 Methodology
4.1.1 Research Design

A qualitative research design was the best approach to explore the research question of whether or not the organizational changes made at the academic registry of Accra Technical University have impacted on performance of the Registry. According to Creswell [72], qualitative research is ideal for exploring a question without

predetermined ideas about what may be discovered. A qualitative research approach provides an exploration with a broad view, where the researcher asks general and broad questions to learn from the participants.

4.1.2 Population of the Study

The population of the study comprised of all employees at the academic registry of technical university. The current study used a qualitative method. In qualitative research, the researcher identifies individuals and sites based on the participants' ability to provide insight into understanding the central phenomenon [72]. The criterion for choosing the participants of the study includes the willingness to volunteer to take part in the study, lived experience with restructuring at the department, and willingness to share experiences and time to explore the issue of response to organizational change.

4.1.3 Confidentiality

According to Conte and Foster [73], researchers must uphold the privacy of all information collected about participants throughout the research. Confidentiality of participants' information involves the researcher protecting records storage and using a coding system to safeguard participant's identity during data analysis and publishing of results. Participants should receive written assurances the researcher will destroy audio tapes once the study is completed [74]. The identity of the participants in the current study remained confidential. The current study used coding on field notes and codes in reporting to help ensure that participants remained anonymous.

4.1.4 Research Instrument

The study employed individual interviews in collecting the qualitative data for the study. First of all, an interview guide was developed to guide the interview. The interview guide was pilot-tested and modified based on the test. A copy of the interview guide is attached in Appendix A. The interviews were audio taped and transcribed. Additional field notes were also taken to assist in the analysis and interpretation of data. Follow-up interviews were conducted, when necessary for clarification.

4.1.5 Data Collection Procedure

Permission to access the participants for the study was obtained from the management of Accra Technical University through the head of the academic registry. Permission was granted by management through the head of unit for access to the participants informally. The interviews were conducted with the help of research assistants, who recorded the interviews with audio tape, while the researcher conducted the interviews.

4.1.6 Data Analysis Procedure

The data were organized and analysed to form structural meaning and essence. After the individual interviews were transcribed, the data were coded. First, codes were manually assigned to replace the participant names. Records and documentation unit participants

were coded as RU1-RU3, and similar codes were assigned to the participants of the Admission Unit (AU1-AU3), and the Certificate and Transcript Unit (CTU1-CTU3). The Heads of the Units and the Registry were assigned the code (HAR1-HAR4). All personal identification information was removed from the transcript. Neuman [75] described qualitative data analysis as inductive, which involves going from the specific transcripts and interview notes to the general codes and themes. Open, axial, and selective coding were used to create themes as pertain to the objectives of the study. Open coding was used in the initial review of the data. Open coding involved finding themes and assigning initial codes to reduce the raw data into smaller groupings. Axial coding was used in the second review of the data. Axial coding involved concentrating on the initial codes and themes to review and examine key concepts and to locate the clustering of ideas or concepts. Finally, selective coding was used in the final review of the data. Selective coding involved examining the data and earlier identified codes. NVivo10 (QSR International, 2014) for Windows qualitative research software was used to assist in organizing, coding, and identifying concepts and themes from the interview data. All statements sharing identical topics, themes, or ideas were coded the same. This gave room to quantify the findings in terms of percentages.

4.1.7 Reliability and Validity

Reliability in qualitative research refers to whether or not the research results are consistent and dependable [75]. Validity in qualitative research on the other hand refers to being truthful. That is the participants providing a fair, truthful, and reasonable account of their lived experiences [75]. Creswell [72] suggested member checking as a strategy to validate qualitative research. Member checking involves asking one or more participants to verify the accuracy of the research report [72]. Participants of the study were provided the opportunity to view the transcript for accuracy. To reinforce consistency the researcher used the same interview questions for all the participants.

4.2 Findings

The findings are presented based on the themes that emanated from the study, which is based on the objectives of the study. The themes were also based on the research questions of the study since these questions were developed from the objectives of the study. The themes that emerged from the analysis of the data and according to the objectives and the research questions which address the key managerial issues of the study are (1) objectives of the organizational change initiative, (2) how the objectives of change initiative have been achieved, (3) structural changes and impact on performance (4) change of task of staff and impact on performance, and (5) technological change and impact on performance. Below is the presentation and discussions of the results.

4.2.1 The Objectives of the Organizational Change Initiative

Objectives are an essential part of organizational change initiative. They also have cascading implications for all the aspects of organizing, leading, and controlling. The first

objective of the study was to determine the main objectives of the organizational change at the academic registry. As a result, the heads of units as well as the overall Head of the academic registry were asked to the main objectives for the structural, task, and technological change at the academic registry. Their various responses were clustered and became one of the main themes of the study. The result of their responses is shown in Table 1.

