

# Final Project 2

PMG 497

## Project Template

**Dr. Mona Moustafa Elashry**  
MIDOCEAN UNIVERSITY

**Midocean University**

**Faculty of Management**

**Department/ Specialization .....**



# **The Impact of Management Changes on Employee Performance-At Higher Education Sectors in Jeddah, Saudi Arabia.**

**Student name**

**Nasser Mohammed Mansour Alqahtani**

**2021205928**

**Final Project - 2**

**Faculty of Management - Midocean University**

**Supervisor**

**Dr. Mona Moustafa Elashry**

**Faculty member- Faculty of management- Midocean University**

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## **Acknowledgment**

# Dedication

# **Abstract**

**Purpose:**

**Methodology:**

**Findings:**

**Originality & Implication:**

***Keywords:***

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# **1. Chapter 1: Introduction**

## **1.1. Research Background**

In today's dynamic business environment, change is a constant and inevitable phenomenon that organizations must navigate to remain competitive and sustainable. Among the various types of organizational changes, management changes are particularly significant due to their direct influence on strategic direction, operational efficiency, and overall organizational culture. This paper explores a critical aspect of management changes: their impact on employees' performance and the consequent success of projects.

Management changes can encompass a wide range of modifications, including shifts in leadership, restructuring of management hierarchies, and changes in managerial practices or policies. Such changes often aim to enhance organizational performance, adapt to market demands, or implement new strategic initiatives. However, the transition period following a management change can be turbulent, affecting various organizational facets, especially employee performance. Understanding how these changes influence employees is crucial for minimizing disruptions and optimizing the potential benefits of new management.

Employee performance is a multifaceted construct, encompassing elements such as productivity, job satisfaction, motivation, and engagement. Each of these elements can be significantly influenced by the manner in which management changes are communicated, implemented, and managed. Effective management changes can lead to improved employee morale, enhanced collaboration, and increased productivity, all of which are vital for the successful completion of projects. Conversely, poorly managed transitions can result in confusion, decreased motivation, and resistance to change, ultimately hindering project success.

Projects are often the vehicles through which strategic objectives are achieved, and their success is a key indicator of organizational health. Successful projects rely heavily on the performance of the teams executing them. Therefore, any factor that influences employee performance, such as management changes, has a direct impact on project outcomes. This relationship underscores the

importance of examining how management transitions affect employees and, by extension, project success.

Several theoretical frameworks provide insights into the relationship between management changes, employee performance, and project success. The Change Management Theory emphasizes the importance of structured approaches to transitioning individuals, teams, and organizations from a current state to a desired future state. Lewin's Change Management Model, with its unfreeze-change-refreeze stages, offers a useful lens for understanding the process of management change and its impact on employee performance. Additionally, the Kotter's 8-Step Change Model highlights the need for creating a sense of urgency, building a guiding coalition, and communicating the vision effectively to ensure successful change implementation.

Empirical studies further highlight the complexities and nuances of this relationship. Research indicates that transparent communication, inclusive leadership, and employee involvement in the change process are critical factors that can mitigate the negative effects of management changes on employee performance. For instance, a study by Armenak's and Harris (2009) found that employees who perceive management changes as well-communicated and strategically sound are more likely to exhibit higher levels of job satisfaction and performance. Another study by Jones et al. (2008) revealed that the supportiveness of new management during transition periods plays a crucial role in maintaining employee morale and productivity.

Despite the wealth of theoretical and empirical insights, gaps remain in understanding the specific mechanisms through which management changes impact employee performance and project success. This paper seeks to address these gaps by providing a comprehensive analysis of the effects of management changes on employees, identifying key factors that influence this relationship, and offering practical recommendations for organizations to navigate management transitions effectively.

In summary, the impact of management changes on employees' performance is a critical area of study, with significant implications for project success and overall organizational effectiveness. By exploring the interplay between these variables,

this paper aims to contribute to a deeper understanding of how organizations can manage change more effectively to achieve desired outcomes.

## **1.2. Research Problem**

Management changes are a common occurrence in organizations aiming to adapt to evolving market conditions, implement new strategies, or improve operational efficiencies. However, such transitions often bring about significant uncertainty and disruption among employees, which can adversely affect their performance. Despite extensive literature on change management and its general effects on organizations, there is a lack of focused research examining the specific impact of management changes on employee performance and how this, in turn, influences the success of projects. This gap in the literature underscores a critical need to explore and understand the nuanced relationship between management transitions, employee behavior, and project outcomes. Addressing this problem is essential for organizations to devise effective strategies that not only facilitate smooth management changes but also sustain and enhance employee performance, ultimately ensuring the successful execution of projects.

### **1.2.1. Theoretical Gaps**

While change management theories like Lewin's and Kotter's models provide broad frameworks, they do not specifically address how management changes impact individual employee performance and project success. Empirical studies often overlook the micro-level effects of management transitions, such as employees' psychological and behavioral responses. Additionally, there is limited exploration of the interdependent relationship between employee performance and project success during these transitions. Addressing these gaps is crucial for understanding how management changes affect employees and project outcomes, guiding more effective change management practices.

### **1.2.2. Practical Gaps**

Despite extensive research on change management, practical gaps remain in effectively managing employee performance during management transitions. Many organizations lack clear strategies to address the immediate disruptions and uncertainties faced by employees during such changes. Additionally, there is insufficient guidance on how to maintain and enhance employee motivation and productivity throughout the transition period. Practical methods for effectively communicating changes and involving employees in the transition process are also underdeveloped. Addressing these gaps is essential for organizations to ensure smooth transitions and successful project outcomes.

### **1.3. Research Significance**

This research is significant as it addresses the critical but underexplored impact of management changes on employee performance and project success. Understanding this relationship is vital for organizations aiming to navigate the complexities of management transitions effectively. By identifying the factors that influence employees' responses to management changes, this study provides actionable insights that can help organizations maintain productivity and morale during periods of change. Moreover, the findings will offer practical strategies for minimizing disruptions and enhancing employee engagement, ultimately contributing to the successful execution of projects. This research not only fills a gap in the existing literature but also equips managers and leaders with the knowledge needed to implement smoother and more effective transitions, fostering a resilient and adaptable workforce.

### **1.3.1. At the theoretical level**

This research enhances the theoretical understanding of change management by focusing on the specific impacts of management changes on employee performance and project success, areas often overlooked by broad frameworks like Lewin's Change Management Model and Kotter's 8-Step Change Model (Burnes, 2004; Kotter, 1996). By examining employee responses during management transitions, this study provides a deeper insight into the psychological and behavioral dimensions of change, bridging gaps in existing theories. The findings will enrich the theoretical framework of change management, guiding future research and informing more effective practices.

### **1.3.2. At the practical level**

This research is crucial for providing actionable insights into managing employee performance during management transitions. Organizations often struggle with maintaining productivity and morale during such changes. By identifying effective strategies for communication, employee involvement, and motivation, this study offers practical solutions to minimize disruptions and enhance project success (Armenakis & Harris, 2009; Hiatt, 2006). The findings will help managers implement smoother transitions, ensuring that employees remain engaged and productive, ultimately contributing to organizational resilience and effectiveness.

#### **1.4. Research Questions**

1. How do management changes impact employee performance during transition periods?
2. What specific factors influence employees' responses to management changes?
3. How does employee performance during management transitions affect project success?
4. What strategies can organizations employ to mitigate the negative effects of management changes on employee performance?
5. How does effective communication of management changes influence employee motivation and engagement?
6. What role does employee involvement in the change process play in ensuring successful management transitions?

#### **1.5. Research Objectives**

1. To examine the effects of management changes on employee behavior in Saudi Arabia.
2. To assess the impact of management changes on employee performance in Saudi Arabia.

#### **1.6. Research Hypotheses**

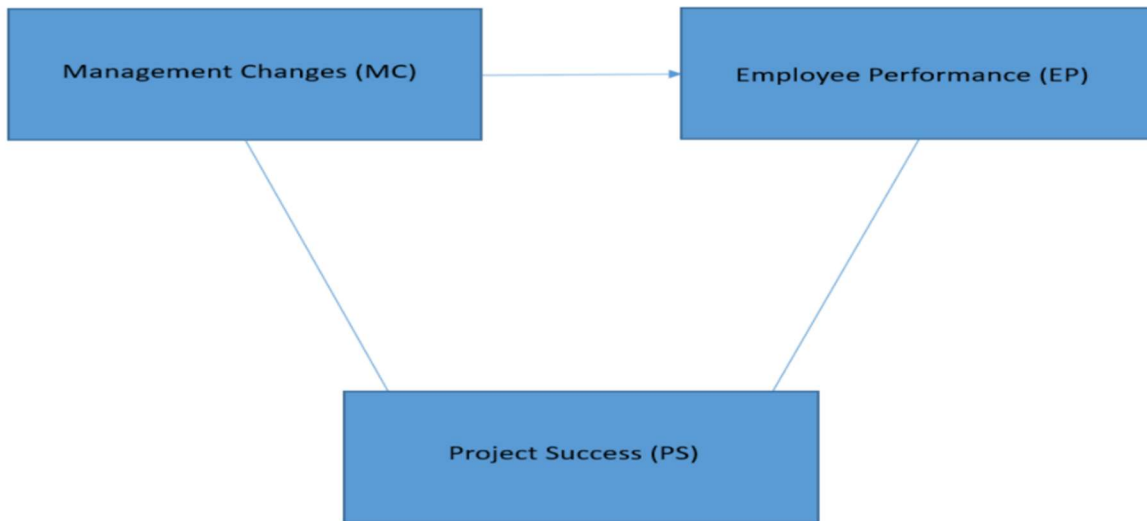
H1: Management changes (MC) have a direct positive impact on employee performance (EP).

