UNIVERSITY OF CAPE COAST

CHANGE MANAGEMENT AND EMPLOYEE PERFORMANCE AT CENTRAL UNIVERSITY, GHANA

HANNAH AMA NANTWI

2018

UNIVERSITY OF CAPE COAST

CHANGE MANAGEMENT AND EMPLOYEE PERFORMANCE AT CENTRAL UNIVERSITY, GHANA

BY

HANNAH AMA NANTWI

Dissertation submitted to the Department of Human Resource Management, School of Business, College of Humanities and Legal Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Business Administration Degree in Human Resource Management.

JULY 2018

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:……...……………………… Date:…...…………..……

Name: Hannah Ama Nantwi

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature...…………………………... Date …..………………..

Supervisor's Name: Dr N. Osei Owusu

ABSTRACT

This study sought to understand organisational change management at Central University. The specific objectives were; to determine the drivers of change at the Central University; to determine the nature of resistance to change at the Central University; assess the impact of organisational change on employee performance; and lastly to assess strategies adopted to manage change at Central University The study was purely survey which adopted a quantitative methodology. The design of the study was descriptive, with a sample of 186 of which 149 responded representing 80.12%. The study adopted a simple random technique. The most important driver of change at CU is advances in technology followed by competition. The results of the study also pointed out that, the most common reason for resistance to change is lack of communicating change and absence of employee participation in implementing change. The results indicated that organisational change has a positive influence on employee performance. On the final objective, the results showed that the most commonly adopted strategy to manage the implementation of change at Central University is communication, followed by clear definition of the need for change. The study recommends that the management of CU should be sensitive to the different forms in which resistance can be expressed and manage employees' perception of the impact of change. Management of the University should clearly define the vision of change, set the right scope and incorporate it into the objective.

KEYWORDS

Organisation

Change Management

Resistance

Drivers of Change

Employee

Performance

Strategy

Communication

Participation

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to my supervisor Dr. Nicodemus Osei Owusu for his guidance and directions.

DEDICATION

To my family

TABLE OF CONTENTS

Contents Page

DECLARATION ii

ABSTRACT iii

KEYWORDS iv

ACKNOWLEDGEMENTS v

DEDICATION vi

TABLE OF CONTENTS vii

LIST OF TABLES x

LIST OF FIGURES xi

CHAPTER ONE: INTRODUCTION

Background to the Study 1

Statement of the Problem 4

Purpose of the Study 6

Research Objectives 6

Research Questions 6

Significance of the Study 7

Delimitations of the Study 7

Limitations of the Study 8

Organisation of the Study 9

CHAPTER TWO: LITERATURE REVIEW

Introduction 10

Theoretical Framework 10

Conceptual Review 15

Empirical Review 34

Conceptual Framework 40

Chapter Summary 42

CHAPTER THREE: RESEARCH METHODS

Introduction 43

Research Design 43

Research Approach 44

Study Area 44

Population 46

Sample and Sampling Procedure 47

Research Instrument 48

Validity of the Instruments 49

Reliability of the Instruments 49

Data Collection Procedure 50

Data Analysis Techniques 51

Ethical Considerations 51

Chapter Summary 52

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction 53

Descriptive Results for Socio-Demographic Characteristics 54

Findings of the Research Questions 57

Chapter Summary 71

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction 73

Summary 74

Conclusion 78

Recommendations 80

Suggestions for Further Research 81

REFERENCE 82

APPENDICES 97

APPENDIX A: QUESTIONNAIRE **Error! Bookmark not defined.**7

APPENDIX B: Krejcie and Morgan's Sample Size Determination Table 101

LIST OF TABLES

Table Page

1 Reliability of Scales and Cronbach's Alpha of Study Variables 50

2 Response Rate 54

3 Demographic Characteristics for Respondents 55

4 Drivers of Change at Central University 58

5 Nature of Resistance of to Change 61

6 Model Summary 64

7 ANOVA[a] 65

8 Coefficients[a] Of Organisational Change on Performance 66

9 Change Management Strategies At CU 69

LIST OF FIGURES

Figure Page

1 Lewin's three-step model 14

2 The Burke-Litwin model, change drivers 21

3 Conceptual framework 41

CHAPTER ONE

INTRODUCTION

Background to the Study

Change is present in all facets of life, and the management of any change is widely varied and diverse in different forms of business (Benn, Edwards & Williams, 2014). Negative employee behaviour is most often the root of resistance to change. The dynamics of management leading the change can either contribute to the negativity or turn a negative situation into positive with winning results for the organisation as a whole (Stensaker, et al., 2012). Organisations whether profit making or non-profit making are living in a changing business environment.