Table 1: The Objectives of Organizational Change Initiative at the Academic Registry

Code	Code count	Percent of code count
Improve performance	4	100.0%
Gauge and report performance	3	75.0%
Streamline activities and core functions	4	100.0%
Ensure accountability	4	100.0%

As shown in Table 1, all four heads (100.0%) at the academic registry said that the main objectives for the structural, task, and technological change initiative at the academic registry were to improve performance, streamline the activities and core functions of the registry, and to ensure accountability at the registry. Meanwhile, the majority (75.0%) of the heads said in their interview that the change initiative was to gauge and report performance.

Participant HAR1 shared the view of the main objectives of the organizational change initiative at the academic registry as:

"The academic registry needed serious changes. The students especially were complaining a lot about the services and staff at the registry. Therefore, there was a need to make drastic changes in the area of staff duties to monitor and report performance. There was also the need to break the activities and functions of the registry into small units so each unit would take care of a particular activity. This was also done so that each and the units as well as employees in each of the units will be responsible and held accountable. Well, all in all, the change was to improve upon the performance of the registry". (HAR1)

Participant HAR3 was straightforward in stating the main objectives of the change initiative. The participant stated:

"I think the change was initiated to improve upon performance, to ensure that each and every staff is held accountable for their actions, and also to streamline the activities of the department because things were crowded at the department". (HAR3)

4.2.2 How Objectives of Change Initiative Been Achieved
The Heads of Units as well as the overall head of the academic registry as a follow up question were asked how the various objectives of the change initiative outlined had been achieved at the registry. Their various responses were combined and emerged as one of

the themes of the study, which also answers one of the objectives of the study. The result of their responses is shown in Table 2.

Table 2: How objective of change initiative been achieved

Achievement	Code count	Percent of code count
Faster service delivery	4	100.0%
Reduced cost	3	75.0%
Improved customer satisfaction	4	100.0%
Improved management of student database	3	75.0%
Change of staff attitude to work	4	100.0%

As shown in Table 2, although all the heads said that the achievement of the objectives is in progress. They indicated that the organizational change initiative at the academic registry has brought about faster service delivery (100.0%), reduced cost (75.0%), improved customer satisfaction (100.0%), improved management of students' database (75.0%), and change of the staff attitude to work (100.0%). Participant HAR2 believed that the objectives of the organizational change initiative are being achieved and it is only a matter of time.

The participant stated:

"In a lot of ways, the objectives are being achieved, and it is only a matter of time that it would affect anyone one way or another. But, now the system has really improved. The change has made things faster. For instance, the admission process is now very quick; the student registration process is also now very quick and easy to follow. Services are now provided in a timely manner. This has increased the satisfaction of the students and the faculty as well as the number of complaints has reduced drastically. I must also say that the change has raised the bar for us the staff here. With this new structure, we have to really perform. This has really changed our attitude to work at the department, because you are now accountable for your actions". (HAR2)

Participants HAR4 had the following comments on how the objectives of the change initiative have been achieved,

"Going through the change has really benefited the institution. Now you can see that the staff attitude to work has change, our services are now delivered a timely manner. For instance, now if you apply for transcript, within a week you are served, which previously took longer time. This is now achieved as a result of improvement in the management of student database, although there is more room for improvement. Student admission and registration processes are now online, which has reduced the cost of printing. The complaints of the students about the services of the department have reduced drastically, which to me is a sign of satisfaction, and not that they are tired of complaining, because they have seen that things are now improving". (HAR4)

4.2.3 Structural Changes and Impact on Performance

One of the specific objectives of the study was to determine the specific structural changes that have taken place at the academic registry and their impact on the performance. As a result, the participants were asked about the major type of structural changes that have taken place at the academic registry and the impacts on the performance of the registry. The responses of the participants were combined and emerged as one of the themes of the study. The comments of all the thirteen participants of the study revealed that the major structural change at the academic registry is the creation of units with heads at the registry to perform different roles and functions.

Participant AU1 commented,

"Now, units have been created with heads and subordinates. We have the Admission Unit, the Records and Documentation Unit, and the Certificate and Transcript Unit, with their heads and subordinates. The Admissions Unit is responsible for the issue of admission to qualified candidates into the various schools and departments, facilitating the admissions process, registering students, verifying results, and matriculating students". (AU1)

According to Participant RU2,

"The Records and Documentation Unit is responsible for managing the database system of students' records and also issues out documents requested by students. It also performs other functions such as the preparation of student lists to SSNIT Loans and National Service Secretariat, academic board documentations, issuing of ID Cards to students and proficiency in English Letters among others". (RU2)

Participant CTU3 commented,

"At the Certificate and Transcript Unit, we prepare and issues out certificates to graduating students. We are also responsible for the management of the student database, preparation of transcript, issuing Attestation, Testimonial, and HND Result Slip, confirmation of results, and transfer of students, and deferment".

