

Transformational Management Strategies and Institutional Effectiveness in Akwa Ibom State Polytechnic Ikot Osurua, Akwa Ibom State, Nigeria

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Abstract

This study examines the relationship between transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua. A cross-sectional survey method was adopted for the study. A sample of 112 respondents was drawn from the population of 155 using Taro Yamane's scientific formula. The study adopted judgmental sampling technique. For the objectives of the study to be achieved, two hypotheses were formulated and tested. The study utilized structured questionnaire as a major instrument for data collection. Simple percentage and regression models were used to analyze the research questions and hypotheses. The results revealed significant relationships between variables of transformational management strategies and institutional effectiveness of Akwa Ibom State Polytechnic Ikot Osurua Akwa Ibom State. Based on the findings, the study recommends that the Akwa Ibom State Polytechnic should explore diverse funding sources, including partnerships with private sectors, alumni contributions, and grants from governmental and non-governmental institutions, and focus on cultivating a positive institutional culture that embraces transformation.

1. Introduction

1.1 Background of the Study

In today's fast-evolving environment, several institutions operate amid constant transformation driven by technological progress and shifting market conditions. As a result, effective transformation management has become essential for institutions aiming to maintain efficiency, competitiveness, and long-term sustainability (Abaikpa 2025). Transformational management strategies refer to systematic methods for guiding individuals, teams, and entire institutions from their current state toward a desired future condition (Cameron & Green, 2020). Institutions that struggle with transformation often exhibit operational inefficiencies and low employee engagement (Abaikpa 2025). Institutional effectiveness reflects an institution's capacity to adapt to both internal and external environmental transformations to sustain its relevance and effectiveness (Tseng & Lin, 2011). Like other entities, tertiary institutions must continuously evolve in response to dynamic environments, shifting educational policies, and technological advancements (Oreg et al., 2018). Tertiary institutions in Nigeria, such as Akwa Ibom State Polytechnic Ikot Osurua in Ikot Ekpene, face challenges including regulatory compliance, competition from public institutions, and the rise of digital learning platforms (Adekola, 2022). Given the increasing fluidity and responsiveness of the higher education sector, these institutions need to implement robust Transformational Management Strategies to stay relevant.

There are multiple transformation management models that can help institutions understand how to implement the transformation process successfully. Lewin's (1951) describes three main phases - Unfreezing (preparation for transformation), Transformation (implementation of new processes), and Refreezing (stabilization of transformation). Another similar example is Kotter's (1996) Eight-Step Transformation Model that highlights the significance of urgency, strong leadership, stakeholder engagement, and that transformations should become part of the institutional culture. Action Research shares much in common with Lewin's model that positions transformation within a larger system. Another modern framework, the ADKAR Model (Hiatt, 2006), treats institutional transformation at the individual level, instead explaining successful institutional adaptation through a typology of individual transitions. Institutional adaptation, illustrated in part by these models, reminds institutions like Akwa Ibom State Polytechnic Ikot Osurua that a process-oriented structured approach bottom adjustments is key to successful adaptation. Although transformation management is conceptually presented as a structured process, practical experience in its application is often a challenge in Nigerian higher education institutions. Examples of common barriers are: opposition from academic staff, poor commitment by leadership, ineffective communication, and a mismatch between institutional goals and transformation strategies (Ajani, 2023). Additionally, many universities have found this to be a challenge as digital technologies were fully embraced after the disruptions of the COVID-19 pandemic (Mendy & Trickett, 2021). Private universities, such as Akwa Ibom State Polytechnic, face challenges in this regard and must work through these complications to improve institutional agility and developing a sustainable future.

Van der Voet et al. (2016) suggests that school implementing Transformational Management Strategies have better institutional performance, staff motivation and student outcomes. Sonenshein and Dholakia (2019) highlight that effective leadership, clear communication, and participatory decision-making processes are crucial in ensuring that stakeholder embraces the transformation initiatives. Hence this study aims to study the relationship between the Transformational Management Strategies and institutional effectiveness using Akwa Ibom State Polytechnic Ikot Osurua as a case study. Through elucidating effective transformation management strategies, evaluating their success and investigating the inherent difficulties of performance in higher education settings, this research will add to the existing literature on institutional transformation in the Nigerian higher education system.

1.2 Statement of the Problem

Tertiary institutions today face numerous challenges due to rapid technological advancements, globalization, and emerging educational models. To effectively manage these complexities and maintain institutional effectiveness amid evolving demands, institutions need to adopt strong transformational management approaches. However, implementing such strategies in a constantly shifting environment remains a significant challenge in Nigerian institutions like Akwa Ibom State Polytechnic Ikot Osurua in Ikot Ekpene and other universities. A major obstacle is the frequent strikes by academic staff unions. For instance, in 2022, the Academic Staff Union of Universities (ASUU) initiated a nationwide strike lasting approximately eight months, during which academic activities at Nigeria's public universities were halted. These prolonged strikes not only disrupt academic progress but also undermine the successful implementation of transformation initiatives, as administrative focus shifts from strategic development to resolving labor disputes (Academic Staff Union of Universities, 2022).

