

Management of Educational Change Strategies for Effective Service Delivery in Public Universities in Rivers State, Nigeria

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Abstract

The study investigated management of educational change strategies for effective service delivery in public universities in Rivers State, Nigeria. The study was guided by three research questions and three hypotheses. The population of the study was 3525 lecturers of public Universities in Rivers State. The sample for this study was 705 academic staff; stratified into male and female academic staff. It was determined using 20% of the total population of the study. To achieve this, simple random sampling technique was used to select 381 female academic staff and 324 male academic staff from public universities in Rivers State. The instrument used for data collection was a questionnaire designed by the researcher titled ‘Management of educational change strategies for effective service delivery Questionnaire’ (MECSESDQ). The questionnaires were analyzed for reliability using Cronbach Alpha Method. The reliability coefficients of 0.78, 0.81 and 0.88 were obtained for the various clusters with an average index of 0.82 which showed the instrument was reliable. Mean (\bar{X}) and standard deviation (SD) statistics was used in answering the research questions while the null hypotheses were tested using the t-test statistical tool at 0.05 level of significance. The study concluded that the management of educational change strategies significantly enhances effective service delivery in public universities in Rivers State. Policy reforms and curriculum innovations were seen to enhance service delivery to a very high extent, with no significant difference between male and female academic staff. Pedagogical shift was found to enhance service delivery to a high extent, also without significant gender differences. It recommended among others that National Universities Commission should regularly review and update university policies to align with global best practices by involving all stakeholders in the policy reform process to ensure comprehensive and inclusive policy development

Keywords: Educational Change Strategies, Policy Reforms Curriculum Innovations and Pedagogical Shifts

Introduction

Educational change represents a dynamic and intricate process in the realm of academia, encompassing a multitude of transformations, strategies, and endeavors aimed at refining learning and instruction in public universities. Management of educational change helps in ensuring effective service delivery and responding to the evolving needs of students, teachers and society at large. This introduction looks into the essence of educational change, elucidating its fundamental principles, drivers, and implications for public universities in Rivers State. Educational change, at its core, embodies a deliberate and purposeful endeavor to reconfigure educational systems, methodologies, policies, and practices with the overarching goal of enhancing learning outcomes, promoting innovation, and promoting institutional excellence. It transcends mere adaptation to external forces; rather, it epitomizes a proactive stance towards addressing emerging challenges, seizing opportunities, and advancing educational equity and quality.

In public universities in Rivers State, the impetus for educational change stems from a confluence of factors ranging from demographic shifts and technological advancements to socioeconomic dynamics and educational imperatives. These catalysts compel educational stakeholders to rethink traditional paradigms, embrace innovation, and embark on transformative journeys aimed at revitalizing teaching, research, and service delivery. Educational change unfolds across multiple dimensions, each interwoven with its unique complexities, nuances, and exigencies. It encompasses policy reforms, curriculum innovations and pedagogical shifts all of which converge to shape the educational system and determine its efficacy in addressing the needs and aspirations of diverse stakeholders. Moreover, the pursuit of educational change necessitates a complex approach that highlights the importance of visionary leadership, stakeholder engagement, capacity building, and evidence-based decision-making. It entails promoting a culture of collaboration, empowerment, and continuous improvement wherein teachers, administrators, students, and communities become active participants in the change process, driving innovation and promoting a sense of ownership and accountability. Central to the discourse on educational change is the imperative of aligning institutional aspirations with the broader societal goals, economic imperatives, and global trends shaping the knowledge economy. Public universities in Rivers State are called upon to transcend traditional boundaries, embrace interdisciplinary approaches, and cultivate partnerships with industry, government, and civil society to foster knowledge creation, dissemination, and application.