Table 3 shows the result of the responses of the participants on how the structural change has impacted on performance.

Table 3: Impact of structural changes on performance

Impact on performance	Code count	Percent of code count
Efficiency	13	100.0%
Responsibleness	13	100.0%
Change of environment	12	85.7%
Work improvement	13	100.0%

As shown in Table 3, the structure has had a positive impact on performance, both employees and the department. Hundred percent (100.0%) of the participants said that the change has brought about efficiency in the work of the department, and has also made each and every staff at the department responsible. The majority (85.7%) of the participants also reported that the structural change has brought a total change in the working environment at the department. All the participants said that the structural change has brought work improvement to the department.

For instance, Participant AU2 commented,

"The structural change has affected the way I work. Now I work for results, not for pay. This is because the working environment has really changed. You are now responsible for any hitches that result from your work, so you are very careful not to make mistakes". (AU2).

Participant CTU2 also said,

"I think the change has really had a positive impact on performance, both on employees and the department. The department is now efficient, which I think is as a result of the staff's attitude to work. There is a total change of the working environment at the department, the staff now feels a sense of responsibility, which has really progressed work at the department". (CTU2)

4.2.4 Change of Task of Staff and Impact on Performance

One of the specific objectives of the study was also to determine the change of task of staff at the academic registry and its impact on performance. The participants were therefore asked about the major types of change of task of staff that have taken place at the academic registry and impacts on performance. The comments of all thirteen participants were assessed, combined, and created as one of the themes for the study. The responses of the participants on the major type of change of staff task at the registry are summarized in Table 4.

Table 4: Major type of change of staff task at the academic registry

Major changes of staff task	Code count	Percent of code count
Allocation of staff to units	13	100.0%
Assignment of specific roles	13	100.0%
Work with timeliness	10	76.9%

As shown in Table 4, 100.0% of the participants said that the staff have now been allocated to specific units at the department, and assigned specific roles at their various units. Ten out of the thirteen participants representing 76.9% reiterated that the staff now are assigned work with timelines.

Participant AU2, for instance, commented when asked about the major types of change of task of staff that have taken place at the academic registry,

"Staff roles are now redefined. For instance, when you are assigned to admissions you know that you are solely for admissions, when you are also assigned to records, you know that you are assigned to records only. Unlike previously where staff were performing almost every role at the department, which resulted in work conflicts". (AU2)

On the allocation of staff to units at the department, Participants (HAR3) elaborated,

"The staff at the department have now been allocated to a particular unit at the department where their roles have been well defined with timelines. The staff have specific roles to play at the various units". (HAR3)

Participant CTU1 commented,

"Now deadlines are given to each and every task at the unit. For instance, you are given a maximum of 3 days to issue an express transcript to an applicant, and a maximum of one week to issue a normal transcript to an applicant. This used not to be so prior to the change; a transcript could be in line as many days as possible". (CTU1)

Table 5 shows the results of the responses of the participants on how the changes of tasks of staff have impacted performance.

Table 5: Impact of change of task of staff on performance

Impact on performance	Code count	Percent of code count
Lack of teamwork	13	100.0%
Lack of employee participation	13	100.0%
Professional development opportunities	13	100.0%

As shown in Table 5, all the participants (100.0%) of the study reported that the changes in the task of staff have negatively impacted teamwork, as well as employee participation. However, all of the participants of the study commented that the changes in the tasks of staff have brought about professional development opportunities. For instance, Participant AU1 believed that the change of task of staff has decreased her employee participation.

AU1 shared,

"The changes made with respect to the task of staff do not support employee participation in key decision making at the department, but rather brought about professional development".

Participant CTU1 and most of the participants are of the view that the change has negatively affected teamwork in the department. CTU1 commented,

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"The changes made in the task of staff have not changed my performance too much because the change does not support teamwork. Now you only concentrate on how you will deliver your work without mistakes. Sometimes they change things in the system and don't tell us about it. So, you have to be careful in carrying out your assigned role". (CTU1)

4.2.5 Technological Change and Impact on Performance

The study was also to determine the technological change at the academic registry and its impact on the performance. The participants were asked about the major types of technological change that have taken place at the academic registry and their impacts on performance. The comments of all thirteen participants were assessed, combined, and created as one of the themes for the study. The comments of all thirteen participants of the study revealed that the major type of technological change at the academic registry is the acquisition of software programs for student database management.