Change is a constant and is regarded by Kisunzu (2011) as a thread woven into the fabric of our personal and professional lives. Change occurs within our world and beyond -- in national and international events, in the physical environment, in the way organisations are structured and conduct their business, in political and socioeconomic problems and solutions, and in societal norms and values (Gunimaraes & Armstrong, 1998). Due to the changing nature of the world around establishments, organisations are faced with the need to change quickly and dramatically in order to survive in the changing business environment.

Safo-Adu (2014) asserts that the need for change in an organisation in order to enhance its development has become an inevitable feature for organisations. Magin (as cited in Kisunzu, 2011, p.25) supports this assertion by stating that "A basic fact of business life is that an organisation either changes or withers away" Since no business "starts" to "fail". The view of

Magin has being strongly buttressed by Gunimaraes and Armstrong (1998) who opines that change is a requisite for business survival and growth. According to Appelbaum, St-Pierre, & Glavas (1998), change has become synonymous with typical business practice in today's turbulent environment of organisations, as long-term organisational goals have to be reformulated on an ongoing basis.

These aforementioned assertions imply that leaders of change must understand the dynamics of this inevitable reality. By definition, organisational change means the redesigning of business process, the improvement of the company's product or services, and organisational structure and/or culture deemed necessary for better performance (Sandin & Äkäslompolo, 2005). One main benefit of organisational change is that, it results in the adoption of a new idea or behaviour by an organisation. This means that organisations may have to adopt and embrace different types of changes. These changes when carefully implemented are guaranteed to improve employee performance. Rieley and Clarkson (2001) wrote that, organisations could not be effective or improve performance if they were constantly changing. To emphasize this point, Luecke (2003) suggests that people need routines to be effective and able to improve performance.

Ussahawanitchakit and Sumritsakun (2008) state that organisational change has a direct positive impact in job performance. Therefore, for organisations to survive the ever change changing business landscape it is important that organisation always find ways to re-invent themselves so as to remain competitive. When organisational change is well planned and implemented, it helps assure the organisations' continued survival. It can produce many tangible benefits, including improved competitiveness, better employee performance, and higher levels of customer and employee satisfaction. Not every individual in the organisation will benefit personally from change some will be casualties of change, especially if jobs are cut or realigned. But change should make the organisation as a whole stronger and better equipped for the future (Mullins, 2007).

Organisations are concerned with what should be done to achieve sustained high levels of performance through people (Armstrong, 2001). Organisations are under tremendous pressure to pursue organisational change in order to survive in an environment of increasing change and turbulence. Management scholars know that this level of change may have a serious effect on employee performance (Osterman, 2000). The success of an organization depends not only on how the organization makes the most of human competences, but also how it improves employee performance and stimulates commitment to the organization (Karanja, 2015).

Moving on, Safo-Adu (2014) noted that organisational change may be driven by a number of factors. Among the factors she identified included; business and economic factors, competition, technological advancement and globalization, crisis, modification of goals and values. Safo-Adu explained her claim further by stating that these drivers of changes may lead to modifications in work procedures, administrative policies, technology, products, or corporate culture, resulting in the enhancement of an employees' performance. That is to say that, a change at Central University is likely to result in the alterations of procedures, managerial policies, know-how, products, or university culture. It is significant to stress that organisational change pushes an institution achieve higher performance.

Though the idea of change is very important, it is likely to fail when the agents of change such as customers and employees resist change. It is upon this observation that Beer and Nohria (2000) mentioned that the failure to change, to adapt and go with changes in today's business environment leaves an organisation defenceless, stagnant and uncompetitive. Safo-Adu (2014) added that such organisations may be left with little or no business at all to do as they may be rendered inefficient and ineffective. This also means that those in charge of organisations must identify such resistance early enough and address them quickly. Hence, the failure to change suggests that an organisation will be prowling behind in terms of development. Central University was basically chosen as a result of the fact that the university was just granted a university charter (on January, 2016), granting them the authority of awarding their own degrees. The charter moved them from the mentorship of the University of Cape Coast, as such new structures, new strategies and management objectives meant that employees and management alike have undergone organisational change. This suffice as evidence for understating change in such an institution and educational environment. Therefore, the main aim of this research is to examine management of organisational change and its effect on the performance of employees of the Central University.