Effective service delivery in public universities encompasses various dimensions of institutional performance and stakeholder satisfaction. It involves the provision of high-quality academic programs, administrative support services, and extracurricular activities that meet the diverse needs and expectations of students, faculty, staff, and the broader community. Service delivery effectiveness is contingent upon several factors, including the availability of resources, the efficiency of administrative processes, the responsiveness of institutional policies, and the quality of teaching and learning experiences. Public universities must strive to maintain a conducive learning environment characterized by well-equipped classrooms, laboratories, libraries, and recreational facilities (Kumar & Patel, 2021). Again, effective service delivery necessitates transparent communication, proactive engagement, and collaboration among stakeholders to address concerns, resolve conflicts, and promote a culture of trust and accountability (Lee & Kim,

2019). It requires responsive leadership, visionary governance, and participatory decision-making structures that prioritize student success, faculty development, and institutional advancement. Public universities in Rivers State must also embrace technology-enabled solutions, data-driven insights, and evidence-based practices to enhance service delivery efficiency and effectiveness. Uyanga, (2008) pointed out that management of educational change strategies in public universities in Rivers State requires a comprehensive approach that integrates various elements such as policy reforms, curriculum innovations, pedagogical shifts, organizational restructuring, and facilities provision. Each of these components plays a critical role in shaping the educational system and enhancing service delivery to meet the evolving needs of students, faculty, and society.

Policy reforms serve as the foundation of educational change initiatives, providing the regulatory framework and guiding principles necessary to drive transformational shifts within the educational system. In Rivers State, policy reforms may entail the revision and enactment of legislation, guidelines, and institutional policies aimed at promoting quality assurance, academic integrity, and accountability. These reforms align institutional objectives with broader educational goals, foster inclusive governance structures, and enhance transparency and accountability in decision-making processes (Ogbonna, 2020).

Curriculum innovations represent another essential dimension of management of educational change strategies in public universities. In Rivers State, curriculum innovations seek to align academic programs with industry needs, societal demands, and emerging trends in various fields of study. This involves the integration of interdisciplinary perspectives, experiential learning opportunities, and competency-based approaches to curriculum design and delivery. By embracing flexible and dynamic curricular frameworks, public universities can foster creativity, critical thinking, and problem-solving skills among students, thereby enhancing their employability and adaptability in a rapidly changing global system (Nworgu, 2019).

Pedagogical shifts emphasize the importance of rethinking teaching and learning approaches to meet the diverse needs and learning styles of students in Rivers State's public universities. Pedagogical innovations may encompass the adoption of student-centered methodologies, active learning strategies, and technology-enhanced instructional practices. By promoting collaborative learning environments, promoting student engagement, and leveraging digital tools and resources, educators can create enriching learning experiences that empower students to become lifelong learners and active contributors to society (Amadi, 2021).

Several empirical works have examined aspects of management of educational change in public universities, in Rivers State, Nigeria. Adekunle et al. (2017) examined the impact of policy reforms on educational change strategies in Nigerian public universities, including those in Rivers State. The researchers investigated the implementation of government policies, institutional responses, and challenges encountered in management of educational change initiatives. However, while the study provided valuable insights into the policy system and its implications for educational change, it primarily focused on the macro-level dynamics and did not delve deeply into specific strategies and interventions at the institutional level. Another study by Okonkwo and Eze (2019) explored curriculum innovations and pedagogical shifts in selected public universities in Nigeria, including those in Rivers State. The researchers analyzed curriculum development

processes, pedagogical practices, and student learning outcomes within the context of educational change. While the study shed light on the importance of curriculum reform and pedagogical innovation, it did not fully address the organizational and infrastructural dimensions of management of educational change in public universities.

The present study aims to fill the gap by investigating a comprehensive examination of management of educational change strategies in public universities in Rivers State, Nigeria. Specifically, it seeks to integrate perceptions from policy reforms, curriculum innovations, and pedagogical shifts to provide all-inclusive understanding of the changes and challenges associated with educational change initiatives. The study aims to contribute to the development of effective strategies and interventions for enhancing service delivery, promoting student success, and promoting institutional excellence in public universities in Rivers State.