Participant AU2 commented,

"First everything was done manually. That is the admission, processing of results, etc. They acquired a software program from Somuah Information Systems (SISCO) for admissions, processing of student results, processing of students' transcripts, and other database management. The staff at the beginning were involved in developing the software so it was successful. However, the company failed to meet the demand of the institution so it was abandoned for different software called OSIS. This system failed because management failed to involve the staff at the department in the acquisition of the software". (AU2).

Now the institution is using ICAMPUS.

On the impact of technological change in the department on performance, more than 90.0% of the participants said that the technological change in the department has really not affected performance. On the contrary, technological change has rather presented challenges to the department. Participant HAR4 shared the view,

"The institution has acquired many types of software programs. These software programs have not achieved their purposes. They have rather created problems for the institution. Some have failed because the staff were not involved in the acquisition. Others have also failed because they couldn't generate the reports the institution needed". (HAR4)

4.2.6 Political Impact on Organizational Change

The participants were asked about the political impact of organizational change at the academic registry of Accra Technical University. This was to determine the political impact on organizational change at Accra Technical University. The findings of the study revealed that the organizational change at the academic registry has impacted politically. According to the participants, a change of Rector usually results in a change of the Head of the academic registry as well as the reassignment of duties of the staff at the Registry.

Participant HAR2 reported,

"We are here as heads of units as a result of a change of Rector. We were at different posts in the Institution, there was a change of Rector we are now Heads of Unit at the academic registry. And it is understandable because every leader wants to work with people who believe in his vision". (HAR2)

Participant HAR3 commented,

"Politics is everywhere, especially in public institutions. Here, we are usually affected by a change of Rector. Every new Rector makes changes to suit his style of management to be able to achieve his vision and goals."

4.2.7 Economic Impact on Organizational Change

The participants were asked about the economic impact of organizational change at the academic registry of Accra Technical University. This was to determine the economic impact of organizational change at Accra Technical University. The findings of the study revealed that the economic pressures being experienced by the country are powerful catalysts for organizational change at the academic registry.

According to HAR4,

"The economic pressures have brought financial hardship to the technical university. This has resulted in a budget cut down of almost every department at the technical university and has resulted in major restructuring to deal with the hardship. This has resulted in the major change initiative at the academic registry". (HAR4)

Participant HAR3 also commented,

"The institution has to become more competitive and attractive and raise their services, as well as their customer service, to 'world-class' standards'. I think this coupled with the country's economic pressures have influenced the organizational change at the academic registry". (HAR3)

4.2.8 Social Impact on Organizational Change

The participants were asked about the impact of social factors on the organizational change at the academic registry of Accra Technical University. This was to determine how the social factors have impacted organizational change at Accra Technical University. The findings of the study revealed that social factors had an impact on the organizational change at the academic registry.

According to Participant HAR4,

"There were a lot of complaints about the attitude of the staff at the academic registry. The staff were said to be unreceptive and rude to customers. They were also thought to be domineering by the staff of the technical university, and whatever they say in Academic records was final". (HAR4)

According to HAR2,

"The complaints about the staff of the department were getting on the nerves of management that they decided to effect the change suddenly to resolve the issues". (HAR2)

4.2.9 Technological Impact on Organizational Change

The participants were asked about the impact of technology on organizational change at the academic registry of Accra Technical University. This was to determine how technology impacts organizational change at Accra Technical University. The findings of the study revealed that the acquisition of custom software and the technology that needs to be implemented to be able to compete with the other technical university institutions and provide world-class standards to students and customers had resulted in the organizational change at the academic registry. The previous staff were used to doing things the old way which usually slowed down work.

Participant HAR4 commented,

"Beyond the standard office laptop, the organization had to implement information systems, custom software or specialized technology equipment to keep operations running smoothly". (HAR4)

HAR3 also commented when asked about the impact of technology on organizational change at the academic registry,

"Advancements in technology have the potential to decrease the time needed to complete a task, or in some cases eliminate the need for a business process or job function. Typically, the desire for increased productivity drives upgrades to technology within an organization, which can significantly influence operations. As educational institutions, we need to advance in the use of technology to get things done smoothly and quickly and to increase operations, and we need people who can do that." (HAR3)

4.2.10 Environmental Impact on Organizational Change

The participants were asked about the impact of environmental factors on organizational change at the academic registry of Accra Technical University. This was to determine how environmental factors have impacted organizational change at Accra Technical University. The findings of the study revealed that the environmental factors had no impact on the organizational change at the academic registry of the technical university.