Similarly, the devastating impact of SAPs (Structural Adjustment Programs) to Nigerian universities in the 1980s is still with us today. All of this made for less money to spend on higher education, so that the infrastructure crumbled and even functions of the academics and administration became stretched. For instance, during this period, Ahmadu Bello University faced a great deal of financial constraints that affected its ability to properly maintain facilities and support staff (Ahmadu Bello University, 2025). Policies of such nature are still being felt today as institutions of higher learning face resource constraints and a lack of infrastructure that inhibits effective transformation management practices. Additionally, internal conflicts and governance problems have made it difficult to manage transformation. A similar internal dispute led to a protracted litigation that threw the institution into an administrative and academic logjam in the early 2000s, as happened with the 49 sacked lecturers in the University of Ilorin in 2001. The drawn-out legal tussle and eventual reintegration of the lecturers underscored weak governance structures and strained relationships between university administrations and academics (University of Ilorin, 2025). These kinds of conflicts distract from strategic initiatives and breeding disinterested culture which make institutions less adaptive.

In the case of Akwa Ibom State Polytechnic Ikot Osurua - this challenge is especially critical. Its status as a State-owned Polytechnic exposes it to the dual pressures of meeting both regulatory standards and competition for resources and prestige from other established public universities. This education can show the importance of the transformation management methods which can help the organization like Akwa Ibom State Polytechnic Ikot Osurua to keep up with the fast-changing trends in education. Nevertheless, the challenges besetting the higher education sector in Nigeria, for instance, funding constraints, infrastructural inadequacies, labor-related disputes, affect transitions to desired states of institutional Performance. Hence, the study aims at exploring the notable challenges which are impediment to transformation management practice in Akwa Ibom State Polytechnic, and the extent to which this influences the Performance of the organization. Moving forwards by realizing and assessing any barriers will ultimately allow the university to become more competitive and harmonious in a rapidly changing educational scope through this research.

1.3 Objectives of the Study

The main purpose of this study is to examine the relationship between transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua. Specific objectives of this study include:

- To examine the relationship between funding constraints and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua.
- To determine the effect of institutional culture on the relationship between transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua.

1.4 Research Questions

From the objectives of the study, the following research questions were raised to guide the study:

- What is the relationship between funding constraints and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua?
- To what extent is the effect of institutional culture on the relationship between transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua?

1.5 Research Hypotheses

From the objectives of this study, the following research hypotheses were formulated to guide the study:

- Funding constraints have no significant relationship with institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua.
- Institutional culture has no significant effect on the relationship between transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua.

1.6 Significance of the Study

This study holds great significant as it examines how transformational management strategies influence institutional effectiveness at Akwa Ibom State Polytechnic. The goal is to offer valuable insights for administrators, policymakers, faculty, and students, while also filling the gaps in research related to Nigerian higher education institutions. Ultimately, it aims to enhance institutional resilience, guide policy development, boost staff engagement, and improve student outcomes.

1.7 Scope of the Study

- Unit scope: The study focused on the 122 staff of Akwa Ibom State Polytechnic Ikot Osurua, Akwa Ibom State, Nigeria.
- Content scope: The content scope of this study is confined to literature on transformational management strategies and institutional effectiveness.
- Geographical scope: This study focused on Akwa Ibom State Polytechnic Ikot Osurua, Akwa Ibom State in the south - south region of Nigeria.

2 Review of Related Literature

2.1 Concept of Transformational Management Strategies in Educational Settings

While education transformation management has been widely explored in the literature, several models of transformation management within education highlight the educational leader's need for agility, adaptive design and being able to successfully move the organization through transformation. White (2021) connects leadership agility to the dynamic and complex nature of the educational landscape. She believes that agile leaders can help create a culture of innovation and continuous improvement, both of which are essential for responding to the ever-changing needs of students, educators, and the community. By presenting several well-researched case studies, she demonstrates that sounding the trumpets of leadership agility without first carefully considering the best evidence-based approaches can produce unexpected outcomes: a revolution in transformation/growth processes, improved institutional performance, and increased institutional Performance. The above-mentioned study reveals 'adaptive design' as a novel approach to rendering adaptive transformation in universities, particularly in developing nations. Muluneh and Gedifew, (2018) believe that traditional approaches to managing transformation often do not address institutional issues because of multidimensional pressures. They argue that adaptive design, which builds in principles and tactics that enable flexibility and responsiveness to emerging insights and transformations, can help make transformation initiatives more effective. They argue that leaders and transformation agents tend not to use approaches that many believe should have more resemblance to adaptive design, and that this is one reason many lasting and systemic transformations in educational institutions fail.

Palumbo and Manna (2019) performed a literature review system to provide context to institutional transformation in educational institutions, especially relating to its determinants, barriers, and outcomes. Educational institutions are said to need to continually bring their frameworks, processes, and practices into alignment with emerging challenges from the external environment. The balanced treatment of internal and external transformation forces is particularly significant for institutional evolution. Moreover, in order to overcome disturbances, strategies should be developed in relation to ambiguity and uncertainty, and the side effects of institutional transformation should be taken into account so that it does not endanger the working conditions of employees. Their study is thus positioned within the broader context of school improvement, diversity and intervention (Sule, Alabi, & Okon, 2019) (Sule, S.A., Alabi, D.O., & Okon, M. E. 2019). Ramona & Alaggia (2020) emphasize that managing transformation thoughtfully in educational environments is critical, be it through agile leadership, adaptive design methodologies, a careful orchestration of transformation initiatives and resistance to them, or strategically targeting the teachers' efficacy. These viewpoints together highlight the multifaceted and essential nature of customized Transformational Management Strategies in educational settings.

Transformation management in educational institutions is a complex process, involving the structured transition of individuals, teams, and entire institutions from a current state to a desired future state. Effective Transformational Management Strategies are essential for educational institutions to meet changing educational needs, technological developments, and societal transformations. Degree at the University of Pennsylvania, to explore Transformational Management Strategies in educational institutions, with reference to recent academic literature in order to illuminate important principles, models and applications. How is transformation management applied in an educational setting? This specific group of strategies looks to focus on the human side of transformation in its facilitation to ensure those impacted by the transformation, such as faculty, staff, students and the community at large, are included and any personal resistance to transformation is mitigated in its implementation. According to Agbana et al. (2023), effective Transformational Management Strategies including communicating distinctly, involving employees, leadership support, and training are crucial in developing high levels of employee engagement towards institutional or institutional transitions, which in return positively influences productivity and innovation.