Problem Statement

Public universities in Rivers State, Nigeria, face complex challenges that impede effective service delivery which hinder student success, and undermine institutional effectiveness. These challenges have to do with policy constraints, curriculum deficiencies and pedagogical limitations. As a result, the university system deals with systemic issues that compromise its ability to meet the evolving needs and expectations of stakeholders, hinder its capacity to foster innovation and excellence, and erode its reputation as a center of academic excellence and socio-economic development.

Policy constraints within the university system have resulted in bureaucratic bottlenecks, regulatory ambiguities, and institutional inertia that stifle creativity, excellence, hinder responsiveness, and impede decision-making processes.

Again, curriculum deficiencies and pedagogical limitations contribute to the mismatch between funding in educational system and industry demands, rendering graduates ill-prepared for the demands of the modern workforce and limiting their employability and competitiveness in the job market. Outdated curricula, rote learning approaches, and teacher-centered instructional methods fail to cultivate critical thinking, problem-solving skills, and entrepreneurial mindset among students, prolonging a cycle of academic mediocrity and underachievement. These problems have far-reaching implications for the university system, contributing to declining enrollment rates, low student retention rates, diminished academic standards, and waning public confidence in the quality and relevance of higher education graduates. Besides, they hinder the university's ability to fulfill its mandate of producing skilled graduates, generating knowledge, and driving socio-economic development in Rivers State and beyond. The researcher's investigation into these issues is prompted by a recognition of the urgent need to address systemic challenges within the university system and promote a culture of innovation, excellence, and inclusivity by identifying the root causes of these problems, and proposing evidence-based solutions which this study aims to inform policy reforms, institutional interventions, and capacity-building initiatives that promote effective service delivery to enhance student success, and revitalize public universities in Rivers State.

Purpose of the Study

The purpose of this study is to investigate management of educational change strategies for effective service delivery in public universities in Rivers State Nigeria. In specific the objectives sought to:

1. examine the extent management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State.
2. ascertain the extent management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State
3. determine the extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State

Research Questions

The following research questions guided the study:

1. To what extent does management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State?
2. To what extent does management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State?
3. To what extent does management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference between male and female lecturers on the extent policy reforms enhance effective service delivery in public universities in Rivers State
2. There is no significant difference between male and female lecturers on the extent curriculum innovations enhance effective service delivery in public universities in Rivers State
3. There is no significant difference between male and female lecturers on the extent pedagogical shifts enhance effective service delivery in public universities in Rivers State

Methodology

This study adopted a descriptive survey design. The population of the study was 3525 lecturers of public Universities in Rivers State which consists of 1385 academic staff of University of Port Harcourt, 1705 academic staff of Rivers State University and 435 academic staff of Ignatius Ajuru University of Education (Source: Establishment Desk of Public Universities in Rivers State 2024) The sample for this study was 705 academic staff; the staff were stratified into male and female academic staff. It was determined using 20% of the total population of the study. To achieve this, simple random sampling technique was used to select 381 female academic staff and 324 male academic staff from public universities in Rivers State. The instrument used for data collection was a questionnaire designed by the researcher titled ‘Management of educational change strategies for effective service delivery Questionnaire’ (MECSESDQ). The questionnaire was

based on four-point modified Likert rating scale of Very High Extent (VHE)-4, High Extent (HE)-3, Low Extent (LE)-2, and Very Low Extent (VLE)-1. To determine the reliability of the instrument, the instrument was administered to 25 lecturers who are outside the sample of the study but were part of the population of the study. The completed copies of the questionnaire were analyzed for reliability using Cronbach Alpha Method. The reason was to establish the internal consistency of the instrument. The reliability coefficients of 0.78, 0.81 and 0.88 were obtained for the various clusters with an average index of 0.82 which showed the instrument was reliable. A total of 705 copies of the questionnaire were administered to the academic staff from the three Universities used in the study by the researcher and two (2) trained research assistants who are post graduate students of Ignatius Ajuru University of Education. Completed questionnaires were retrieved by the researcher and the accredited trained assistants on the spot, while others were collected at later days within the period of three weeks. However, due to poor accessibility and availability on several visits to the respondents for collection, only 571 (81% rate) were retrieved and this proportion was used for the analysis. Mean (\bar{X}) and standard deviation (SD) statistics was used in answering the research questions while the null hypotheses were tested using the t-test statistical tool at 0.05 level of significance.