According to HAR1,

"The change well, can be said to be attributed to the management's willingness to change, the staff attitude, the economic pressures, and the change of technology. Environmental factors I think were not part of it". (HAR1)

Participant HAR1 commented,

"Environmental factors had not played a part in the organizational change at academic registry. Not at all."

4.2.11 Legal Impact on Organizational Change

The participants were asked about the impact of legal factors on organizational change at the academic registry of Accra Technical University. This was to determine how legal factors have impacted organizational change at Accra Technical University. The findings of the study revealed that internal legal factors impacted the organizational change at the academic registry.

According to HAR3,

"The new technical university statutes state that a head of department or unit should be at least master's holder and senior assistant registrar. this implied that all the heads of units without a master's degree had to leave their post for those with the required qualification." (HAR3).

4.2.12 Key Managerial Issues Identified at the Academic Registry

The findings of the study have revealed the following key managerial issues at the academic registry:

4.2.12.1 Lack of Involvement in Key Decision Making

The staff at the academic registry are usually not involved in key managerial decisions affecting the department. For instance, the change initiative that took place at the department was done without consulting any of the staff members, for their views. They were only imposed on the staff.

4.2.12.2 Lack of Teamwork

Teams are structured so that skills can be quickly added and employees are empowered to work collaboratively across functions and networks of partners. The academic registry lacks team-building skills which has resulted in a lack of teamwork in the department. The change initiative also failed to inculcate teamwork in the department.

4.2.12.3 Inability to Manage Change Effectively

Change is a gradual process but management did the implementation of the change in such a way that most of the short-term objectives of the change could not be achieved. Management was therefore forced to make these short-term objectives long-term ones.

4.2.12.4 Poor Alignment of Structure of Change

Management affected the change at the academic registry without properly structuring the system at the department. Although new units have been created in the department, some of the works of these units conflict with each other. This sometimes creates work conflict in the department.

5. Alternative Course of Action

This chapter presents the alternative course of action based on the key managerial issues identified in the study. This chapter presents the implementation of alternative courses of action outlined in the previous chapter. The implementation presents the alternative courses of action recommended, what steps need to be taken to implement them, the people responsible for it, the resources needed for the implementation, as well as timelines and methods of evaluation.

Alternative 1: Involvement staff in key decision-making

It was observed from the study that the management of the academic registry does not involve the staff at the department in key decision-making affecting the department. For instance, management did not involve the staff at the department in the acquisition of software programs for the department which has really affected the progress of work at the department. Management is therefore encouraged to involve the staff in making certain key decisions that will affect the progress of the department. This will help management all the time make good and correct decisions for the department.

Alternative 2: Encouraging teamwork

One of the managerial issues at the academic registry is the lack of teamwork. The majority of the participants also reported that the organizational change in the department does not support teamwork. It is therefore encouraged that management should inculcate teamwork in their organizational structure. The task of staff should also be given in such a way that it supports teamwork and team building. The Teams should be structured so that skills can be quickly added and employees should be empowered to work collaboratively across the units in the departments.

Alternative 3: Managing change effectively

Management of the registry and the overall management made changes at the registry without proper consultation and strategy. The change as the majority of the participants reiterated was affected speedily without taking into consideration the adaption of the staff. The communication line was not open for an effective and smooth transition. The ability to manage change is now recognized as a core organizational competence. Hence management should implement change hand in hand with all those who matter, including the staff involved. Change should take place through an open line of communication between management and those involved and should be made gradual

for those involved to adapt. This will also help management to achieve it short as well as long-term goals of the change.

Alternative 4: Proper alignment of structure change

One of the main findings of the study as well as one of the key managerial issues of the academic registry was the lack of proper alignment of the structure change. It has been observed that some of the activities the units created at the department conflict with others, which results in work conflict prior to the change being encountered. Management should therefore effect the changes to have clear and distinct roles for each of the units. The organizational change structures and management systems should be created or realigned without hesitation.

5.1 Implementation

The implementation presents the alternative courses of action recommended, what steps need to be taken to implement them, the people responsible for it, the resources needed for the implementation, as well as timelines and methods of evaluation.

Implementation of Alternative 1: Involvement of staff in key decision-making

Steps to be taken:
- Open the line of communication between superiors and subordinates in the department;
- Regularly solicit the views of employees on daily matters at the department;
- Evaluate the views of the employees and make decisions based on their views;
- Appreciate the views of the employees to encourage them;

Whose responsibility: Heads of Department, Heads of Units, Supervisors

Timeline: Effective, August 2016.

Resources needed: Time, money, and training and orientation

Evaluation method: human relations report, performance appraisal, feedback from employees

Implementation of Alternative 2: Encouraging teamwork

Steps to be taken:
- Redefine the structure of the organization to support work collaboratively across the units in the departments;
- Assign staff roles that support teamwork and team building;
- Request report on work done according to teams.