Funding Constraints and Institutional Performance

Recent literature sheds light on how funding challenges affect performance and the ways in which institutions cope with such constraints. According to Gogwim (2022), the first challenge Nigerian universities face is inadequate financing, which has resulted in dilapidated infrastructure and brain drain. Due to these financial constraints, institutions find it hard to evolve to meet new educational expectations and sustain their competitive edge. And also in there are here England and Australia there has been discussion about mergers and restructuring among universities and financial pressures. In England, the Office for Students (OfS) has cautioned that nearly three quarters of institutions are predicted to be running a deficit by the 2025-26 academic year and that an unambitious approach will put their futures at risk. In Australia, the likelihood now looms ever larger of merger deliberations among institutions as international student numbers decline, and operating costs rise. Adaptive leadership is an important factor for improving institutional effectiveness in funding constraints. Ijeoma-Charles et al. (2023) argue the need for leadership that is adaptive as a means of working towards sustainability outcomes within the Nigerian education system. They underscore how adaptive leadership improves the systemic conduct of third order institutions by fostering learning, collective effort and openness to transformation in the pursuit of sustainable outcomes.

Gogwim (2022) points out that to solve the funding problems and to become more flexible to adapt to environmental transformations, educational sectors have specifically searched for various options, ranging from establishing internal fund generation unit in all universities and polytechnics to affording internal stakeholders to fund a due share. This would decrease dependence on government funding while growing financial independence. Educational institutions' transformation strategies is very critical for the education sectors to implement, Palumbo and Manna (2019). Based on this they argue that several educational leaders and managers often use specific approaches and ad hoc tools to support implementation of institutional transformations to promote performance. Institutional effectiveness has received significant challenges due to the constraints of funding. It has the potential to create adaptive leadership, diversifying funding sources, and implementing strategic institutional transformations that will increase resilience and performance in the face of changing educational needs. In a world where transformation is the only constant, these strategies can help keep educational institutions both relevant and sustainable.

Institutional Culture, Transformational Management Strategies and Institutional Effectiveness

Transformational management strategies depend greatly on the institutional culture in which they are implemented. The institutional culture or the values, beliefs, and practices of a specific group can hamper or promote the institutional transformation efforts as the set of its constituents determine how they respond to transformation. The impact of transformational management strategies on institutional effectiveness is highly dependent on institutional culture. To quote Schein (2010), the culture of an institution dictates how transformation is perceived and implemented. Developing an awareness of how institutional culture can intervene with the transformation management process has important implications, particularly in the Nigerian context, in which hierarchies and bureaucracy prevail (Ajayi & Ige, 2019). Transformation is resisted by employees because they are afraid of the unknown and of losing their position in the hierarchy. On the other hand, institutions that promote a culture of learning and innovation are more willing to undertake transformation initiatives, leading to more successful transitions and performance (Abaikpa, et al 2022). Adaptive cultures help institutions institutionalize transformation through continuous training, monitoring and reinforcement mechanisms (Kotter, 1996). It actually prepares institutions for long-term performance. On the other hand, institutions with entrenched traditional cultures may be unable to sustain transformations simply because old habits often return when initial transformation drives grooves (Ejiogu et al, 2016). To enhance institutional performance, Nigerian educational institutions must consider the following:

- Student driver inquiry-based learning or project-based learning to undertaken, develop, conduct and reflect on self-assessing skills in this respect, into taking an adaptive culture which encourages innovation in lieu of transformation.
- Reform bureaucratic inflexibility and build participatory decision-making systems.
- Develop trainings for leaders and staff on why the transformation should occur and how to successfully manage transitions.

Institutional culture is therefore a significant moderator of the relationship between transformational management strategies and institutional effectiveness among Nigerian educational institutions. A flexible, innovative, and stakeholder-driven culture is a supportive development culture which enables effective transformation management to adapt for good. But instruction slogs through bureaucratic and likely hostile institutional cultures, making it imperative that educational leaders create a more raw and moldable culture of transformation sub sequentially.

Institutional Performance

Institutional effectiveness - this has been the ability of an institution to identify, react and adapt to transformations occurring within its internal and external environments. This is critical for the ability to perform, to be competitive, and to survive in dynamic markets. The Performance of an institution is also dependent on several factors - such as leadership and decision making. In general, adaptive institutions are led by empathetic leaders, who foster agility in process, encourage creative thinking, and enable timely decision making. The flip side to that is learning orientation. Institutions that emphasize continuous learning and sharing of knowledge are more resilient in the face of new challenges. Another aspect that enables institutional performance is the structural flexibility. Agility is encouraged by flexible institutional structures that enable quick reassembling of resources and operations. Environmental scanning is another important factor that will help institution for adaptation. Proactive adaptation is possible by monitoring external trends and possible disruptions regularly. There are challenges institutions face to be adaptable. Such challenges may be confronted with structural inertia. Institutions familiarizing themselves with these struggles is key in developing a resilient and agile organization. It is an aggregate construct of interconnected relationships of leadership, culture, structure, and external variables that interact to define the processes and outcomes of institutional performance.