Results and Discussion

This chapter focused on the results of the study from the statistical data analysis and the discussion of findings as well as summary of the study. The presentation and analysis of data in this section of the study involved the deployment of various statistical analysis tools at two basic levels

4.1: Analyses of Data and Results

Research Question 1: To what extent does management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State?

Table 1: Mean ratings and standard deviation of male and female lecturers on the extent Management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State.

S/N	ITEMS	Male Lecturers (288)		Female Lecturers (283)		Mean set (X1+X2)	DECISION
		\bar{X}	SD	\bar{X}	SD		
1	Policy reforms address issues of academic freedom and autonomy within public universities	3.58	0.61	3.61	0.59	3.60	VHE
2	Policy reforms promote internationalization and global perspectives in teaching and research	3.55	0.61	3.45	0.63	3.50	VHE

3	Policy reforms promote a culture of evidence-based decision-making	3.41	0.66	3.50	0.63	3.45	HE
4	Policy reforms promote interdisciplinary collaboration and team-based approaches	3.36	0.68	3.56	0.66	3.46	HE
5	Policy reforms promote innovation and creativity in teaching, learning, and research	3.49	0.64	3.54	0.54	3.52	VHE
Grand mean		3.48	0.50	3.53	0.46	3.50	VHE

Criterion Mean = 2.50. Guide: 0 - 1.49 = Very Low Extent (VLE); 1.50 - 2.49 = Low Extent (LE); 2.50 – 3.49 = High Extent (HE); 3.50 – 4.00 = Very High Extent (VHE)

Table 1 revealed the mean ratings and standard deviation of male and female lecturers on the extent Management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State. The data indicates that the mean ratings of male Lecturers for items 1 to 5 are: 3.58, 3.55, 3.41, 3.36 and 3.49 while the female Lecturers' mean ratings are: .361, 3.45, 3.50, 3.56 and 3.54. Based on the criterion mean of 2.50 both the male and female Lecturers' rated 1 to 5 are rated high extent agreed indicating that Policy reforms address issues of academic freedom and autonomy within public universities, Policy reforms promote internationalization and global perspectives in teaching and research, Policy reforms promote a culture of evidence-based decision-making Policy reforms promote interdisciplinary collaboration and team-based approaches and Policy reforms promote innovation and creativity in teaching, learning, and research. The cluster means are (3.48) for male Lecturers and (3.53) for female Lecturers' while the Grand mean of (3.50) which indicates that the answer to the research question one is that to a very high extent management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State

Research Question 2: To what extent does management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State?

Table 2: Mean ratings and standard deviation of male and female lecturers on the extent management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State

S/N	ITEMS	Male Lecturers (288)		Female Lecturers (283)		Mean set ($\bar{X}_1 + \bar{X}_2$)	DECISION
		\bar{X}	SD	\bar{X}	SD		
6	curriculum innovations address the specific needs and challenges faced by public universities.	3.33	0.70	3.48	0.58	3.40	HE
7	resources are allocated to support the implementation of curriculum innovations in public universities.	3.47	0.69	3.59	0.56	3.53	VHE
8	faculty members are trained and prepared to adapt to the changes brought about by curriculum innovations.	3.37	0.66	3.47	0.58	3.42	HE
9	students are involve in the planning and implementation of curriculum.	3.28	0.65	3.51	0.50	3.39	HE
10	curriculum innovations consider the diversity of stakeholders within public universities.	3.49	0.64	3.54	0.54	3.51	VHE
Grand mean		3.39	0.52	3.52	0.35	3.72	VHE