Whose responsibility: Management, Heads of Department, Heads of Units, Supervisors

Timeline: Effective, August 2016.

Resources needed: time, money, and training and orientation

Evaluation method: feedback from employees

Implementation of Alternative 3: Managing change effectively

Steps to be taken:

- Open the line of communication between superiors and subordinates in the department;
- Solicit the views of employees on what and how changes should be made;
- Implement change based on the views of the employees;
- Implement change slowly without hesitation, and hand in hand with all those who matter in the change.

Whose responsibility: Management, Heads of Department, Heads of Units, Supervisors

Timeline: Effective, August 2016.

Resources needed: time, money, and training and orientation

Evaluation method: feedback from employees

Implementation of Alternative 4: Proper alignment of structure change

Steps to be taken:

- Realign the structure of the change without hesitation;
- Assign clear and distinct roles to each of the units in the department;
- Quickly address any conflicting work as and when it arises.

Whose responsibility: Management, Heads of Department, Heads of Units, Supervisors

Timeline: Effective, August 2016.

Resources needed: time and orientation

Evaluation method: feedback from employees, Head of units, Head of Department

Table 6: Implementation Plan for the Alternative Course of Action

Implementation of Alternative Course of Action	Description	Activity	Responsibility	Resources Needed	Time Frame	Outcome
Implementation of Alternative 1	Involvement of staff in key decision-making	a. Open the line of communication between superiors and subordinates in the department b. Regularly solicit the views of employees on daily matters at the department c. Evaluate the views of the employees and make decisions based on their views d. Appreciate the views of the employees to encourage them	Heads of Department, Heads of Units, Supervisors	Time, money, and training and orientation	Every Day	Help staff to bring input in key decisions that will help improve work performance.
Implementation of Alternative 2	Encouraging teamwork	a. Redefine the structure of the organization to support work collaboratively across the units in the departments b. Assign staff roles that support teamwork and team building c. Request report on work done according to teams.	Management, Heads of Department, Heads of Units, Supervisors	Time, money, and training and orientation	Every Day	Assist the staff in completing work earlier and build co-existence and harmony at work
Implementation of Alternative 3	Managing change effectively	a. Open the line of communication between superiors and subordinates in the department b. Solicit the views of employees on what and how changes should be made	Management, Heads of Department, Heads of Units, Supervisors	Time, money, and training and orientation	Every Day	Help prevent internal conflict, job dissatisfaction, and poor staff performance

		c. Implement change based on the views of the employees				
		d. Implement change slowly without hesitation, and hand in hand with all those who matter in the change				
Implementation of Alternative 4	Proper alignment of structure change	a. Realign the structure of the change without hesitation	Management, Heads of Department, Heads of Units, Supervisors	Time and orientation	Every Day	Help prevent internal conflict, job dissatisfaction, and poor staff performance
		b. Assign clear and distinct roles to each of the units in the department				
		c. Quickly address any conflicting work as and when it arises				

Table 7: Monitoring and Evaluation Plan for the Implementation of the Alternative Courses of Action

Goal	Strategies	Roles	Time frame	Indicators	Sources of Data
Involvement of staff in key decision-making	a. Open the line of communication between superiors and subordinates in the department	Heads of Department, Heads of Units, Supervisors	Effective, August 2016.	Time, money, and training and orientation	Human relations report, performance appraisal, feedback from employees
	b. Regularly solicit the views of employees on daily matters at the department				
	c. Evaluate the views of the employees and make decisions based on their views				
	d. Appreciate the views of the employees to encourage them				
Encouraging teamwork	a. Redefine the structure of the organization to support work collaboratively across the units in the departments.	Management, Heads of Department, Heads of Units, Supervisors	Effective, August 2016.	Time, money, and training and orientation	Feedback from employees, Annual HRM Report

	b. Assign staff roles that support teamwork and team building				
	c. Request report on work done according to teams.				
Managing change effectively	a. Open the line of communication between superiors and subordinates in the department	Management, Heads of Department, Heads of Units, Supervisors	Effective, August 2016.	Time, money, and training and orientation	Feedback from employees, Annual HRM Report
	b. Solicit the views of employees on what and how changes should be made				
	c. Implement change based on the views of the employees				
	d. Implement change slowly without hesitation, and hand in hand with all those who matter in the change				
Proper alignment of structure change	a. Realign the structure of the change without hesitation	Management, Heads of Department, Heads of Units, Supervisors	Effective, August 2016.	Time and orientation	Feedback from employees, Head of Units, Head of Department
	b. Assign clear and distinct roles to each of the units in the department				
	c. Quickly address any conflicting work as and when it arises				