Statement of the Problem

In their study titled "resistance to change and ways of reducing resistance in educational institutions", Yılmaz and Kılıçoğlu (2013) established clearly that there exist presently pressures on educational institutions to change and members of the schools are demanded for some responses to this change. The Central University as an educational institution is not an exception to this pressure. The university indeed has undergone series of changes leading to development of its current status. A Ghanaian newspaper feature on CU that appeared in *The Spectator* of Saturday 16 October 2007 described CU as *"University college in a class of its own"*. Information from the Official Website of the Central University as at 1 September 2016 reveals that Central University is currently the biggest private university in Ghana.

The discussion so far has pointed out that since its establishment; the university has experience incredible developmental progress. The researcher has observed that, the anchor around which this institution development holds is change. This change has affected the structure, roles, responsibilities and even communications at the Central University. Nevertheless, change will not occur unless the need for change is critical. The reason has been that individuals and organisations usually resist change; they typically do not embrace change unless they must**.** The organisation cannot afford to maintain the status quo; change is simply that critical.

There are few researches conducted within the Ghanaian tertiary educational sector on the impact of organisational change (Sarfo-Adu, 2014). The most current study on change management was conducted within public hospital (Sarfo-Adu, 2014). Many theorists agree that organizational change is a topic that is central and important within organization studies but there are a lot of different opinions concerning how to manage organizational change and how to study it (Ohlson, 2007). Each of these approaches provide a different but partial understanding of organizational change and by coordinating insight from different approaches, the understanding of organizational change will be richer by adopting a localised view to it.

The current economic transformation has led to an increase of tertiary education providers. The contribution of private universities to Ghana's economic and manpower development cannot be overstated. The academic environment has subjected institutions offering higher education to a lot of change. However, the studies on change management in Ghana (Sarfo-Adu, 2014) failed to determine the impact of managing change on the performance of these organisations. As such this study was conducted to bridge the gap of absence of literature and providing understanding of the effect of organisational change on the performance of employees.

Purpose of the Study

The study seeks to understand the nature of organisational change and employee performance at the Central University.

Research Objectives

Specifically, the study seeks to achieve the following specific objectives.

1. to determine the drivers of change at the Central University.
2. to determine the nature of resistance to change at the Central University.
3. assess the impact of organisational change on employee performance.
4. assess strategies adopted to manage change at Central University

Research Questions

The following research questions guided the study:

1. What are the drivers of change at the Central University?
2. What is the nature of resistance to change at the Central University?
3. What is the impact of organisational change on employee performance?
4. What are the strategies adopted to manage change at Central University?

Significance of the Study

The main aim of this study was to find out how change impacted on the performance of employees at the Central University. On that note, the findings of the research would provide the Central University and other institutions a comprehensive awareness on the key factors of change that resulted in an organisational development and employee performance in Ghana and beyond. The outcome of the study would also provide the university and other government and private institutions with research literature related to the influence of organisational change on the success of the University. It would also provide the government, students and researchers with valuable information on the resistances to organisational change in Ghana. Lastly, the findings from the study would add to existing literature on organisational change and employee development in Ghana and the rest of the world, by providing a more in-depth understanding of the phenomena from the perspective of respondents and will again serve as a basis for further research.

Delimitations of the Study

In terms of content, there is countless number of issues that could have been looked at in terms of organisational change. However, this study delimited itself to how change serve as an instrument for development in the Central University by way of instigating into the concept of change, types of organisational change, resistance to change, ways of managing resistance to change and critical success factors of organisational change.

Limitations of the Study

A study of this kind should have taken the researcher to all organisations in Ghana; however, the study was limited only to the Central University so that the researcher can have an in-depth study of the topic under consideration. Among the three campuses of the Central University, Miotso which is regarded as the permanent campus was the focus of the study. The rationale behind this decision has being that this permanent campus accommodates the Central Business School (CBS), the School of Applied Sciences (SAS), the Faculty of Law and the Faculty of Art and Social Science. Also the administration section of the University College is also located Miotso.

The use of the closed ended questionnaire as an instrument has some in-built problems. For example, some of the items could be misinterpreted due to differential meaning of terms, which might not elicit the response expected by the study. Again, some respondents were not willing to freely respond to the items in the questionnaire as some regarded the giving of such information as confidential. This has limited the collection of some vital information. These limitations delayed the collection of data for the study.