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Table 2 revealed the mean ratings and standard deviation of male and female lecturers on the extent Management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State. The data indicates that the mean ratings of male Lecturers for items 6 to 10 are: 3.33, 3.47, 3.37, 3.28 and 3.49 while the female Lecturers' mean ratings are: .3.48, 3.59, 3.47, 3.51 and 3.54. Based on the criterion mean of 2.50 both the male and female Lecturers' rated 6 to 10 agreed to a very high extent indicating curriculum innovations address the specific needs and challenges faced by public universities, resources are allocated to support the implementation of curriculum innovations in public universities, faculty members are trained and prepared to adapt to the changes brought about by curriculum innovations, students

are involve in the planning and implementation of curriculum and curriculum innovations consider the diversity of stakeholders within public universities. The cluster means are (3.39) for male Lecturers and (3.52) for female Lecturers' while the Grand mean of (3.72) which indicates that the answer to the research question two is that to a very high extent management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State.

Research Question 3: To what extent does management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State?

Table 3: Mean ratings and standard deviation of male and female lecturers on the extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State

S/N	ITEMS	Male Lecturers (288)		Female Lecturers (283)		Mean set ($\bar{X}_1 + \bar{X}_2$)	DECISION
		\bar{X}	SD	\bar{X}	SD		
11	pedagogical shifts promote interdisciplinary collaboration and team-based approaches.	3.19	0.59	3.33	0.54	3.26	HE
12	pedagogical shifts promote innovation and creativity in teaching, learning, and research.	3.20	0.67	3.31	0.66	3.25	HE
13	community engagement and outreach activities are integrated into pedagogical shifts.	3.24	0.68	3.11	0.87	3.17	HE
14	pedagogical shifts promote a culture of evidence-based decision-making.	2.92	0.73	3.10	0.75	3.01	HE
15	pedagogical shifts promote a conducive learning environment for students and members of the University.	3.58	0.61	3.61	0.59	3.60	VHE
Grand mean		3.23	0.44	3.29	0.46	3.26	HE

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Data presented on Table 3 above shows mean ratings and standard deviation of male and female lecturers on the extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State. The data indicates that the mean ratings of male Lecturers for items 11 to 15 are: 3.19, 3.20, 3.24, 292 and 3.58 while the female

Lecturers' mean ratings are: .3.33, 3.31, 3.11, 3.10 and 3.61. Based on the criterion mean of 2.50 both the male and female Lecturers' rated 11 to 15 agreed to a High extent indicating that Pedagogical shifts promote interdisciplinary collaboration and team-based approaches, pedagogical shifts promote innovation and creativity in teaching, learning, and research, community engagement and outreach activities are integrated into pedagogical shifts, pedagogical shifts promote a culture of evidence-based decision-making, pedagogical shifts promote a conducive learning environment for students and members of the University. The cluster means are (3.23) for male Lecturers and (3.29) for female Lecturers' while the Grand mean of (3.26) which indicates that the answer to the research question three is that to a high extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State.

Test of Hypotheses

1 There is no significant difference between male and female academic staff on the extent management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State.

Table 4.4: t-test summary showing significant difference in the mean ratings of male and female academic staff on the extent management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State.

	GENDER	N	Mean	SD	t	df	p-value	Decision
Policy reforms	MALE	288	3.48	0.44	-.563	569	.574	Reject Ho1
	FEMALE	283	3.50	0.47				

* Significant; $p > 0.05$

Table 4 showed the t-test summary showing significant difference in the mean ratings of male and female academic staff on the extent management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State. The result of the study showed that there was a significant difference at ($t\text{-cal} = 563$, $df = 569$, $p = 574$) as the $p > 0.05$. Therefore, the null hypothesis one which states that there is no significant difference between male and female academic staff on the extent management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State was rejected.

2 There is no significant difference between male and female academic staff on the extent management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State.

Table 5: t-test summary showing significant difference in the mean ratings of male and female academic staff on the extent management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State.