H2: Frequent management changes (MC) lead to a decrease in employee performance (EP).

H3: H5: The impact of management changes (MC) on employee performance (EP) is moderated by the effectiveness of communication strategies (CS).

## 1.7. Research Model

**Figures (1) Research Model**



**By The Researcher,(2024)**

## 1.8. Scope of The Study

### 1- Geographical Scope

This study will focus on higher education institutions in Saudi Arabia.

### 2- Organizational Scope

The research will include various universities and colleges that have recently undergone management changes.

### 3- Time Frame

The study will examine management changes that have occurred within the past 2-3 years.

### 4- Participant Scope

Employees: Faculty and staff at different levels within the institutions.

Managers: Deans, department heads, and administrative leaders who have experienced or implemented management changes.

### **5- Variable Scope**

Management Changes (MC): Types of changes, including leadership transitions and organizational restructuring.

Employee Performance (EP): Metrics such as productivity, job satisfaction, and engagement.

Project Success (PS): Criteria including completion time, budget adherence, and quality of deliverables.

Communication Strategies (CS): Effectiveness of communication during management changes.

Project Complexity (PC): Complexity of educational projects and initiatives.

### **6- Conceptual Scope**

The study will explore the direct and indirect impacts of management changes on employee performance and project success, including mediating and moderating effects.

### **7- Methodological Scope**

A mixed-methods approach will be used, combining quantitative surveys and qualitative interviews.

### **8- Limitations and Delimitations**

Limitations: Response bias, difficulty in isolating the impact of management changes, and generalizability.

Delimitations: Focus on higher education institutions in Saudi Arabia and recent management changes within the past 2-3 years.

## **1.9. The Project Structure**

**The project will be comprised of the following structure and details to be covered:**

- Chapter 1: Introduction
- Chapter 2: Literature Review
- Chapter 3: Research Methodology
- Chapter 4: Statistical Analysis
- Chapter 5: Research limitations, Recommendations & Conclusion

## **2. Chapter 2: Literature Review**

## **2.1. Introduction**

In the dynamic landscape of higher education, the performance of employees plays a pivotal role in determining the success of projects. This becomes particularly evident when management changes occur, often leading to shifts in organizational strategies, priorities, and cultures. The Saudi Arabian higher education sector, especially in Jeddah, is undergoing rapid transformation, fueled by national visions such as Vision 2030, which aims to enhance the quality of education and institutional performance.

This literature review explores the impact of management changes on employee performance and its subsequent influence on project success within higher education institutions in Jeddah, Saudi Arabia. By examining existing research, this study seeks to understand how leadership transitions, changes in management practices, and organizational restructuring affect the motivation, efficiency, and overall performance of academic and administrative staff. Furthermore, the review will highlight the contextual factors unique to the Saudi Arabian higher education sector, such as cultural dynamics, regulatory frameworks, and the push for internationalization, that influence the relationship between management changes and employee performance.

This exploration will provide a foundation for understanding the complex interactions between management shifts and project outcomes, contributing valuable insights to both academic literature and practical strategies for effective leadership in higher education.

## **2.2. The independent variable: The Management Changes**

Management changes, whether through leadership turnover, restructuring, or strategic shifts, have been widely studied for their impact on organizational performance. Studies such as those by Kotter (1996) highlight that effective management transitions are crucial for maintaining stability and ensuring continuity in performance. However, in sectors like higher education, which are often characterized by complex bureaucracies and long-term planning, abrupt or

poorly managed changes can lead to disruptions in workflows and employee morale (Hechanova et al., 2018).

In Saudi Arabia, where higher education institutions are closely tied to national development goals, management changes often align with broader state-driven agendas. This can create both opportunities and challenges for institutions in Jeddah, where adapting to new management directives requires balancing global academic standards with local cultural expectations (Al-Ghamdi, 2020).

### **2.3. The dependent variable: The Employees Performance**

The relationship between management changes and employee performance is mediated by several factors, including communication, employee involvement, and organizational culture. Lewin's Change Management Model (Lewin, 1951) provides a framework for understanding how employees respond to changes, highlighting the importance of unfreezing existing behaviors, transitioning, and refreezing new practices. In the context of higher education, this model is particularly relevant as faculty and administrative staff may resist changes that disrupt long-standing academic traditions or alter their roles within the institution (Nawab et al., 2015).

Studies conducted in Saudi Arabia have shown that employee performance is often closely tied to leadership styles and the clarity of communication during periods of change. According to a study by Alnasser and Mohammed (2019), effective leadership in higher education in Saudi Arabia involves a combination of directive and participative approaches. This is essential in ensuring that employees remain engaged and motivated during management transitions, ultimately contributing to project success.

## **2.4. The relationship between the Time Management Changes and the Employee's Performance**

The relationship between management changes and employee performance is a critical area of study, particularly in organizational contexts where leadership shifts can have profound impacts on the workforce. Management changes, whether through leadership transitions, restructuring, or the introduction of new policies, can significantly influence employee morale, motivation, and overall performance. In the higher education sector, especially in regions like Jeddah, Saudi Arabia, where institutions are often undergoing rapid development, understanding this relationship is vital for ensuring organizational stability and success.

### **1. Impact of Leadership Changes on Employee Performance**

Leadership changes are among the most common forms of management changes and can have both positive and negative effects on employee performance. Effective leaders can inspire and motivate employees, leading to higher levels of productivity and engagement. Conversely, poor leadership transitions, marked by a lack of vision or poor communication, can result in decreased morale and reduced performance. Research shows that leadership changes can disrupt existing workflows, create uncertainty among employees, and challenge established norms and routines (Kotter, 1996).

In higher education institutions, where employees often value stability and long-term planning, leadership changes can be particularly disruptive. Faculty members and administrative staff may resist changes that threaten their autonomy or alter their roles. A lack of clarity during leadership transitions can lead to confusion about expectations, diminishing employee performance as they struggle to adapt to new directives (Nawab et al., 2015).

### **2. Communication and Employee Involvement**

One of the key mediating factors in the relationship between management changes and employee performance is communication. Clear, transparent, and

timely communication from management is essential to minimizing the negative impacts of change. When employees are kept informed and involved in the change process, they are more likely to understand the reasons behind the changes and how they align with the organization's goals (Lewin, 1951).

In Saudi Arabia's higher education sector, where hierarchical structures and cultural norms play a significant role in organizational dynamics, the way in which management communicates change is crucial. Studies suggest that management changes that involve participative decision-making processes, where employees feel heard and valued, are more likely to result in positive performance outcomes (Alnasser & Mohammed, 2019).

### 3. Organizational Culture and Employee Performance

Organizational culture also plays a significant role in how management changes impact employee performance. In Saudi Arabia, where cultural factors such as high power distance and collectivism are prominent, employees may respond differently to management changes compared to those in more individualistic cultures (Hofstede, 1980). For instance, in organizations with a strong collectivist culture, management changes that are perceived as top-down decisions may be more readily accepted by employees, but may also lead to passive compliance rather than active engagement.

Higher education institutions in Jeddah often have diverse workforces with varying expectations and cultural backgrounds. Management changes that align with the institution's cultural values and that emphasize collaboration and collective success are more likely to result in improved employee performance. On the other hand, changes that conflict with these cultural values can lead to disengagement and decreased performance (Alshahrani & Morley, 2015).

### 4. Employee Resilience and Adaptability

The ability of employees to adapt to management changes is also a critical factor in determining the impact on performance. Employees with higher levels of resilience and adaptability are better equipped to cope with changes and continue performing at a high level, even in the face of uncertainty. Organizations

that provide support systems, such as training programs and counseling, can help employees develop these skills and mitigate the negative effects of management changes (Hechanova et al., 2018).

In the context of Jeddah's higher education sector, where institutions are often undergoing rapid modernization and alignment with national goals like Vision 2030, fostering employee resilience is particularly important. Employees who are able to adapt to new leadership styles and strategic priorities are more likely to contribute positively to the institution's success.

## **5. The Role of Change Management Strategies**

Effective change management strategies can help to ensure that management changes lead to positive outcomes for employee performance. Change management frameworks, such as Kotter's 8-Step Process for Leading Change (1996) and Lewin's Change Management Model (1951), emphasize the importance of preparing employees for change, managing the transition process, and reinforcing new behaviors. These strategies are particularly relevant in higher education institutions, where changes often need to be carefully managed to ensure that academic and administrative functions continue to operate smoothly.

In Jeddah's higher education sector, where management changes may involve alignment with international standards or government directives, applying these change management strategies can help to ensure that employees remain engaged and productive throughout the transition. When management changes are well-planned and executed with consideration of employee needs and organizational culture, they are more likely to result in improved performance and project success.