2.2 Theoretical Framework

Transformation management and institutional performance, particularly in educational settings, hinge on solid theoretical frameworks that shed light on how transformation unfolds and how institutions adapt. Two key models in this arena are Lewin's Transformation Management Theory and Kotter's Eight-Step Transformation Model. Lewin's Theory breaks down into three stages:

- Unfreeze - this is all about getting the organization ready for transformation by dismantling the current status quo.
- Transformation - here, new practices or policies are put into action.
- Refreeze - this stage is about embedding those transformations into the institutional culture.

In Nigerian educational institutions, Lewin's model has proven effective during transitions like the shift to e-learning, helping to ease resistance and stabilize reforms. On the other hand, Kotter's Eight-Step Model lays out a comprehensive process for steering large-scale transformation: it starts with creating urgency, then forming coalitions, developing and communicating a vision, enabling action, generating short-term wins, and finally embedding new approaches into the culture. This model has been widely utilized in Nigerian higher education for reforms such as quality assurance and technology upgrades, fostering stakeholder engagement and smoother transitions. While Lewin's model is great for smaller, incremental transformations, Kotter's is more suited for sweeping strategic shifts. By blending both approaches, educational institutions can adopt a flexible and responsive strategy that meets their unique challenges. In summary, these theories offer crucial insights for effectively managing transformation, ensuring that educational institutions can adapt and enhance their performance in complex environments.

2.3 Empirical Review

In educational institutions, transformational management strategies are one of the major determinants of institutional performance. But factor such as funding can either help performance take place or serve as barriers to it. At the same time, the institutional culture plays a moderating role that influences the effectiveness of any transformation management initiative. This review critically assesses empirical research on these matters in educational environments. Thus, in the realm of educational leadership and transformation management transformational initiatives, financial resources are primary requirements for the development of such strategic initiatives with the view of achieving adaptive capacity. Umar et al. (2025) found that transformational leadership, when aligned with a knowledge-sharing culture, significantly enhances institutional performance and transformation readiness in higher education. Turgut and Samur (2025) utilized the Institutional Culture Assessment Instrument (OCAI) to demonstrate that a shift from hierarchical to clan and adhocracy cultures improves institutional flexibility and strategic goal achievement. Similarly, Kareem et al. (2024) emphasized that a supportive culture mediated the relationship between leadership and the development of learning institutions. Lidong and Almaki (2024) revealed that resilient institutional cultures are critical for maintaining quality during crises in Chinese universities. Linking School Culture (2022) corroborated these findings across schools in various countries, indicating that clan culture correlates positively with reform readiness. Kasbun and Osman (2024) dive into how institutional culture and leadership behavior shape employee readiness for transformative

transformation. Their study, which takes place in flexible distance-learning institutions, highlights the crucial role of institutional commitment as a mediator. Similarly, Lemana and Ahmad (2023) conduct a multiple case study focusing on Filipino educational leaders in multinational institutions. They discover that effective transformation management in tertiary institutions hinges on cultural sensitivity, trust-building, and inclusive leadership strategies. Meanwhile, Ndiango, Kumburu, and Jaffu (2023) explore the experiences of Tanzanian academics and find a positive link between openness to transformation and research productivity, shedding light on the psychological factors that influence Performance. Paidi et al. (2023) showcase how Indonesian universities leverage innovation and structured Transformational Management Strategies to boost institutional performance in response to evolving educational demands.

Demski et al. (2022) found alignment in cultural perception between school leaders and staff to be a predictor of reform success. Sá and Oleksienko (2022) argued that universities with adaptable cultural frameworks are more successful in global partnerships. Erlyani et al. (2022) reveal that the communication climate and institutional trust play a significant role in non-academic staff's readiness for transformation in Indonesian universities, emphasizing the importance of clear communication during transitions. Okoroafor and Nwachukwu (2022) affirm that institutions with a culture of positive conflict resolution mechanisms adapt better to educational reforms. Additionally, a 2021 study by Education Sciences investigates how executive coaching aids in applying Lewin's and Kotter's models in higher education, highlighting coaching's role in fostering institutional effectiveness during transformation initiatives. A systematic review by MDPI (2021) identifies best practices for implementing strategies effectively. Koeh and Simiyu (2021) observed that funding shortfalls in Kenyan universities reduced flexibility in resource allocation, affecting their ability to innovate and adjust to national and global academic expectations. Adu and Ojelabi (2020) examined Nigerian universities and showed that insufficient funding significantly impairs adaptive strategies such as staff development, research advancement, and ICT deployment. Yusuf and Olumide (2020), affirm that private universities which have more financial autonomy are able to adapt than public institutions that depend largely on government subventions. Panicker (2020) examined Indian higher education and revealed that Hofstede's cultural dimensions—such as high power distance and collectivism—impacted the adoption of educational technologies. Menon and Suresh (2020) found that embedding sustainability within the institutional culture facilitated long-term innovation in higher education. Persistent industrial unrest, lack of interest on the part of employees as per surveys and faulty labor relations are on the hazardous path of making educational institutions non-institutional adaptable. Iwu, Ezeudu, & Nwafor, (2019) affirm that, institutions with good ICT infrastructure adapt more efficiently to a remote mode of learning as witnessed during the COVID pandemic.