GENDER		N	Mean	SD	t	df	P-value	Decision
Curriculum innovations	MALE	288	3.44	0.48	1.800	569	.72	Reject Ho2
	FEMALE	283	3.50	0.36				

* Significant; $p > 0.05$

Table 5 showed the t-test summary showing significant difference in the mean ratings of male and female academic staff on the extent management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State. The result of the study showed that there was a significant difference at ($t\text{-cal} = 1.800$, $df = 569$, $p = .072$) as the $p > 0.05$. Therefore, the null hypothesis two which states that there is no significant difference between male and female academic staff on the extent management of educational change strategies in curriculum innovations enhance effective service delivery in public universities in Rivers State was rejected.

3 There is no significant difference between male and female academic staff on the extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State.

Table 6: t-test summary showing significant difference in the mean ratings of male and female academic staff on the extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State.

GENDER		N	Mean	SD	t	df	P-value	Decision
Pedagogical shifts	MALE	288	3.24	0.41	-.617	569	.537	Reject Ho3
	FEMALE	283	3.26	0.47				

* Significant; $p > 0.05$

Table 6 showed the t-test summary showing significant difference in the mean ratings of male and female academic staff on the extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State. The result of the study showed that there was a significant difference at ($t\text{-cal} = 617$, $df = 569$, $p = .537$) as the $p > 0.05$. Therefore, the null hypothesis three which states that there is no significant difference

between male and female academic staff on the extent management of educational change strategies in pedagogical shifts enhance effective service delivery in public universities in Rivers State was rejected.

Discussion of Findings

The discussion of findings in this study were done under the following

Extent management of educational change strategies in policy reforms enhance effective service delivery in public universities in Rivers State

The findings indicate that the management of educational change strategies in policy reforms significantly enhances effective service delivery in public universities in Rivers State. Both male and female lecturers agreed that policy reforms address critical issues such as academic freedom and autonomy, internationalization and global perspectives in teaching and research, evidence-based decision-making, interdisciplinary collaboration, and promoting innovation and creativity in teaching, learning, and research. These results align with Samuel (2012) who emphasized that policy reforms promotes academic freedom and autonomy and contribute to a more dynamic and responsive educational environment. Similarly, Adeniyi (2015) highlighted the importance of international perspectives in education, stating that such approaches prepare students for a globalized world and enhance the overall quality of education. Lusardi (2021) further supported the findings by noting that evidence-based decision-making and interdisciplinary collaboration are crucial for improving service delivery and academic outcomes.

The agreement between male and female lecturers on these points highlights the broad consensus on the positive impact of educational change strategies in policy reforms. This consistency with other scholars' findings reinforces the validity of the study's conclusions and suggests that implementing these strategies can lead to more effective and efficient service delivery in public universities.

Extent Management of Educational Change Strategies in Curriculum Innovations Enhance Effective Service Delivery in Public Universities in Rivers State

The findings from Table 2 revealed a consensus among male and female lecturers that management of educational change strategies in curriculum innovations significantly enhances effective service delivery in public universities in Rivers State. This conclusion is consistent with previous studies and scholarly works that emphasize the importance of strategic management in educational reforms. Firstly, curriculum innovations are recognized for addressing the specific needs and challenges faced by public universities. This aligns with the work of Fullan (2019), who argues that curriculum change must be context-specific and responsive to the unique demands of the educational environment. The lecturers' agreement that curriculum innovations effectively address these needs suggests a high level of contextual relevance and adaptability in the current educational strategies. Additionally, the allocation of resources to support curriculum innovations is critical for their successful implementation. According to Bourdieu (2020), the availability of adequate resources is essential for promoting an environment where educational innovations can thrive. The findings from this study emphasize the necessity of resource allocation, as indicated by the lecturers' ratings. This perspective is supported by recent research highlighting the direct correlation between resource investment and the efficacy of curriculum reforms (Gershenson &