## 2.5. Conclusion

- **Leadership Changes and Employee Performance:**

One of the most significant aspects of management changes is leadership transitions. The literature consistently shows that leadership style and effectiveness directly influence employee performance. Effective leaders foster a positive work environment, which in turn enhances employee morale, engagement, and productivity. Conversely, poor leadership or abrupt leadership changes without proper communication and planning can disrupt employee performance and lead to resistance, dissatisfaction, and disengagement.

In the context of higher education institutions in Jeddah, Saudi Arabia, leadership changes can be particularly disruptive due to the hierarchical and culturally embedded nature of these organizations. Studies indicate that Saudi Arabian higher education institutions often have a top-down management style, and leadership changes can trigger anxiety and uncertainty among employees. However, when leadership transitions are managed with transparency and clear communication, they can lead to positive outcomes. For example, Alnasser and Mohammed (2019) found that leadership styles that emphasize collaboration, trust, and employee involvement were associated with higher levels of faculty engagement and performance. This finding underscores the importance of leadership approaches that prioritize employee well-being and participation during periods of change.

- **Organizational Culture and Change:**

Organizational culture plays a pivotal role in shaping how management changes impact employee performance. The cultural context of Saudi Arabia, with its emphasis on collectivism, power distance, and respect for authority, influences how employees respond to management changes. Hofstede's (1980) cultural dimensions theory suggests that in high power distance cultures, such as Saudi Arabia, employees may be more accepting of top-down decisions, but this does not necessarily translate into improved performance. Instead, employees may comply passively without fully engaging with the changes.

Studies such as those by Alshahrani and Morley (2015) highlight the importance of aligning management changes with the existing cultural values of the institution. When management changes are perceived as congruent with the organization's culture, employees are more likely to embrace them and maintain or even improve their performance. Conversely, changes that conflict with the organization's culture can lead to resistance, reduced morale, and a decline in performance. Therefore, cultural sensitivity and an understanding of the organizational climate are critical when implementing management changes in higher education institutions in Jeddah.

- **Communication and Employee Engagement:**

Effective communication is one of the most important factors in ensuring that management changes lead to positive outcomes for employee performance. Numerous studies emphasize that clear, transparent, and timely communication from management can mitigate the potential negative effects of change. Employees who are kept informed about the reasons for changes, the expected outcomes, and how these changes will affect their roles are more likely to adapt positively and continue performing at a high level.

In the higher education sector, where academic and administrative staff often operate with a degree of autonomy, management changes can be particularly challenging if not communicated effectively. According to Lewin's (1951) change management model, involving employees in the change process through participative decision-making can lead to better acceptance and smoother transitions. This is particularly relevant in higher education institutions in Jeddah, where employees may feel more secure and motivated when they are actively involved in discussions about changes that affect their work environment.

Studies by Hechanova et al. (2018) further support the notion that employee involvement in the change process leads to better performance outcomes. Their research in the education sector found that organizations that provided opportunities for employees to voice their concerns and contribute to the change process experienced less resistance and higher levels of employee engagement. This highlights the need for higher education institutions in Jeddah to adopt

participatory approaches during management transitions to ensure that employees remain engaged and productive.

- **Management Strategies and Employee Resilience:**

Change management strategies are crucial for ensuring that management changes lead to improved employee performance and project success. The literature on change management offers several frameworks that can be applied in higher education institutions to manage transitions effectively. Kotter's (1996) 8-Step Process for Leading Change and Lewin's (1951) Change Management Model are two widely used frameworks that emphasize the importance of preparing employees for change, managing the transition process, and reinforcing new behaviors.

In the context of higher education institutions in Jeddah, applying these change management frameworks can help to minimize the disruption caused by leadership transitions or organizational restructuring. Kotter's model, for example, emphasizes the need for a sense of urgency, the creation of a guiding coalition, and the communication of a clear vision. When these steps are followed, management changes are more likely to result in positive outcomes for employee performance and project success.

Moreover, fostering employee resilience is a key component of successful change management. Employees who are resilient and adaptable are better equipped to cope with management changes and continue performing at a high level. Hechanova et al. (2018) found that organizations that provided support systems, such as training programs and counseling, were more successful in helping employees adapt to change. In the higher education sector in Jeddah, where institutions are often undergoing rapid development and modernization, providing resources that help employees build resilience is essential for maintaining high levels of performance during periods of change.

- **Project Success in the Context of Management Changes:**

The ultimate goal of managing employee performance during management changes is to ensure the success of organizational projects. In higher education institutions, projects can range from academic initiatives and research programs to administrative reforms and infrastructure development. The literature suggests that the success of these projects is closely linked to how well management changes are handled.

Turner and Muller (2005) highlight the role of leadership in project success, emphasizing that the project manager's leadership style is a critical success factor. In higher education institutions, where projects often require collaboration across multiple departments and stakeholder groups, effective leadership is essential for coordinating efforts and achieving project goals. Management changes that disrupt leadership continuity or create uncertainty can jeopardize project success by demotivating employees and leading to misalignment between project objectives and employee efforts.

Conversely, when management changes are handled effectively, they can reinvigorate projects and lead to better outcomes. For example, a leadership change that brings in new expertise or a fresh perspective can help to realign projects with the institution's strategic goals and ensure their success. The key is to manage the transition in a way that minimizes disruption and maintains employee focus on project objectives.

### **3. Chapter 3: Research Methodology**

### **3.1. Introduction**

was adopted for this study to comprehensively examine the effects of management changes on employee performance and project success. The use of quantitative approaches allowed for a deeper understanding of the phenomenon, ensuring that the study captures the complexity of the research problem.

A survey was used to gather numerical data that can be statistically analyzed. This helped to identify trends and relationships between variables such as management changes, employee performance, and project success.

### **3.2. Operational definitions for research variables**

In research studies, operational definitions are key in clearly defining the variables being measured. An operational definition describes how a variable will be measured, observed, or manipulated. It helps researchers ensure that their studies are consistent, reliable, and valid.

#### **3.2.1. Productivity Levels (The Management changes):**

Operational Definition:

Management changes refer to alterations in the structure, personnel, or style of leadership within the project management team. This may include a change in project managers, leadership styles (e.g., from authoritarian to democratic), or organizational policies related to project execution. These changes will be measured through a structured questionnaire distributed to employees, focusing on the frequency of management shifts, the type of changes, and the perceived impact of these changes on project processes.

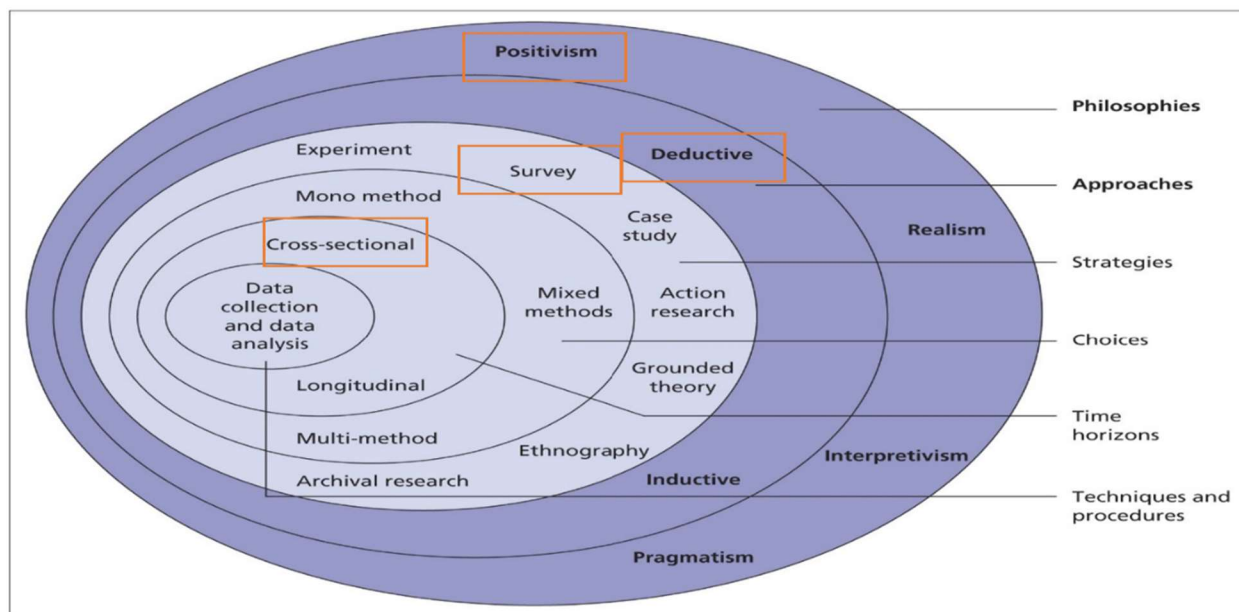
#### **3.2.2. Workplace Diversity (The Employee Performance):**

Operational Definition:

Employee performance is defined as the level of productivity, quality of work, and commitment demonstrated by employees during the project. This will be assessed based on key performance indicators (KPIs) such as task completion rates, work accuracy, and adherence to deadlines, as well as qualitative feedback from team leads or supervisors.