Vlachopoulos and Makri (2019) observed that a digital culture promoting interaction and participation enhances the success of e-learning initiatives. Saiti, Abbott, and Middlewood (2018) demonstrated how governance structures and cultural compatibility influence collaboration and Performance in universities. Adepoju and Akinwumi (2017) affirm that poor budgetary allocations can hamper funding challenges in public tertiary institutions in Nigeria, leading to delay in the implementation of educational reforms thereby making the institutions unresponsive to global academics. Ridley (2017) argued for institutionalizing critical pedagogy to shift cultural resistance to digital tools. Ndoye and Parker (2016) emphasized the role of a 'culture of assessment' in promoting sustainable transformation through institutional learning. Olayemi and Adedeji (2017) highlighted that recurrent funding deficits prevent Nigerian universities from initiating needed reforms, curriculum modernization, and responsive governance structures. According to Ejiogu, Okezie, and Chukwuemeka (2016), the institutions with a solid learning culture are better able to respond to global trends in education. They believe that, leaders should cultivate a culture that sparks innovation and Performance, and cultural transformation should also be included in transformation management strategies. They opine that, by overcoming these hurdles through a strategic plan and collaboration with various stakeholders, educational institutions will become more resilient and adaptable in the face of future challenges. Munene (2016) showed that poor physical infrastructure in East African universities reduces institutional readiness for new pedagogical methods, particularly e-learning and blended education.

Ogbogu (2013) explores the impact of funding constraints on Nigerian universities and discover that limited finances restricts the adoption of modern teaching technologies and staff development initiatives and adversely impacts institutional Performance. Salmi (2009) conducted a cross-national study and concluded that institutional Performance in developing countries' universities is directly linked to adequate and sustainable funding models. Hargreaves et al. (2009) established that strong instructional cultures and shared school norms significantly affect the implementation of transformation initiatives. Institutional culture is a foundational element in managing transformation and ensuring Performance within educational institutions. Empirical evidence supports that when culture is aligned with transformation objectives, institutions are more likely to achieve sustainable transformation. Educational leaders must therefore prioritize cultural assessments and interventions as part of strategic planning.

2.4 Gaps in Literature and Knowledge

Although much research has already been conducted on transformation management and institutional Performance, there are still gaps in context-specific studies of stakeholder involvement, external factor analysis, and technology integration in Nigerian educational settings. In essence, conducting empirical work to fill these gaps would further augment the prevailing knowledge around how educational bodies could hold the agency for transformation (and be transformational) within mutable contexts.

3 Methodology

3.1 Research Design

This study employed a cross-sectional survey. The plan was to enable the researcher to describe and access current features of the population.

3.2 The Study Area

This study was conducted in Akwa Ibom State Polytechnic Ikot Osurua, Akwa Ibom State, Nigeria. Akwa Ibom State is in the South-South zone of Nigeria with its capital at Uyo. The State is the largest oil producing state in Nigeria. The population of the State is estimated at about 309, 573 as of 2006 (NPC, 2006 report). It has an area of 95 km² (36. 7sq.ml) and a land area of 95km² (36. 7sq.ml), Wikipedia encyclopedia (2007). The people in the area are predominantly Ibibio; others include Annang, Oron, Eket, Obolo, Ibeno and other speaking tribes in Nigeria. Akwa Ibom State is inhabited by people of different walks of life such as teachers, businessmen, students, traders, civil servants and unemployed youths among others. The choice of this study area was driven by the relevance of the research topic.

3.3 Population of the Study

The population of this study consisted 155 staff (89 academic staff and 66 non-academic staff) of Akwa Ibom State Polytechnic Ikot Osurua, Akwa Ibom State.

3.4 Sample Size/Sampling Technique

Judgmental sampling technique was adopted for the study. Given the population, a sample size was derived using Taro Yamane's scientific formula which is given as:

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

Where: N =Population. 1 =constant. e =Level of significance

n = sample size.

$$n = \frac{155}{1 + 155(0.05)^2}$$

$$n = 112$$

3.5 Sources of Data Collection

Data for this study were collected through two sources – primary and secondary sources. The primary data were obtained by the researcher through questionnaire. Secondary data were obtained from published reports, books, journals, newspapers, magazines and internet.

3.6 Instrument for Data Collection

The instrument for data collection was “Transformational Management Strategies and Institutional Effectiveness Questionnaire” (TMSIEQ). The questionnaire is divided into two sections. Section A and section B. Section A sought for information on the demographic data of the respondents. Section B is the main body of the questionnaire. This section contained twenty-five (25) closed - ended questions using a five-point Likert' scale instrument through which the opinions of the respondents are expressed. Their responses were measured by means of a five - category rating system as follows: SA - Strongly agree, A - Agree, D - Disagree, SD - Strongly disagree, U -Undecided.

3.7 Validity of Research Instrument

The face validity of the questionnaire was established by the researchers. Each sub - section in the questionnaire has five items which were carefully reviewed and all ambiguous items were removed and those found relevant were retained. It was certified that the instrument was face valid and should be used for the study.

3.8 Reliability of the Instrument

For the purpose of this work, internal consistency of the questionnaire was determined using Cronbach's Alpha (CA). The overall reliability coefficient was 0.76, which exceeds the commonly accepted threshold of 0.70, indicating that the instrument has acceptable internal consistency for use in this study.

3.9 Methods of Data Analysis

The statistical methods adopted for data analysis were simple percentages and regression. The data were analyzed with the help of a statistical tool using SPSS.

4 Data Presentation, Analysis and Interpretation

4.1 Presentation of Data

Table 1: Showing the Number of questionnaires administered and returned

No. of questionnaires administered	No. of questionnaires returned	Percentage of Questionnaire Returned
112	96	0.85%

Source: Fieldwork, 2025

From the table, out of 112 questionnaires administered, 96 representing 85% were successfully returned.