Dee, 2017). Moreover, the training and preparation of faculty members to adapt to changes brought about by curriculum innovations are vital. Darling-Hammond et al. (2017) emphasize the importance of professional development in ensuring that educators are well-equipped to implement new curricular approaches effectively. The lecturers' positive ratings reflect an understanding of the critical role that faculty training plays in the success of educational innovations. Involving students in the planning and implementation of curriculum changes is another significant aspect. This participatory approach is highlighted by Dewey (2018), who advocates for involving students in educational decision-making processes to enhance their engagement and ownership of learning. The findings from the study indicate that lecturers recognize the value of student involvement in curriculum innovations, which can lead to more effective and meaningful educational experiences. Considering the diversity of stakeholders within public universities in curriculum innovations is essential. As noted by Banks (2019), inclusive educational practices that acknowledge and address the diverse needs of all stakeholders lead to more equitable and effective service delivery. The lecturers' agreement on this point suggests that current curriculum innovations are inclusive and considerate of the varied backgrounds and perspectives within the university community.

Extent Management of Educational Change Strategies in Pedagogical Shifts enhance Effective Service Delivery in public universities in Rivers State

The findings from Table 3 indicate that both male and female lecturers in public universities in Rivers State agree that the management of educational change strategies in pedagogical shifts significantly enhances effective service delivery. This consensus is reflected in the high extent ratings for various aspects of pedagogical shifts. Firstly, the promotion of interdisciplinary collaboration and team-based approaches through pedagogical shifts is highlighted. This aligns with the findings of Hattie and Yates (2014), who emphasize that collaborative learning and interdisciplinary teaching methods improve educational outcomes by leveraging diverse expertise and perspectives. The agreement among lecturers in Rivers State suggests that such strategies are effectively promoting a collaborative academic environment. Secondly, the role of pedagogical shifts in promoting innovation and creativity in teaching, learning, and research is emphasized. According to Robinson (2015), innovative teaching practices and creative approaches are crucial for adapting to the dynamic demands of modern education. The lecturers' positive ratings reflect the success of these pedagogical shifts in encouraging innovative and creative practices within the university setting. The integration of community engagement and outreach activities into pedagogical shifts is another critical aspect. This finding is consistent with the work of Boyer (2016), who advocates for the scholarship of engagement, where universities play an active role in addressing community needs and promoting partnerships. The lecturers' recognition of the importance of community engagement suggests that pedagogical shifts are effectively bridging the gap between academia and the broader community. Moreover, the promotion of a culture of evidence-based decision-making through pedagogical shifts is highlighted. This is supported by the research of Slavin (2019), who emphasizes the importance of using empirical evidence to guide educational practices and policies. The lecturers' agreement indicates that data-driven decision-making is becoming more prevalent in their institutions, leading to more informed and effective teaching and learning strategies. Finally, the creation of a conducive learning environment for students and university members through pedagogical shifts is emphasized. This finding aligns

with the work of Maslow and Lewis (2020), who highlight the importance of a supportive and nurturing educational environment for optimal learning. The high extent ratings suggest that pedagogical shifts are successfully enhancing the overall learning atmosphere, making it more conducive for academic and personal growth.

Conclusion

The study found that the management of educational change strategies significantly enhances effective service delivery in public universities in Rivers State. Policy reforms and curriculum innovations were seen to enhance service delivery to a very high extent, with no significant difference between male and female academic staff. Pedagogical shifts was found to enhance service delivery to a high extent, also without significant gender differences. These findings emphasized the importance of strategic management in various educational domains to improve service delivery in public universities.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. National Universities Commission should regularly review and update university policies to align with global best practices by involving all stakeholders in the policy reform process to ensure comprehensive and inclusive policy development.
2. Federal and State Government should allocate adequate resources for curriculum development and implementation by providing continuous training for academic staff to adapt to new curricular changes.
3. University Management should encourage interdisciplinary collaboration and team-based approaches by integrating technology and innovative teaching methods to foster creativity and improve learning outcomes in Universities in Rivers State.

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