### 3.3. Research design (research onion)

- **Research philosophy:** Positivism
- **Research approach:** Deductive
- **Research strategy:** Case study
- **Research choice:** Mono Method
- **Time horizon:** Cross-sectional



By the Reschaarger, (2024)

### 3.4. Research population & Sampling methods and technique

In research, the term "population" refers to the entire group of individuals, items, or entities that meet specific criteria for inclusion in a study. In this study, the population consists of all professionals working within the higher education sector in Jeddah, Saudi Arabia, including project managers and other stakeholders engaged in project management and development activities. Saudi Arabia, recognized as a significant hub for educational innovation, boasts a diverse workforce that brings varied cultural backgrounds and expertise to project management within university campuses.

The diversity of this population is reflected in its wide range of educational backgrounds, technical skills, and cultural heritage. Examining this population is essential for several reasons. First, the staff within Saudi Arabian universities is experiencing rapid growth and transformation, providing an ideal environment for investigating contemporary issues in environmental research and renovation project management. Second, the cultural diversity among students and staff presents unique challenges and opportunities that can have a substantial impact on research outcomes and project results. This study aims to shed light on these dynamics, with a focus on improving communication strategies, enhancing team dynamics, and ultimately contributing to better project success rates in a culturally diverse environment.

### 3.4.1. Research Population

The research community in the high educational sectors of KAUST consists of organized employees, department managers, unit managers, and administrators. Which consists of more than 100

| Table number (1) Research Population |                 |           |
|--------------------------------------|-----------------|-----------|
| Sector or company name               | Classifications | Number of |
| High Educational Sector              | Top Managers    | 3         |
|                                      | Stuff           | 40        |
| By the researcher,(2024)             |                 |           |

### Research Sample

The sample was selected using questionnaires to ensure that the various groups were represented fairly and accurately, and 100 employees and students from different departments were selected.

| Table number (2) Research Sample                  |                   |
|---------------------------------------------------|-------------------|
| The research sample                               | Sample size       |
| Target employees in High Educational Sector KAUST | 30 – 40 employees |
| By the researcher,(2024)                          |                   |

### 3.4.2.Sampling Method & Techniques

The sampling method is probability, the sampling technique is simple random sampling.

### 3.5. Data collection method

The data for this study will be collected using a structured questionnaire, which is designed to assess the impact of management changes on employee performance. The questionnaire consists of Likert scale questions divided into two key variables: Management Changes and Employee Performance. Each variable is further divided into dimensions, such as communication, support, leadership, job performance, motivation, and collaboration.

#### 3.5.1.The independent variable

The researcher is relied on the questionnaire of Armenakis (1999). Kotter, J. P. (1996). In order to measure the independent variable (Management Change), in terms of three dimensions namely:

- 1- Communication of Management Changes.
- 2- Support During Transition.
- 3- Impact of New Management.

with overall 12 items for the whole variable. As, Communication of Management Changes dimension consists of 3 items, Support During Transition dimension consists of 3 items, and Impact of New Management dimension consists of 6 items. The instrument type is 5 – points Likert- scale type. Hence, 1= strongly disagree, while 5= strongly agree.

| Table number (3) The independent variable (Questionnaire Questions) |                                     |                      |                                                                       |
|---------------------------------------------------------------------|-------------------------------------|----------------------|-----------------------------------------------------------------------|
| Variable                                                            | Variable Dimensions                 | Number Of Statements | Source                                                                |
| Management Changes                                                  | Communication of Management Changes | 3                    | •Armenakis, A. A., & Bedeian, A. G. (1999).<br>•Kotter, J. P. (1996). |
|                                                                     | Support During Transition           | 3                    |                                                                       |
|                                                                     | Impact of New Management            | 6                    |                                                                       |
| By the Reschaarger, (2024)                                          |                                     |                      |                                                                       |

### 3.5.2.The dependent variable

The researcher is relied on the questionnaire of Armenakis (1999). Kotter, J. P. (1996). In order to measure the independent variable (Management Change), in terms of three dimensions namely:

- 1- Job Performance and Productivity.
- 2- Motivation and Job Satisfaction.
- 3- Collaboration and Career Development.

with overall 12 items for the whole variable. As, Job Performance and Productivity dimension consists of 4 items, and Motivation and Job Collaboration of 4 items, and Collaboration and Career Development dimension consists of 4 items. The instrument type is 5 – points Likert- scale type. Hence, 1= strongly disagree, while 5= strongly agree.

| Table Number (4) The dependent variable (Questionnaire Questions) |                                      |                      |                                                                                                                                                  |
|-------------------------------------------------------------------|--------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Variable                                                          | Variable Dimensions                  | Number Of Statements | Source                                                                                                                                           |
| Employee Performance                                              | Job Performance and Productivity     | 4                    | •Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001).<br>•Kotter, J. P. (1996).<br>•Oreg, S., Vakola, M., & Armenakis, A. (2011). |
|                                                                   | Motivation and Job Satisfaction      | 4                    |                                                                                                                                                  |
|                                                                   | Collaboration and Career Development | 4                    |                                                                                                                                                  |
| By the Reschaarger, (2024)                                        |                                      |                      |                                                                                                                                                  |

### 3.6. Types of data

The researcher used many sources in his current study to test its hypotheses and achieve its goals.

#### 3.6.1.Primary data

The primary sources used in the distribution of the questionnaire were where the data was collected and analyzed from the research sample using the statistical program SPSS (Statistical Package For Social Science).

To answer the questions of the study and draw conclusions using appropriate statistical tests.

### **3.6.2. Secondary data**

- Arabic and foreign references and magazines.
- Previous studies and research related to the subject of research

### **3.7. Data Analysis Methods & Procedures**

After collecting data, it is essential to analyze the information gathered to draw meaningful conclusions. As, the Statistical Package for the Social Sciences (SPSS), specifically version 28, were used to analyze the collected data.

The sample profile test was conducted, via descriptive analysis, to gain insights into the characteristics of the sample population. It helps researchers understand the demographics, preferences, and other relevant information about the individuals involved in the study.

Validity and reliability tests are crucial in ensuring that the data collected is accurate and consistent. Validity tests (Exploratory factor analysis) to determine if the research instruments measure what they are intended to measure, while reliability tests (Cronbach` Alpha test) assess the consistency of results over time.

The sample profile test was conducted, via descriptive analysis, to gain insights into the characteristics of the sample population. It helps researchers understand the demographics, preferences, and other relevant information about the individuals involved in the study.

### **3.8. Conclusion**

Management Change is a key element for success and sustainability in project success and competitiveness. This process focuses on achieving high performance and excellence in all aspects of the business, with a focus on efficiency, effectiveness, innovation, saving energy resources, unnecessary expenses, and customer and employee satisfaction. The benefits include improving performance in all areas of work, increasing operational efficiency, defining vision and goals, assessing the current situation, developing and implementing an improvement plan, and measuring and evaluating progress. In conclusion, Management changes should be an essential part of the strategy of any organization that seeks excellence.

## **4. Chapter 4: Statistical Analysis & Findings discussion**

## 4.1. Introduction

This chapter presents a detailed analysis of the results of the field study, which were gathered through questionnaires directed to the study sample. The analysis of this data was conducted statistically using the SPSS statistical software package, version 28. The chapter begins by analyzing the data through descriptive statistics aimed at providing a clear and accurate picture of the characteristics of the study sample, using statistical measures such as means, standard deviations, and skewness. This section also includes a reliability analysis using Cronbach's alpha.

The chapter then moves to inferential statistics to confirm the validity of the tools and their suitability for achieving the study's objectives. This is done by applying statistical tests appropriate for the hypotheses and variables targeted in the study.

Additionally, a model fitness test was conducted to ensure the suitability of the model for the study and its alignment with its objectives. For this, linear regression analysis was used through SPSS version 28. This allowed the determination of the strength of the relationship between the independent and dependent variables.

The chapter concludes with providing information on the impact of the variables on one another, which strengthens the understanding of the studied phenomena and contributes to presenting accurate results that support the proposed hypotheses in the research.

## 4.2. Sample profile (descriptive statistics for research sample)

The variables of the study sample were distributed according to gender, age, years of experience, and educational qualifications.

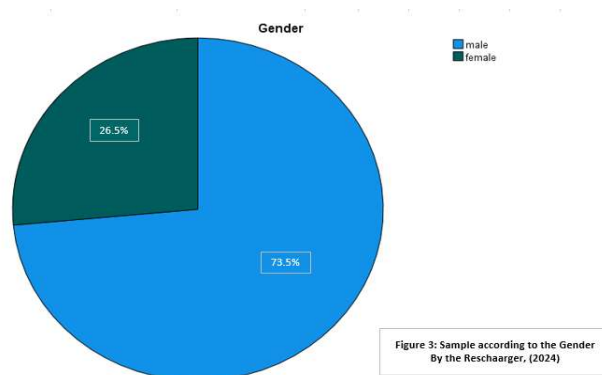
- Frequencies and percentages were calculated for the demographic variables of the study sample, which are represented in the general demographic information as follows:
  - **Gender:** Includes (male-female).
  - **Age:** Includes (less than 30 years, 30 to 45 years, and 45 to 55 and above).
  - **Educational Qualification:** Includes (Diploma, Bachelor, Master, and higher education PhD).
  - **Years of Experience:** Includes (less than 5 years, 5 to 10 years, more than 10 years).