However, to limit the effects of these limitations on the results of the study, the researcher developed relationship with the respondents and assured them of anonymity and that the information given by them would only be used for academic purposes. Again, to cater for the deficiency in the use of the closed ended questionnaire, respondents were provided with spaced on the instrument which enabled them to express their views on issues that were not captured on the closed ended questionnaire.

Organisation of the Study

The study is organized as follows: The first chapter which is chapter one includes the background to the study, the statement of the problem, objectives, research questions, significance of the study, scope of the study and the organisation of the chapters. Chapter two presents review of literature relevant to the study. It looks at the conceptual and the empirical studies related to the study. Chapter three considers the methods used in collecting and analysing the data. In this chapter, research design, population, sample and sampling technique are described together with instruments used as well as data collection procedure and data analysis. Chapter four focuses on the results and discussion of the findings. Lastly, chapter five presents a summary of the findings of the research and conclusions. It also provides recommendations for improvements and suggests areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature related to how change impacts the performance of employees. The review comprises of a theoretical background for the study, conceptual and empirical review. The main theory underpinning this study is the Resource Based theory. The conceptual review examined the concept of organisational change and performance. The empirical review was done along the research objectives crafted for the study; drivers of organisational change, resistance to organisational change, impact of organisational change on employee performance and assess strategies adopted to manage change.

Theoretical Framework

This section reviews the theory that underpins the problem under study. In this study, the resource-based theory has been used to explain the issue of organisational change management and the performance of employees. In recent years, resource-based theory has emerged as one of the most promising theoretical frameworks in the field of strategic management. Pettus (2001) developed a resource-based perspective for predicting the sequencing of a firm’s resources that best provides for the growth of the firm. The resource-based view of the firm argues that organisational resources are bundled together (Carlucci and Schiuma, 2007). Rialp and Rialp (2006) develop a resource-based model which emphasizes importance of intangible resources as human and organisational capital on success of firms.

Resource Based Theory

The resource-based theory was developed as a complement to the industrial organisation (IO) view with Gibbert (2006) and Mwachiro (2013) as some of its main proponents. With its focus on the structure conduct-performance paradigm, the IO view puts the determinants of an organisation's performance outside the organisation, in its industry's structure. Being positioned against this view, the resource-based theory explicitly looks for the internal sources of sustained competitive advantage (SCA) and aims to explain why firms in the same industry might differ in performance. As such, the RBV does not replace the IO view; rather it complements it (Barney, 2002; Peteraf, 2003).

The resource-based theory stipulates that in strategic management the fundamental sources and drivers to firms‟ competitive advantage and superior performance are mainly associated with the attributes of their resources and capabilities, which are valuable and costly to imitate (Mullins, 1999). Building on the assumptions that strategic resources are heterogeneously distributed across firms and that these differences are stable overtime, Barney (1992) examines the link between firm resources and sustained competitive advantage. If the theory is used it is expected to enhance competitive advantage through maximum utilization of unique resources and capabilities.

The theory has strength of promoting resources uniqueness in ensuring platform for sustained competition. The critique of the theory is that the RBV lacks substantial managerial implications or „operational validity‟ (Priem & Butler, 2001). It seems to tell managers to develop and obtain valuable, rare, inimitable, and non-substitutable (VRIN) resources and develop an appropriate organisation, but it is silent on how this should be done (Connor, 2002; Miller, 2003). Gibbert (2006) argues the notion of resource uniqueness –the melding of heterogeneity and immobility –denies the RBV any potential for generalization, where one cannot generalize about uniqueness.

The resource-based perspective argues that sustained competitive advantage is generated by the unique bundle of resources at the core of the firm (Conner and Prahalad, 1996). The term “resources” was conceived broadly as “anything that can be thought of as a strength or a weakness of the firm (Wernerfelt, 1984, p. 172). The theory addresses the central issue of how superior performance can be attained relative to other firms in the same market and posits that superior performance results from acquiring and exploiting the unique resources of the firm (Wade and Hulland, 2004). Resources that cannot be easily purchased, that require an extended learning process, or are a result of a particular corporate culture are more likely to be unique to the enterprise and, therefore, more difficult for competitors to imitate (Barney, 1991). It is argued that performance differentials between firms depend on having a set of unique inputs and capabilities (Conner, 1991).