Table 2: Showing the Distribution based on their socio-economic characteristics

Item	Selected variable	Frequency n=96	Percentage
Gender	Male	62	64.6
	Female	34	35.4
Age	15-20 years	10	10.4
	21-30 years	16	16.7
	31-40 years	51	53.1
	51- and above	19	19.8
Education Qualification	SSCE	8	8.3
	OND/NCE	12	12.5
	B.Sc/HND	31	32.3
	M.Sc	24	25.0
	P.hD	21	21.9
Years of Experience	1-2 years	2	2.1
	3-4 years	4	4.2
	5-6 years	14	14.5
	7 years and above	76	79.2

Source: Fieldwork, 2025

From table 2 out of the 96 respondents, 62 respondents representing 64.6% were Male and 34 respondents representing 35.4% were Female. With regards to the age distribution of the respondents, 10 respondents representing 10.4% were between 15 and 20years, 16 respondents representing 16.7% were 21 – 30 years, 51 respondents representing 53.1% were 31 – 40 years and 19 respondents representing 19.8% were 51 years and above. Regarding the education qualification of the respondents, 8 respondents representing 8.3% were SSCE holders, 12 respondents representing 12.5% were OND/NCE holders, 31 respondents representing 32.3% were B.Sc/HND holder, while 24 respondents representing 25.0% were M.Sc./MBA holders, 21 respondents representing 21.9% were P.hD holders. Regarding the years of experience of the respondents, 2 respondents representing 2.1% were 1 - 2 years, 4 respondents representing 4.2% were 3 – 4 years, 14 respondents representing 14.5% were 5 – 6 years while 76 respondents representing 79.2% were 7 years and above.

4.2 Responses to Research Questions - Funding Constraints

Table 3: Analysis of Responses to Funding Constraints

Funding Constraints dimensions	SA	A	D	SD	UN
1 Funding constraints limit the ability of Akwa Ibom State Polytechnic Ikot Osurua to implement effective transformation management strategies.	31(32.3)	33(34.4)	23(24.0)	6(6.3)	3(3.1)
2 Insufficient funding affects the overall performance of Akwa Ibom State Polytechnic Ikot Osurua to new educational trends.	30(34.4)	27(28.1)	19(19.8)	17(17.7)	3(3.1)
3 Financial limitations hinder the polytechnic's capacity to respond to external challenges.	49(51.0)	20(26.0)	19(19.8)	3(3.1)	5(5.2)
4 Funding constraints impact the quality of transformation management initiatives at Akwa Ibom State Polytechnic.	22(22.9)	33(34.4)	30(34.4)	6(6.3)	5(5.2)
5 Increased funding would enhance the institutional effectiveness of Akwa Ibom State Polytechnic.	40(41.6)	28(29.2)	16(16.7)	3(3.1)	9(9.3)

Researcher's Compilation (2025)

The analysis in Table 3 shows that a total of 31 respondents representing 32.3% strongly agreed that funding constraints limit the ability of Akwa Ibom State Polytechnic Ikot Osurua to implement effective transformation management strategies. A total of 33 respondents representing 34.4% ticked agree, 23 (24.0%) ticked strongly disagree, 6 (6.3%) respondents ticked disagree and 3 (3.1%) respondents ticked undecided. With regards to the second question on the table, a total of 30 respondents representing 34.4% strongly agreed that insufficient funding affects the overall effectiveness of Akwa Ibom State Polytechnic Ikot Osurua to new educational trends. A total of 27 respondents representing 28.1% ticked agree, 17 (17.7%) ticked strongly disagree, 17 (17.7%) respondents ticked disagree and 3 (3.1%) respondents ticked undecided. With regards to third question, 49 respondents representing 51.0% strongly agreed that the financial limitations hinder the polytechnic's capacity to respond to external challenges. A total of 20 respondents representing 26.0% ticked agree, 19 (19.8%) ticked strongly disagree, 3 (3.1%) respondents ticked disagree and 5 (5.2%) respondents ticked undecided. With regards to fourth question shows that a total of 22 respondents representing 22.9% strongly agreed that funding constraints impact the quality of transformation management initiatives at Akwa Ibom State Polytechnic. A total of 33 respondents representing 34.7% ticked agree, 30 (34.5%) ticked strongly disagree, 6 (6.3%) respondents ticked disagree and 5 (5.2%) respondents ticked undecided. With regards to fifth question on the table, a total of 40 respondents representing 41.6% strongly agreed that increased funding would enhance the institutional effectiveness of Akwa Ibom State Polytechnic. A total of 28 respondents representing 29.2% ticked agree, 16 (16.7%) ticked strongly disagree, 3 (3.1%) respondents ticked disagree and 9 (9.3%) respondents ticked undecided.

4.3 Responses to Research Questions - Institutional Culture

Table 4: Analysis of Responses to Institutional Culture

	Institutional Culture	SA	A	D	SD	UN
1	The institutional culture at Akwa Ibom State Polytechnic Ikot Osurua influences the effectiveness of transformation management strategies.	31(32.3)	33(34.4)	23(24.0)	6(6.3)	3(3.1)
2	A positive institutional culture enhances the polytechnic's Performance to transformation.	30(34.4)	27(28.1)	19(19.8)	17(17.7)	3(3.1)
3	The existing culture at Akwa Ibom State Polytechnic Ikot Osurua supports or hinders transformation management initiatives.	49(51.0)	20(26.0)	19(19.8)	3(3.1)	5(5.2)
4	Institutional culture plays a role in shaping the attitudes of staff towards transformation.	22(22.9)	33(34.4)	30(34.4)	6(6.3)	5(5.2)
5	Fostering a strong institutional culture would improve the institutional effectiveness of Akwa Ibom State Polytechnic.	40(41.6)	28(29.2)	16(16.7)	3(3.1)	9(9.3)