6. Discussions of Results

The main objective of the study was to determine the objectives and the impact of organizational change on the performance of the academic registry of Accra Technical University. The study specifically sought to determine: (1) the objectives for the organizational change at the academic registry, (2) how the objectives of the organizational change have been achieved at the registry, (3) the impact of structural changes on the performance of the registry, (4) the impact of change of task structure on the performance of the registry, (5) the impact of technological change on the performance of the registry, and (6) the impact of Political, Economic, Social, Technological, Environmental, and Legal on organizational change at the registry. This chapter presents the discussions of the findings in relation to the specific objectives of the study.

6.1 Objectives for the Organizational Change at the Academic Registry

The findings of the study revealed that the main objectives for the structural, task, and technological change initiative at the academic registry were to improve performance, streamline the activities and core functions of the registry, and ensure accountability at the registry. This finding is in line with the findings raised by other authors. According to Kudray and Kleiner [28], new organizational goals constitute an "*important internal source of change*" (p.18). Similarly, much organizational change can be ascribed to changing strategies and objectives [29]; [30]; [31]. This is affirmed by Hellriegel et al.'s [32] contention that strategic changes are designed to "*alter the organization's intended courses of action to attain its goals*" (p. 605), as well as by the 'structure follows strategy' school of thought [25]. On the other hand, according to Gibson et al. [28], internal catalysts for change relate to process and behavioural problems, both of which may result in poor performance. Poor performance (Schaefer, 1998) or declining effectiveness [31], then, is frequently cited as a catalyst for organizational change.

6.2 How the Objectives of the Organizational Change Been Achieved at the Academic Registry

The findings of the study revealed that some of the short-term goals were achieved; for instance, the organizational change initiative at the academic registry has brought about faster service delivery, reduced cost, improved customer satisfaction, improved management of students' database, and change of the staff attitude to work. The findings of the study on the other hand revealed that the majority of the short-term goals could not be achieved and as a result have to be classified as long-term goals. This finding is also consistent with the findings of some authors. Wang [70], who explored the influence of organizational change on organizational performance of listed tourist hotels in Taiwan using organizational commitment as the mediating variable found that organizational change has a positive direct influence on organizational performance, significantly influencing organizational commitment as well as on organizational performance.

Rehman, Hussain, & Bilal [68], who examined the impact of organizational change on employee performance in the banking sector of Pakistan found that organizational change has a positive significant impact on employee's performance in the banking sector of Pakistan.

6.3 Impact of Structural Changes on the Performance of the Academic Registry

The study also revealed that the major structural change made at the academic registry was the creation of units with heads to perform different roles and functions. Although the participants were of the view that the structural change has had a positive impact of bringing about work efficiency, employee Responsibleness, change of the working environment, as well as work improvement, the findings of the study however revealed that some of the roles in these units' conflict with others. This finding is in line with the findings of some other authors. Olajide [67] who examined empirically change management and its effects on organizational performance of Nigerian telecoms industries concluded that changes in management via leadership have a significant effect on one employee's performance.

6.4 Impact of Change of Task Structure on the Performance of the Academic Registry

The findings of the study revealed that employees at the academic registry have now been allocated to specific units in the department, assigned specific roles at their various units, as well as assigned work with timelines at the units. However, the participants of the study reported that the changes made with respect to the task of the employee have negatively impacted teamwork, as well as their employee participation, although it has increased their professional development opportunities. This finding is consistent with [65]. Lewis [65] describes one aspect of a longitudinal case study conducted in an Australian college of advanced education undergoing transformation to a university and explores the relationship between the espoused and observed reaction by staff to the changes, their actual behaviour, and the performance of the organization, found that the research did not vindicate the assumption in the culture literature that organizational culture has a direct and predictable effect on organizational performance, The conclusion he drew was that, on an organization-wide scale, whole patterns of staff behavior may be changed without a corresponding positive change in values or assumptions.

6.5 Impact of Technological Change on the Performance of the Academic Registry

The comments of all thirteen participants of the study revealed that the major type of technological change at the academic registry has to do with the acquisition of software programs for student database management. However, on the impact of the technological change on performance, the majority of the participants reported that the technological change at the department has really not affected performance. On the contrary, technological change has rather presented challenges to the department. This is largely due to the fact that management failed to consult the employees at the department before acquiring those software programs for the department. This finding is consistent

with Dauda & Akingbade [69] who studied technological change and employee performance in the selected manufacturing industry in Lagos state of Nigeria and found that employee relations do not have a significant relationship with technological change. Bauer & Bender [71] who also studied Technological Change, Organizational Change, and Job Turnover also found that new information technologies do not have significant effects on gross jobs.