The following table and figures illustrate the classification of the study sample as follows:

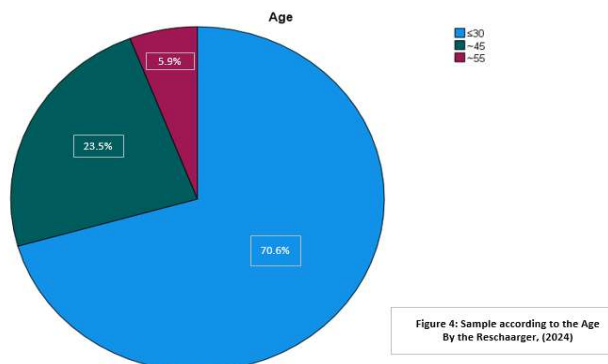
| <b>Table (5) Personal Information-Research Sample Table</b> |          |           |         |
|-------------------------------------------------------------|----------|-----------|---------|
| Scale                                                       | Item     | Frequency | Percent |
| Gender                                                      | male     | 25        | 73.5%   |
|                                                             | female   | 9         | 26.5%   |
|                                                             | Total    | 34        | 100%    |
| Age                                                         | ≤30      | 24        | 70.6%   |
|                                                             | ~45      | 8         | 23.5%   |
|                                                             | ~55      | 2         | 5.9%    |
|                                                             | Total    | 34        | 100%    |
| Educational_Level                                           | Diploma  | 20        | 58.8%   |
|                                                             | Bachelor | 10        | 29.4%   |
|                                                             | Master   | 4         | 11.8%   |
|                                                             | Total    | 34        | 100%    |
| Experience                                                  | <5       | 20        | 58.8%   |
|                                                             | ~10      | 6         | 17.6%   |
|                                                             | >10      | 8         | 23.6%   |
|                                                             | Total    | 34        | 100%    |

\* From the data in Table (5), the following results were summarized:

- **Regarding the distribution by gender**, the statistical results showed that the number of males in the sample exceeded the number of females. The number of males was 25, representing 73.5 % of the total sample, while the number of females was 9, representing 26.5%, as shown in the following Figure 3:



- **Regarding the distribution by age**, the statistical results showed that 24 individuals from the sample were under 30 years old, representing 70.6 % of the total sample. Meanwhile, 8 individuals were aged between 30 and 45 years, which represents 23.5% of the sample. Additionally, 2 individuals were aged between 45 and 55 years, representing 5.9% of the sample, as illustrated in the following Figure 4:



- **Regarding the distribution by educational qualification**, the statistical results showed that 20 individuals from the sample held a Diploma certificate, representing 58.8% of the total sample. Meanwhile, 10 individuals had a Bachelor's certificate, representing 29.4% of the sample.

As for the Master's qualification, the number of individuals holding this qualification was 4, representing 11.8% of the sample.

Finally, in terms of higher education, no individuals from the sample held higher education degrees, representing 0.0%, as illustrated in the following Figure 5:

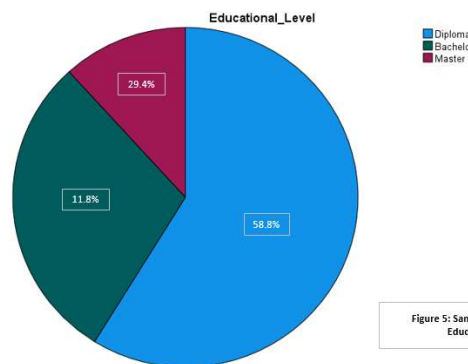


Figure 5: Sample according to the Educational Level

- **As for the distribution by years of experience**, the statistical results showed that 20 individuals in the sample have 5 years of experience or less, representing 58.8% of the total sample. Meanwhile, 6 individuals have experience ranging between 5 and 10 years, which accounts for 17.6% of the sample. Regarding those with experience ranging between 10 years and above, their number was 8 individuals, which represents 23.5% of the sample., as illustrated in the following Figure 6:

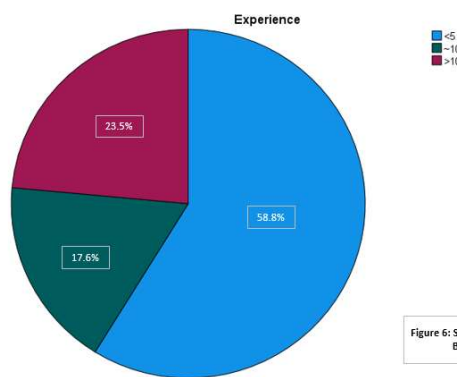


Figure 6: Sample according to the Experience By the Reschaager, (2024)

### **4.3. Validity & reliability tests for the questionnaires**

In order to verify the validity and reliability of the measures used in the study, the internal consistency validity of the questionnaires used to measure the study variables was tested, in addition to measuring the convergent validity by measuring the Average Variance Extracted (AVE). While the reliability of the measures used in the study was measured by Measuring the value of Cronbach's alpha, through the structural equation modeling (SEM), using the statistical analysis program SPSS version 28 .The following paragraphs and tables explain this.

#### **4.3.1. Validity of the measures used in the study**

The internal consistency validity of the scales used to measure the study variables was tested, in addition to measuring the convergent validity by measuring the average variance extracted.

##### **Internal consistency validity:**

It means the extent to which each statement of the questionnaire is consistent with the variable to which it belongs. Therefore, the researcher measured the internal consistency of the questionnaires by calculating the correlation coefficients between the score of each statement and the total score of the variable to which it belongs. According to Kaiser (1974) study, a correlation coefficient of less than 0.5 is removed from the questionnaire.

##### **Convergent Validity:**

The average variance between statements that measure the same scale is measured by calculating the average variance extracted (AVE), whose value must be greater than 0.5 according to Hair et al (2006). The following tables show the statistical results for (correlation coefficients, standard deviation, calculated T value, and P value between the score of each statement and the total score of the variable to measure the validity of the internal consistency of the questionnaires. Also, calculating the value of the average variance extracted (AVE) to measure the convergent validity of the questionnaires through the equation model. Structural SPSS version 28, as follows:

| Table (6) Validity of the measures used in the study<br>By the Reschaager, (2024) |                                      |            |       |                 |                    |         |                            |       |
|-----------------------------------------------------------------------------------|--------------------------------------|------------|-------|-----------------|--------------------|---------|----------------------------|-------|
| Variable                                                                          |                                      | Statements | KMO   | Factor loadings | Standard deviation | P Value | Average variance extracted |       |
| Management Changes                                                                | Communication of Management Changes  | A1         | 0.683 | 0.643           | 1.24               | 0       | 0.665                      | 0.727 |
|                                                                                   |                                      | A2         |       | 0.675           | 1.2                | 0       |                            |       |
|                                                                                   |                                      | A3         |       | 0.678           | 1.115              | 0       |                            |       |
|                                                                                   | Support During Transition            | B1         |       | 0.865           | 1.104              | 0       | 0.789                      |       |
|                                                                                   |                                      | B2         |       | 0.774           | 1.015              | 0       |                            |       |
|                                                                                   |                                      | B3         |       | 0.728           | 1.078              | 0       |                            |       |
|                                                                                   | Impact of New Management             | C1         |       | 0.871           | 1.125              | 0       | 0.727                      |       |
|                                                                                   |                                      | C2         |       | 0.862           | 0.992              | 0       |                            |       |
|                                                                                   |                                      | C3         |       | 0.857           | 1.135              | 0       |                            |       |
|                                                                                   |                                      | C4         |       | 0.718           | 0.992              | 0       |                            |       |
|                                                                                   |                                      | C5         |       | 0.545           | 0.925              | 0       |                            |       |
|                                                                                   |                                      | C6         |       | 0.511           | 0.857              | 0       |                            |       |
| Employee Performance                                                              | Job Performance and Productivity     | D1         | 0.714 | 0.805           | 1.206              | 0       | 0.847                      | 0.860 |
|                                                                                   |                                      | D2         |       | 0.907           | 1.106              | 0       |                            |       |
|                                                                                   |                                      | D3         |       | 0.832           | 0.988              | 0       |                            |       |
|                                                                                   |                                      | D4         |       | 0.844           | 1.131              | 0       |                            |       |
|                                                                                   | Motivation and Job Satisfaction      | E1         |       | 0.864           | 1.131              | 0       | 0.853                      |       |
|                                                                                   |                                      | E2         |       | 0.914           | 1.022              | 0       |                            |       |
|                                                                                   |                                      | E3         |       | 0.78            | 1.134              | 0       |                            |       |
|                                                                                   |                                      | E4         |       | 0.853           | 1.052              | 0       |                            |       |
|                                                                                   | Collaboration and Career Development | BA1        |       | 0.936           | 0.927              | 0       | 0.879                      |       |
|                                                                                   |                                      | BA2        |       | 0.872           | 0.988              | 0       |                            |       |
|                                                                                   |                                      | BA3        |       | 0.88            | 0.894              | 0       |                            |       |
|                                                                                   |                                      | BA4        |       | 0.829           | 0.945              | 0       |                            |       |

**It is clear from the table above:**

**The scale of applying the Management changes:**

All correlation coefficients for all statements are strongly correlated with their dependent variable (Management Changes), Communication of Management Changes, Support During Transition, and Impact of New Management at values greater than 0.7. In addition, the values of all correlation coefficients for the statements are statistically significant at a significance level less than 0.001. Accordingly, the internal consistency validity of the scale has been achieved. Also, from the results above related to the value of the average variance extracted AVE, it is clear that its value for the variable of applying (Management Changes), Communication of Management Changes, Support During Transition, and Impact of New Management is  $0.727 > 0.5$ . Accordingly, the convergent validity of the questionnaire has been achieved.