Source: Fieldwork, 2025

The analysis in Table 4 shows that a total of 31 respondents representing 32.3% strongly agreed that the institutional culture at Akwa Ibom State Polytechnic Ikot Osurua influences the effectiveness of transformation management strategies. A total of 33 respondents representing 34.4% ticked agree, 23 (24.0%) ticked strongly disagree, 6 (6.3%) respondents ticked disagree and 3 (3.1%) respondents ticked undecided. With regards to the second question on the table, a total of 30 respondents representing 34.4% strongly agreed that positive institutional culture enhances the polytechnic's performance to transformation. A total of 27 respondents representing 28.1% ticked agree, 17 (17.7%) ticked strongly disagree, 17 (17.7%) respondents ticked disagree and 3 (3.1%) respondents ticked undecided. With regards to third question, 49 respondents representing 51.0% strongly agreed that the existing culture at Akwa Ibom State Polytechnic Ikot Osurua supports or hinders transformation management initiatives. A total of 20 respondents representing 26.0% ticked agree, 19 (19.8%) ticked strongly disagree, 3 (3.1%) respondents ticked disagree and 5 (5.2%) respondents ticked undecided. With regards to fourth question shows that a total of 22 respondents representing 22.9% strongly agreed that institutional culture plays a role in shaping the attitudes of staff towards transformation. A total of 33 respondents representing 34.7% ticked agree, 30 (34.5%) ticked strongly disagree, 6 (6.3%) respondents ticked disagree and 5 (5.2%) respondents ticked undecided. With regards to fifth question on the table, a total of 40 respondents representing 41.6% strongly agreed that fostering a strong institutional culture would improve the institutional effectiveness of Akwa Ibom State Polytechnic. A total of 28 respondents representing 29.2% ticked agree, 16 (16.7%) ticked strongly disagree, 3 (3.1%) respondents ticked disagree and 9 (9.3%) respondents ticked undecided.

4.4 Responses to Research Questions - Institutional Performance

Table 5: Analysis of Responses to Institutional Performance

	Institutional Performance	SA	A	D	SD	UN
1	Akwa Ibom State Polytechnic Ikot Osurua is generally adaptable to transformations in the educational environment.	47(49.0)	20(20.8)	16(16.7)	4(4.2)	9(9.3)
2	The polytechnic's leadership fosters an environment conducive to Performance.	49(51.0)	28(29.2)	10(10.4)	3(3.1)	6(6.3)
3	The staff at Akwa Ibom State Polytechnic Ikot Osurua are open to transformation and innovation.	30(31.2)	29(30.2)	19(19.8)	11(11.5)	7(7.2)
4	The polytechnic's policies support institutional performance.	22(22.9)	33(34.4)	30(34.4)	6(6.3)	5(5.2)
5	Akwa Ibom State Polytechnic Ikot Osurua has successfully adapted to recent transformations in the higher education sector.	30(31.2)	25(26.0)	23(24.0)	9(9.4)	9(9.4)

Source: Fieldwork, 2025

The analysis in Table 5 shows that a total of 47 respondents representing 49.0% strongly agreed that Akwa Ibom State Polytechnic Ikot Osurua is generally adaptable to transformations in the educational environment. A total of 20 respondents representing 20.8% ticked agree, 16 (16.7%) ticked strongly disagree, 4 (4.2%) respondents ticked disagree and 9 (9.3%) respondents ticked undecided. With regards to the second question on the table, a total of 49 respondents representing 51.0% strongly agreed the polytechnic's leadership fosters an environment conducive to performance. A total of 28 respondents representing 29.2% ticked agree, 10 (10.4%) ticked strongly disagree, 3 (3.1%) respondents ticked disagree and 6 (6.3%) respondents ticked undecided. With regards to third question, 30 respondents representing 31.2% strongly agreed that the staff at Akwa Ibom State Polytechnic Ikot Osurua are open to transformation and innovation. A total of 29 respondents representing 30.2% ticked agree, 19 (19.8%) ticked strongly disagree, 11 (11.5%) respondents ticked disagree and 7 (7.2%) respondents ticked undecided. With regards to fourth question shows that a total of 22 respondents representing 22.9% strongly agreed that the polytechnic's policies support institutional Performance. A total of 33 respondents representing 34.7% ticked agree, 30 (34.5%) ticked strongly disagree, 6 (6.3%) respondents ticked disagree and 5 (5.2%) respondents ticked undecided. With regards to fifth question on the table, a total of 30 respondents representing 31.2% strongly agreed that Akwa Ibom State Polytechnic Ikot Osurua has successfully adapted to recent transformations in the higher education sector. A total of 25 respondents representing 26.0% ticked agree, 23 (24.0%) ticked strongly disagree, 9 (9.4%) respondents ticked disagree and 9 (9.4%) respondents ticked undecided.

4.5 Testing of Hypotheses

Hypothesis One

Funding constraints have no significant relationship with institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua.

Table 6: Funding constraints Regression Results

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	-.688 ^a	-.473	-.468	.43730		

a. Predictors: (Constant), Funding Constraint

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.157	1	16.157	84.490	.000 ^b
	Residual	17.976	94	.191		
	Total	34.133	95			

a. Dependent Variable: Org Performance
b. Predictors: (Constant), Funding Constraint

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.723	.195		8.838	.000
	Funding Constraint	.507	.055	-.688	9.192	.000

a. Dependent Variable: Org Performance

From the result in table above, R-square of the regression analysis is -.473. This finding suggests that 47.3 % of the variance in institutional effectiveness is explained by funding constraints in Akwa Ibom State Polytechnic Ikot Osurua. The analysis of variance (ANOVA) confirmed the existence of a negative significant influence and the study found that the regression model is best fit for predicting the effect between variables under study [F = 84.490, and $p < 0.05$]. Given this result, the null hypothesis is rejected. Therefore, there is negative and significant influence of funding constraints on institutional Performance. Similarly, the study revealed that every unit transformation in funding constraints would cause a variance of -68.8% in institutional effectiveness (Beta = -.688, $p = 0.000$) in Akwa Ibom State Polytechnic Ikot Osurua.