This finding is however inconsistent with the findings of some authors. Karanja [70] who investigated the effects of organizational change on employee performance, at the Postal Corporation of Kenya to determine the effects of technological change, structure change, changing roles and responsibilities, and change in management on employee performance, found that employee performance has been positively influenced by organizational change. Technology was found to influence employee performance positively.

6.6 Impact of Political, Economic, Social, Technological, Environmental, and Legal on Organizational Change at the Academic Registry

The findings of the study revealed that Political, Economic, Social, Technological, and Legal factors had a major role to play in the organizational change at the academic registry of the technical university. Meanwhile, the participants of the study revealed that only environmental factors did not play any major role in the organizational change at the technical university. This finding is consistent with the findings of some authors. Burnes [21] asserts that organizations transform as a response to both external and internal pressures. According to Kotter [18], external factors are those factors that are outside the control of the organization. Nahavandi and Malekzadeh [23], argue that the external forces of change not only emanate from the business environment but also from the general environment, which are social, cultural, demographic, political, economic, and technological. Sturges [26] identifies external influences of change as globalization, new technologies, the power of markets, financial deregulation, the changing political landscape, and women in power. Robust organizational change is primarily triggered by external pressure rather than internal desire to change [17].

7. Summary and Conclusion

This chapter contains a summary of the findings, conclusions drawn from the study, and recommendations offered in order to achieve the objectives of the study.

7.1 Summary of Findings

It was revealed from the study that the main objectives for the structural, task, and technological change initiative at the academic registry were to improve performance, streamline the activities and core functions of the registry, and ensure accountability at the registry. However, it was revealed that some of the short-term goals are being achieved; for instance, the organizational change initiative at the academic registry has

brought about faster service delivery, reduced cost, improved customer satisfaction, improved management of student's database, and change of the staff attitude to work, majority of these short-term goals could not be achieved and as a result, have to be classified as long-term goals.

The study also revealed that the major structural change made at the academic registry was the creation of units with heads to perform different roles and functions. Although the participants were of the view that the structural change has had a positive impact of bringing about work efficiency, employee Responsibleness, change of the working environment, as well as work improvement, the findings of the study however revealed that some of the roles in these units' conflict with others.

The findings of the study revealed that employees at the academic registry have now been allocated to specific units in the department, assigned specific roles at their various units, as well as assigned work with timelines at the units. However, the participants of the study reported that the changes made with respect to the task of the employee have negatively impacted teamwork, as well as their employee participation, although it has increased their professional development opportunities.

The comments of all thirteen participants of the study revealed that the major type of technological change at the academic registry has to do with the acquisition of software programs for student database management. However, on the impact of the technological change on performance, the majority of the participants reported that the technological change at the department has really not affected performance. On the contrary, technological change has rather presented challenges to the department. This is largely due to the fact that management failed to consult the employees at the department before acquiring those software programs for the department.

The findings of the study revealed that Political, Economic, Social, Technological, and Legal factors had a major role to play in the organizational change at the academic registry of the technical university. Meanwhile, the participants of the study revealed that only environmental factors did not play any major role in the organizational change at the technical university.

7.2 Conclusion

The following conclusions based on the findings and the objectives of the study are made:

1) The main objectives of the organizational at the academic registry are to improve performance, streamline the activities and core functions of the registry, and ensure accountability at the registry.

2) Some of the short-term goals of the change have been achieved. The change has brought about faster service delivery, reduced cost, improved customer satisfaction, improved management of students' database, and change of the staff attitude to work. On the other hand, the change could not achieve the majority of the short-term goals and these ones have been classified as long-term ones.

3) The major structural change of creating units with heads to perform different roles and functions at the registry has had a positive impact on performance by bringing

about work efficiency, employee responsibleness, change of the working environment, as well as work improvement. On the contrary, the structural change has brought some conflicting roles to the units.

4) The major technological change, which is the acquisition of software programs for student database management has really not affected performance. The technological change has presented challenges to the department.

5) The major change of task of staff by allocating staff to specific units at the department, assigning them specific roles at their various units, as well as assigning work with timelines at the units, has negatively impacted employee teamwork and team building, as well as employee participation, although it has increased the employee professional development opportunities.

6) The organizational change at the academic registry of the technical university is impacted by Political, Economic, Social, Technological, and Legal factors. On the contrary, Environmental factors are not a factor organizational change at the academic registry.

Conflict of Interest Statement

There is no conflict of interest among the authors in terms of financial interests, affiliations, or personal interests toward the review and subsequent publication of this paper.

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