**The scale of applying the Employee Performance:**

All correlation coefficients for the statements that measure (Employee Performance: Job Performance and Productivity, Motivation and Job Satisfaction, Collaboration and Career Development) have a value greater than 0.7. In addition, the values of all correlation coefficients for the statements are statistically significant at a significance level less than 0.0001. Accordingly, the internal consistency validity of the scale has been achieved in its three dimensions. Also, the results above related to the value of the average variance extracted AVE for the variable of (Employee Performance: Job Performance and Productivity, Motivation and Job Satisfaction, Collaboration and Career Development) as a whole, which is equal to 0.859, the values of the average variance extracted (Job Performance and Productivity, Motivation and Job Satisfaction, Collaboration and Career Development) are: 0.847, 0.853, and 0.879 respectively. Accordingly, the convergent validity of the questionnaire has been achieved.

### 4.3.2. Reliability of the study tool

The stability of the questionnaire refers to the stability of the questionnaire results and their non-change significantly if they were redistributed to the sample individuals several times during specific time periods. To measure the stability of the questionnaires used to measure the study variables, Cronbach's alpha values were calculated using SPSS version 28. According to (2010) Hair et al, the value must be greater than 0.7 for the scale to be stable. As shown in the follow table:

| Table (7) Reliability of the study tool By the Reschaarger, (2024) |                                      |                      |                  |       |
|--------------------------------------------------------------------|--------------------------------------|----------------------|------------------|-------|
| Variable                                                           |                                      | Number of Statements | Cronbach's alpha |       |
| Management Changes                                                 | Communication of Management Changes  | 3                    | 0.900            | 0.784 |
|                                                                    | Support During Transition            | 3                    | 0.578            |       |
|                                                                    | Impact of New Management             | 6                    | 0.649            |       |
| Employee Performance                                               | Job Performance and Productivity     | 4                    | 0.937            | 0.958 |
|                                                                    | Motivation and Job Satisfaction      | 4                    | 0.932            |       |
|                                                                    | Collaboration and Career Development | 4                    | 0.945            |       |

#### (First Variable and the dimensions):

The statistical results showed that the values of Cronbach's alpha are (0.900,0.578,0.649), which indicates that all values are greater than 0.7. According to Hair et al (2010), the stability of the scale has been achieved.

### (The second Variable and the dimensions):

The statistical results showed that the values of Cronbach's alpha are (0.937,0.932,0.945), which indicates that all values are greater than 0.7. According to Hair et al (2010), the stability of the scale has been achieved.

#### 4.4. Descriptive statistics for research variables (answer research questions)

The sample individuals' responses to the scale items were measured, according to the five-point Likert scale, as follows:

| Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------------------|----------|---------|-------|----------------|
| 1                 | 2        | 3       | 4     | 5              |

The level of importance was calculated according to the following equation:

The relative weight corresponding to each category was calculated by multiplying the arithmetic mean ( $100 \div 5$ )

**Table (8) Significance of Arithmetic Averages  
By the researcher, (2024)**

| level (degree)<br>Practice/Importance | Relative weight %         | Result (general<br>trend) | The value of<br>the arithmetic<br>mean |
|---------------------------------------|---------------------------|---------------------------|----------------------------------------|
| very low                              | From 20 to less than 36%  | Strongly disagree         | From 1 to less<br>than 1.80            |
| Low                                   | From 36 to less than 52%  | Disagree                  | From 1.80 to<br>less than 2.60         |
| Middle                                | From 52 to less than 68%  | Neutral                   | From 2.60 to<br>less than 3.40         |
| High                                  | From 68 to less than 84%  | Agree                     | From 3.40 to<br>less than 4.20         |
| very high                             | From 84 to less than 100% | Strongly agree            | From 4.20 to<br>less than 5            |

The following table presents the descriptive analysis of the study variables, which includes the arithmetic mean and standard deviations for each variable, considered using the Likert scale. This analysis relies on the table that displays the indications of the arithmetic mean, as the interpretation of the arithmetic mean values shown in the table is conducted to determine the level of Management changes application and its association with the level of Employee Performance. This is based on the opinions of the study sample. This clarification is provided as follows:

| Table (9) Descriptive Analysis of The Study Variables<br>By the Researcher, (2024) |                                      |                 |      |                    |       |                |                |                     |           |
|------------------------------------------------------------------------------------|--------------------------------------|-----------------|------|--------------------|-------|----------------|----------------|---------------------|-----------|
| Variable                                                                           |                                      | Arithmetic Mean |      | Standard deviation |       | General trend  |                | Level of importance |           |
| Management Changes                                                                 | Communication of Management Changes  | 3.20            | 3.43 | 1.104              | 0.764 | Strongly Agree | Strongly Agree | Very High           | Very High |
|                                                                                    | Support During Transition            | 3.49            |      | 0.922              |       | Strongly Agree |                | Very High           |           |
|                                                                                    | Impact of New Management             | 3.51            |      | 0.776              |       | Strongly Agree |                | Very High           |           |
| Employee Performance                                                               | Job Performance and Productivity     | 3.46            | 3.50 | 0.978              | 0.896 | Strongly Agree | Strongly Agree | Very High           | Very High |
|                                                                                    | Motivation and Job Satisfaction      | 3.46            |      | 0.958              |       | Strongly Agree |                | Very High           |           |
|                                                                                    | Collaboration and Career Development | 3.57            |      | 0.858              |       | Strongly Agree |                | Very High           |           |

**The results of the descriptive analysis of the study sample for the independent variable of Management Changes** indicate that the general trend of the items shows high agreement, reflecting a significant level of Management Changes, and practices within the high education Sectors. The overall average for this variable reached 3.43, with a percentage agreement rate of 68.6 % and a standard deviation of 0.764, indicating that the responses were consistent and leaned towards agreement.

The results of the statistical analysis for the dimensions of management changes (Communication of Management Changes, Support During Transition, and Impact of New Management) showed the following:

The " Impact of New Management " dimension achieved the highest arithmetic mean of 3.51, with a percentage agreement rate of 70.2% and a standard deviation of 0.776.

The " Support During Transition " dimension recorded an arithmetic mean of 3.49, with a percentage agreement rate of 69.8% and a standard deviation of 0.922.

The " Communication of Management Changes " dimension achieved an arithmetic mean of 3.20, with a percentage agreement rate of 64% and a standard deviation of 1.104.

These results indicate that the study sample agrees with a very high agree on the application of management changes practices within the sectors.

**The results of the descriptive analysis for the Employee Performance** variable show that the general trend of the items indicates a high level of agreement, which reflects a significant level of Employee Performance application in the sectors. The overall average reached 3.50, with a percentage agreement rate of 70% and a standard deviation of 0.896, indicating consistency among responses. The total average for the study sample was 3.50, with a standard deviation of 0.896.

The results of the statistical analysis for the Employee Performance dimensions (Job Performance and Productivity, Motivation and Job Satisfaction, and Collaboration and Career Development) revealed the following:

The " Job Performance and Productivity " dimension had an average of 3.46, with a percentage agreement rate of 69.2% and a standard deviation of 0.978.

The " Motivation and Job Satisfaction " dimension recorded an average of 3.46, with a percentage agreement rate of 69.2% and a standard deviation of 0.958.

The " Collaboration and Career Development " dimension had an average of 3.57, with a percentage agreement rate of 71.4% and a standard deviation of 0.858.

These findings indicate that most study participants very high agree on the application of Employee Performance practices within the sectors as a whole.

#### 4.5. Linear correlation coefficients between the study variables

The following table presents the linear correlation coefficients (Pearson) between the study variables, which were measured using SPSS-V 28, as shown below.

| Table (10) Linear correlation coefficients between the study variables, By the Researcher, (2024) |                     |                                     |                           |                                  |                                 |
|---------------------------------------------------------------------------------------------------|---------------------|-------------------------------------|---------------------------|----------------------------------|---------------------------------|
| Variable                                                                                          |                     | Communication of Management Changes | Support During Transition | Job Performance and Productivity | Motivation and Job Satisfaction |
| Communication of Management Changes                                                               | Pearson Correlation | 1                                   | 0.488                     | 0.424                            | 0.379                           |
|                                                                                                   | Sig. (2-tailed)     |                                     | 0.003                     | 0.012                            | 0.027                           |
|                                                                                                   | N                   | 34                                  | 34                        | 34                               | 34                              |
| Support During Transition                                                                         | Pearson Correlation | 0.488                               | 1                         | 0.773                            | 0.733                           |
|                                                                                                   | Sig. (2-tailed)     | 0.003                               |                           | <.001                            | <.001                           |
|                                                                                                   | N                   | 34                                  | 34                        | 34                               | 34                              |
| Job Performance and Productivity                                                                  | Pearson Correlation | 0.424                               | 0.773                     | 1                                | 0.896                           |
|                                                                                                   | Sig. (2-tailed)     | 0.12                                | <.001                     |                                  | <.001                           |
|                                                                                                   | N                   | 34                                  | 34                        | 34                               | 34                              |
| Motivation and Job Satisfaction                                                                   | Pearson Correlation | 0.379                               | 0.733                     | 0.896                            | 1                               |
|                                                                                                   | Sig. (2-tailed)     | 0.027                               | <.001                     | <.001                            |                                 |
|                                                                                                   | N                   | 34                                  | 34                        | 34                               | 34                              |

**The linear correlation between Management Changes and its dimensions (as an independent variable) and Employee Performance (as a dependent variable):**

- It was found that there is a significant positive moderate correlation (0.488) between strategic management and its dimensions as an independent variable and employee performance as a dependent variable, at a significance level less than (0.01).
- It was also found that there is a significant positive moderate correlation between each dimension of management changes (Communication of management changes, Support during transition) at correlation coefficients of: 1, 0.488, with employee performance as an independent variable, at a significance level less than (0.01).
- This indicates the strength of the correlation.

