

Abstract

Utilizing the meta-analysis process by Cooper and Hedges (1994b:3-14), change management directions were drawn from 132 empirical studies, systematically analyzed, sorted out for these similar characteristics: evident change issues; descriptive explanatory research designs; scientific computation of sample sizes; university academic managers, teaching staff and students as respondents; private and public universities as research settings, purposive and random sampling procedures, four point scale questionnaires, findings in item analysis, with means and ranks. The means and t-test for significant differences were utilized for the new analyses from the various studies. The findings revealed driving forces for change management related to organizational culture (from highest to lowest in rank: workplace culture, managerial department, institutional capacity, institutional efficiency, leadership styles, emotional intelligence, conflict management, administrative strategies, educational efficiency, administrative behavior) and functional processes (from highest to lowest in rank: students' unrest, motivation tools, human resources management practices, academic achievement and social behavior of university students, educational services, academic performance of staff, work productivity, learning environment). The two change drivers (Organizational Culture and Functional Processes) did not significantly differ among the studied institutions implying that the managers of universities should be able to reengineer their systems based on the above driving forces for change management in a tactful and organized manner (planning, implementation, evaluation).