Hypothesis Two

Institutional culture has no significant effect on the relationship between Transformational Management Strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua.

Table 7: Funding constraints Regression Results

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	-.587 ^a	-.345	-.338	.48776		

a. Predictors: (Constant), Institutional Culture

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.770	1	11.770	49.472	.000 ^b
	Residual	22.364	94	.238		
	Total	34.133	95			

a. Dependent Variable: Org Performance
b. Predictors: (Constant), Institutional Culture

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.844	.236		7.810	.000
	Institutional Culture	.455	.065	-.587	7.034	.000

a. Dependent Variable: Org Performance

From the result in table above, R-square of the regression analysis is -.345. This finding suggests that 34.5 % of the variance in institutional effectiveness is explained by institutional culture in Akwa Ibom State Polytechnic Ikot Osurua. The analysis of variance (ANOVA) confirmed the existence of a negative significant influence and the study found that the regression model is best fit for predicting the effect between variables under study [F = 49.472, and $p < 0.05$]. Given this result, the null hypothesis is rejected. Therefore, there is negative and significant influence of institutional culture on institutional Performance. Similarly, the study revealed that every unit transformation in institutional culture would cause a variance of -58.7% in institutional effectiveness (Beta = -.587, $p = 0.000$) in Akwa Ibom State Polytechnic Ikot Osurua.

4.6 Discussion of Findings

The result of the first hypothesis suggests that R-square of the regression analysis is -.473. This finding suggests that 47.3 % of the variance in institutional effectiveness is explained by funding constraints in Akwa Ibom State Polytechnic Ikot Osurua. The analysis of variance (ANOVA) confirmed the existence of a negative significant influence and the study found that the regression model is best fit for predicting the effect between variables under study [F = 84.490, and $p < 0.05$]. Given this result, the null hypothesis is rejected. Therefore, there is negative and significant influence of funding constraints on institutional Performance. This collaborates with the study and finding of Gogwim (2022), who aver that the one of the most significant challenges Nigerian educational institutions face is inadequate financing, which is the reason for many dilapidated infrastructure and brain drain. The

result of the second hypothesis suggests that R-square of the regression analysis is .345. This finding suggests that 34.5 % of the variance in institutional effectiveness is explained by institutional culture in Akwa Ibom State Polytechnic Ikot Osurua. The analysis of variance (ANOVA) confirmed the existence of a negative significant influence and the study found that the regression model is best fit for predicting the effect between variables under study [$F = 49.472$, and $p < 0.05$]. Given this result, the null hypothesis is rejected. Therefore, there is negative and significant influence of institutional culture on institutional performance. Similarly, the study revealed that every unit transformation in institutional culture would cause a variance of -58.7% in institutional effectiveness (Beta= -.587, $p=0.000$) in Akwa Ibom State Polytechnic Ikot Osurua. This is consistent with the study and finding of Ajayi & Ige, (2019).

5 Summary, Conclusion and Recommendations

5.1 Summary of the Findings

The main purpose of this study was to examine the relationship between transformational management strategies and institutional performance in Akwa Ibom State Polytechnic Ikot Osurua. The specific objectives of the study were to examine the relationship between funding constraints and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua and to determine the effect of institutional culture on the relationship between transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua. Two hypotheses were formulated and tested in this study. Bearing in mind the nature of the study, the researcher employed the use of survey research design in which primary data was obtained through questionnaire administration. Data for this study were obtained from both primary and secondary sources. Primary data were obtained through a structured questionnaire. The questions were closed-ended, and directed to collect relevant data from Transformational Management Strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua. Secondary sources were information from existing literature such as relevant textbooks, journals and internet. The researcher employed tables and simple percentage method to analyze the research questions. However, the regression technique was used to test hypotheses. The results of the regression analysis presented consistent findings. This implies that, there is a significant relationship between variables of Transformational Management Strategies and institutional performance.

5.2 Conclusion

The researcher examined the relationship between transformational management strategies and institutional performance in Akwa Ibom State Polytechnic Ikot Osurua with two specific objectives namely; the relationship between funding constraints and institutional performance, and the effect of institutional culture on the relationship between transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua. Based on the findings, there is a significant relationship between variables of Transformational Management Strategies and institutional effectiveness in Akwa Ibom State Polytechnic Ikot Osurua.

5.3 Recommendations

From the findings of this study, the following recommendations were made:

- Akwa Ibom State Polytechnic Ikot Osurua should explore diverse funding sources, including partnerships with private sectors, alumni contributions, and grants from governmental and non-governmental institutions. Establishing a dedicated task force to identify and apply for funding opportunities can enhance financial stability, which is crucial for implementing effective transformational management strategies.
- The polytechnic should focus on cultivating a positive institutional culture that embraces transformation. This can be achieved through workshops and training sessions that promote performance and resilience among staff and students. Encouraging feedback and participation in transformation initiatives can also strengthen the institutional culture, making it more conducive to transformational management strategies.

Declaration of Competing Interests

The authors declare that they not aware of any competing financial interests or personal relationships that may have influenced the work described in this document.

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Ethical considerations

The article followed all ethical standards appropriate for this kind of research.

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