**The linear correlation between the dimensions of management changes, the management changes variable as a whole, and its individual dimensions:**

It is evident from the results of the previous table that there is a significant positive correlation between management changes and its dimensions (communication of management changes, support during transition) at a significance level of (0.01).

## **4.6. Testing Hypotheses & Findings Discussion**

This section relates to testing the validity of the main hypothesis of the study, followed by the sub-hypotheses. The statistical results obtained using the statistical software packages SPSS V.28 is presented as follows:

**Main Hypothesis of the Study:**

There is a significant positive relationship between management changes and employee performance.

**From this main hypothesis, the following sub-hypotheses are derived:**

H1: There is a significant positive relationship between communication of management changes and employee performance.

H 2: There is a significant positive relationship between support during transition and employee performance.

H 3: There is a significant positive relationship between impact of new management and employee performance.

### **Results of Testing the Main Hypothesis of the Study:**

The hypothesis states that "there is a statistically significant positive relationship between management changes and employee performance."

To test this hypothesis, the simple linear regression analysis method was used, which is one of the widely used statistical methods (Simple Linear Regression Analysis). In this context, this method was chosen to study the causal relationship between two variables. The independent variable, which represents management changes, was analyzed in relation to the dependent variable, which represents employee performance.

The results obtained from the regression analysis indicate the acceptance of the hypothesis if there is statistical significance to the impact of applying management changes practices on employee performance in the universities under study. The level of this significance was measured through the values of the regression coefficients, which tested the extent of the impact of management changes on employee performance, as well as the size and direction of this relationship using statistical parameters derived from the simple linear regression model.

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .814 <sup>a</sup> | .663     | .652              | .528                       |

a. Predictors: (Constant), Management\_Changes

### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.               |
|-------|------------|----------------|----|-------------|--------|--------------------|
| 1     | Regression | 17.546         | 1  | 17.546      | 62.906 | <.001 <sup>b</sup> |
|       | Residual   | 8.926          | 32 | .279        |        |                    |
|       | Total      | 26.471         | 33 |             |        |                    |

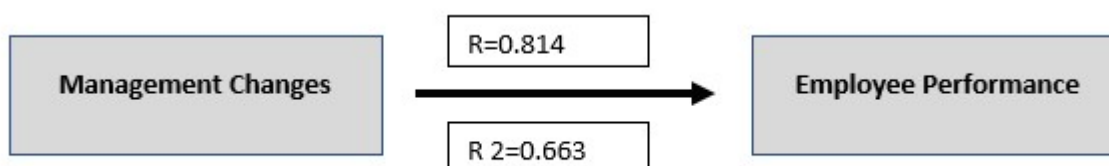
a. Dependent Variable: Employee\_Performance

b. Predictors: (Constant), Management\_Changes

### Coefficients<sup>a</sup>

| Model |                    | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |
|-------|--------------------|-----------------------------|------------|---------------------------|-------|-------|
|       |                    | B                           | Std. Error | Beta                      |       |       |
| 1     | (Constant)         | .224                        | .422       |                           | .529  | .600  |
|       | Management_Changes | .955                        | .120       | .814                      | 7.931 | <.001 |

a. Dependent Variable: Employee\_Performance



**It is clear from the table above the following:**

The significance level of the (F) test, which equals (sig) less than 0.01, indicates that the simple linear regression model is statistically significant at the 0.01 level.

The correlation coefficient ( $R = 0.814$ ) indicates a strong positive correlation between management changes overall and employee performance.

The coefficient of determination ( $R^2$ ) shows that about 66% of the variance in employee performance can be explained through the variance in the level of management changes.

The (T-Value) test indicates the significance of the regression coefficient (B), as the calculated significance level for the (T) test is less than 0.02.

Based on the above results, the main hypothesis is accepted, which states that there is a statistically significant positive relationship between management changes as an independent variable and employee performance as a dependent variable.

**Results of Testing the Main Sub-hypothesis of the Study:**

**The first sub-hypothesis states:** "There is no statistically significant relationship between communication of management changes and employee performance." This hypothesis examines the direct relationships between communication of management changes as the independent variable and employee performance as the dependent variable.

**The second sub-hypothesis states:** "There is a statistically significant positive relationship between support during transition and employee performance." This hypothesis examines the direct relationships between support during transition as the independent variable and employee performance as the dependent variable.

**The third sub-hypothesis states:** "There is a statistically significant positive relationship between the impact of new management and employee performance." This hypothesis examines the direct relationships between the impact of new management as the independent variable and employee performance as the dependent variable.

To test these sub-hypotheses, the simple linear regression analysis method was used.

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .879 <sup>a</sup> | .773     | .750              | .448                       |

a. Predictors: (Constant), Impact\_of\_New\_Management, Communication\_of\_Management\_Changes, Support\_During\_Transition

### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.               |
|-------|------------|----------------|----|-------------|--------|--------------------|
| 1     | Regression | 20.459         | 3  | 6.820       | 34.028 | <.001 <sup>b</sup> |
|       | Residual   | 6.012          | 30 | .200        |        |                    |
|       | Total      | 26.471         | 33 |             |        |                    |

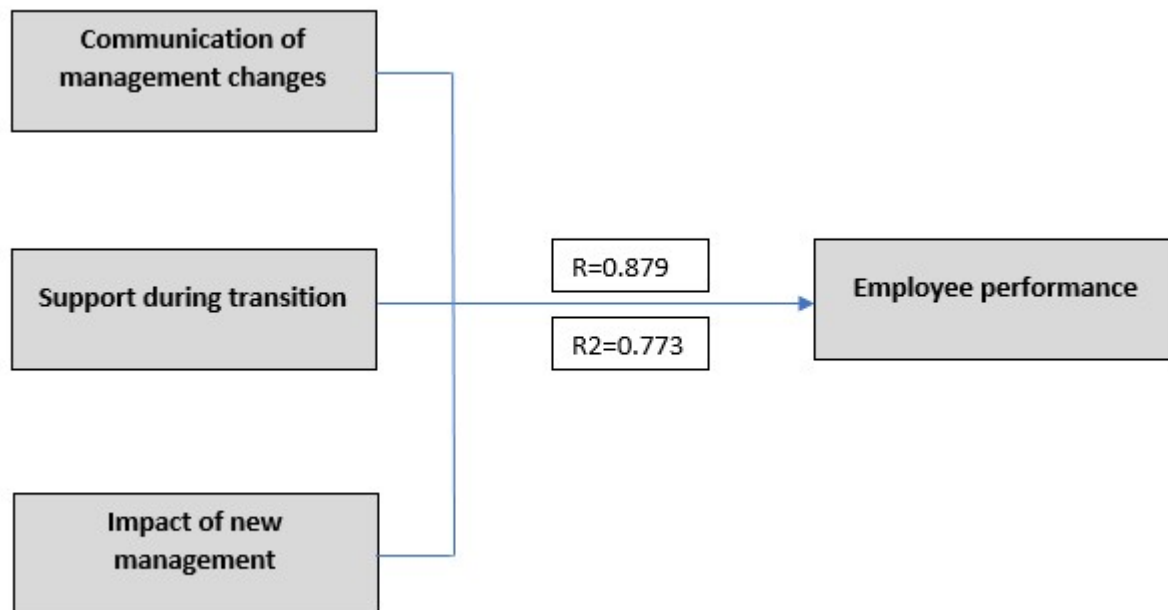
a. Dependent Variable: Employee\_Performance

b. Predictors: (Constant), Impact\_of\_New\_Management, Communication\_of\_Management\_Changes, Support\_During\_Transition

### Coefficients<sup>a</sup>

| Model |                                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |
|-------|-------------------------------------|-----------------------------|------------|---------------------------|-------|-------|
|       |                                     | B                           | Std. Error | Beta                      |       |       |
| 1     | (Constant)                          | .000                        | .370       |                           | -.001 | .999  |
|       | Communication_of_Management_Changes | -.035                       | .081       | -.043                     | -.429 | .671  |
|       | Support_During_Transition           | .221                        | .157       | .227                      | 1.405 | .170  |
|       | Impact_of_New_Management            | .808                        | .180       | .700                      | 4.478 | <.001 |

a. Dependent Variable: Employee\_Performance



**It is clear from the table above the following:**

The significance level of the (F) test, which equals (sig) less than 0.01, indicates that the simple linear regression model is statistically significant at the 0.01 level.

The correlation coefficient ( $R = 0.879$ ) indicates a strong positive correlation between management changes overall and employee performance.

The coefficient of determination ( $R^2$ ) shows that about 77.3% of the variance in employee performance can be explained through the variance in the level of management changes.

The (T-Value) test indicates the significance of the regression coefficient (B), as the calculated significance level for the (T) test is less than 0.02.

Based on the above results, the main hypothesis is accepted, which states that there is a statistically significant positive relationship between management changes as an independent variable and employee performance as a dependent variable.

Based on the previous results, the validity of the first hypothesis is rejected, as no evidence was found of a significant positive correlation between communication of management changes as an independent variables, and employee performance as a dependent variable. As for the second and third hypotheses, they are accepted, as evidence was found of a significant positive correlation between the impact of new management as an independent variables, and employee performance as a dependent variable.

#### **4.7. Conclusion**

This chapter discusses the statistical analysis conducted to interpret the results of the field study carried out on a sample of participants from the higher education sector. This study was conducted using a specific survey designed to evaluate the hypotheses of the study. The research relied on statistical analysis using SPSS software, version 28, to analyze the collected data. These programs offer advanced capabilities in interpreting data and explaining findings in an accurate and reliable manner.

The statistical analysis begins with implementing descriptive statistics to understand the characteristics of the sample and the participating employees. This step is essential to determine the central tendency and dispersion of the data, such as averages, standard deviations, and frequencies. Following this, the analysis moves to inferential statistics, which helps validate the proposed model by analyzing relationships between the variables and determining their strengths and significance.

The results of this chapter provide insights into how the independent variables influence management changes within the organization. It also highlights the importance of organizational culture and ethical practices in enhancing the effectiveness of employee performance.

The results show that all the scales used exhibit high reliability and validity indicators, enhancing the credibility of the data used in the study.

After confirming the credibility of the scales, the main hypothesis of the study was tested, which concerns the presence of a relational impact between management changes, and employee performance.

Additionally, the hypothesis was tested across a group of sub-hypotheses to examine the relational impacts across different aspects of management changes and their influence on employee and organizational performance. This was applied to understand the role of these dimensions in achieving better organizational performance and practices that enhance employee performance.

The statistical results obtained in this chapter confirmed the conclusions of the theoretical framework. The findings highlight the pivotal role of management changes in improving organizational performance. Additionally, the practices were analyzed to reflect how management changes and employee performance are utilized.

The results provided valuable scientific recommendations, which were presented in the subsequent chapter. These recommendations aim to enhance employee performance. This highlights the practical implications of these findings, emphasizing their relevance to the scientific and practical context.

## **5. Chapter five: Research limitations, Recommendations & Conclusion**

### **5.1. Research Limitations & Future Research**

## **5.2. Research Recommendations**

## **5.3. Conclusion**

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# Appendix

# Appendix

## **The Impact of Management Changes on Employee Performance."**

The purpose of this questionnaire is to collect data from employees and managers regarding their experiences and perceptions of management changes and their impact on employee performance and overall project outcomes.

The questionnaire is structured to gather both quantitative and qualitative data, allowing for a comprehensive analysis of the relationship between management alterations and key performance indicators at the individual and project levels. The questions are divided into several sections, covering topics such as the frequency and nature of management changes, employee responses to these changes, and the perceived influence on project performance.

Respondents are encouraged to provide honest and thoughtful answers, as their input is critical in understanding how management transitions affect both operational efficiency and employee engagement. The data collected from this questionnaire will be treated with confidentiality and will solely be used for academic research purposes.

This appendix provides the full list of questions included in the survey, as well as instructions for completing each section. Your participation in this research is greatly appreciated, and we thank you for your valuable contribution.

<https://forms.gle/WVkaegu8iEFwiXHeA>

| Scale             | Item                |
|-------------------|---------------------|
| Sex               | Male                |
|                   | Female              |
| Age               | $\leq 30$           |
|                   | $\sim 45$           |
|                   | $\sim 55$           |
|                   | $< 55$              |
| Educational Level | Diploma             |
|                   | Bachelor            |
|                   | Master              |
|                   | PhD                 |
| Tenure            | $< 5$               |
|                   | $\sim 10$           |
|                   | $> 10$              |
| Job Title         | Job Title-Open Text |

| Variable           | Variable Dimensions                 | Number Of Statements | Source                                                                |
|--------------------|-------------------------------------|----------------------|-----------------------------------------------------------------------|
| Management Changes | Communication of Management Changes | 3                    | •Armenakis, A. A., & Bedeian, A. G. (1999).<br>•Kotter, J. P. (1996). |
|                    | Support During Transition           | 3                    |                                                                       |
|                    | Impact of New Management            | 6                    |                                                                       |

**Variable 1: Management Changes** Likert Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

| Variable 1: Management Changes                   | Questionnaire                                                                                  | Agree)            |          |         |       |                |
|--------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
|                                                  |                                                                                                | Strongly Disagree | Disagree | Natural | Agree | Strongly Agree |
| Dimension 1: Communication of Management Changes |                                                                                                |                   |          |         |       |                |
|                                                  | 1 The management changes were communicated effectively to employees.                           |                   |          |         |       |                |
|                                                  | 2 I was adequately informed about the reasons for the management changes.                      |                   |          |         |       |                |
|                                                  | 3 The new management provides regular updates on organizational goals and objectives.          |                   |          |         |       |                |
| Dimension 2: Support During Transition           |                                                                                                |                   |          |         |       |                |
|                                                  | 4 I felt supported by the organization during the management changes.                          |                   |          |         |       |                |
|                                                  | 5 The transition process during the management changes was smooth.                             |                   |          |         |       |                |
|                                                  | 6 The organization provided adequate resources to help employees adjust to the new management. |                   |          |         |       |                |
| Dimension 3: Impact of New Management            |                                                                                                |                   |          |         |       |                |
|                                                  | 7 The management changes have led to better leadership in the organization.                    |                   |          |         |       |                |
|                                                  | 8 The new management team is approachable and open to employee concerns.                       |                   |          |         |       |                |
|                                                  | 9 I trust the new management team to lead the organization effectively.                        |                   |          |         |       |                |
|                                                  | 10 The new management has brought a clear vision and direction for the organization.           |                   |          |         |       |                |
|                                                  | 11 The management changes have positively impacted organizational policies.                    |                   |          |         |       |                |
|                                                  | 12 The management changes have been necessary for the organization's growth.                   |                   |          |         |       |                |

<https://forms.gle/WVkaegu8iEFwiXHeA>

| Variable             | Variable Dimensions                  | Number Of Statements | Source                                                                                                                                                                                                                    |
|----------------------|--------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employee Performance | Job Performance and Productivity     | 4                    | <ul style="list-style-type: none"> <li>• Judge, T. A., Thoresen, C. J., Bono, J. E., &amp; Patton, G. K. (2001).</li> <li>• Kotter, J. P. (1996).</li> <li>• Oreg, S., Vakola, M., &amp; Armenakis, A. (2011).</li> </ul> |
|                      | Motivation and Job Satisfaction      | 4                    |                                                                                                                                                                                                                           |
|                      | Collaboration and Career Development | 4                    |                                                                                                                                                                                                                           |

**Variable 2: Employee Performance** Likert Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

| Variable 2: Employee Performance                  | Questionnaire                                                                                      | Agree)            |          |         |       |                |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
|                                                   |                                                                                                    | Strongly Disagree | Disagree | Natural | Agree | Strongly Agree |
| Dimension 1: Job Performance and Productivity     |                                                                                                    |                   |          |         |       |                |
|                                                   | 13 My overall job performance has improved since the management changes.                           |                   |          |         |       |                |
|                                                   | 14 The management changes have made me more productive in my role.                                 |                   |          |         |       |                |
|                                                   | 15 I feel more engaged with my work following the management changes.                              |                   |          |         |       |                |
|                                                   | 16 The management changes have helped me prioritize my tasks more effectively.                     |                   |          |         |       |                |
| Dimension 2: Motivation and Job Satisfaction      |                                                                                                    |                   |          |         |       |                |
|                                                   | 17 I feel more motivated to perform well after the management changes.                             |                   |          |         |       |                |
|                                                   | 18 My job satisfaction has increased as a result of the management changes.                        |                   |          |         |       |                |
|                                                   | 19 The management changes have made me feel more responsible for my job outcomes.                  |                   |          |         |       |                |
|                                                   | 20 I receive clearer guidance and feedback on my performance after the management changes.         |                   |          |         |       |                |
| Dimension 3: Collaboration and Career Development |                                                                                                    |                   |          |         |       |                |
|                                                   | 21 The management changes have improved teamwork and collaboration within my department.           |                   |          |         |       |                |
|                                                   | 22 The new management team encourages innovation and creativity in my work.                        |                   |          |         |       |                |
|                                                   | 23 The management changes have led to new opportunities for career growth within the organization. |                   |          |         |       |                |
|                                                   | 24 I feel more confident in my role following the management changes.                              |                   |          |         |       |                |

<https://forms.gle/WVkaegu8iEFwiXHeA>