Firms can achieve sustainable competitive advantage from such resources as management skills (Castanias and Helfat, 1991), tacit knowledge (Polanyi, 1962, 1966), capital and the employment of skilled personnel (Wernerfelt, 1984) among others. The research conducted by Smith et al. (1996) presents a model designed to incorporate the effects of organisational learning into the resource-based view. Social, organisational, and HR between firms cause a fundamental heterogeneity in their productive potential (Priem and Butler, 2001). It is one of the main theoretical perspectives of human resource management (HRM) research (Sirmon and Hitt, 2003). There is interaction between resources a firm possesses – its personnel and material resources – even more, organisational resources are bundled together (Carlucci and Schiuma, 2007). Because of causal ambiguity, path dependencies and social complexity, competitors should find it harder to duplicate an advantage when it results from a bundle of valuable, firm-specific resources (Teece et al., 1997). HRM has an important and difficult task in stimulating the people involved in organisational change processes so that they will develop their unique qualities and mobilize them for the success of the change effort (Doorewaard and Benschop, 2003).

Kurt Lewin's Three Step Model

Force-Field theory was constructed by Lewin (1951) and became one of the most quoted theories in the field of organisational change. According to force-field theory, there are two sets of forces- drivers for change and resistance to change- in the organisations that are in opposition to each other. The situation in which drivers and resistance forces are in balance in the organisation is called state of inertia. And during this process no change is possible to make. If the organisation wants to change, forces for change should be more than resistance to change. Therefore, managers should concentrate on decreasing the resistance and increasing the forces for change (Lewin, 1951).

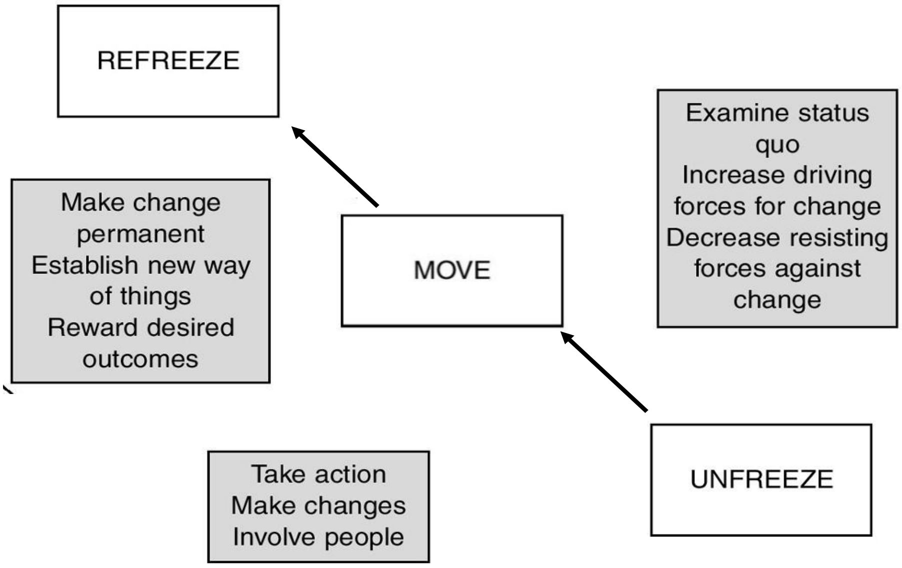
REFREEZE
Make change permanent
Establish new way of things
Reward desired outcomes
MOVE
Take action
Make changes
Involve people
Examine status quo
Increase driving forces for change
Decrease resisting forces against change
UNFREEZE

Figure 1: Lewin's Three-Step Model

Source: Cameron and Green, 2004

Force-Field Theory

In order to achieve organisational change and to break the state of inertia, there are three steps: unfreezing, move, refreezing. *Unfreezing* step consists of describing current state, showing the resistance and change drivers to create awareness about the necessity for change, and setting intended end-state. The second step is *move* which refers to taking action and forcing people to participate and to involve in change process. The third step is *refreezing* that aims to stabilize the organisation and to make change permanent after the process of implementation has ended (Lewin, 1951). This model as used in this study will explain the link between drivers of change and resistance to change.

Conceptual Review

Organisational Change

Organisational change has been around a long time, perhaps since the inception of an organisation (Triscari, 2008). Triscari have characterized organisational change as an umbrella term for all types of change that transpire in an organisational setting. According to Huber (1991), organisational change means a new position or another position compared to how the organisation functioned and how it members and leaders acted earlier. Porras and Silvers (1991) added that the organisational change will develop the organisation to better fit predicted future environments.

Nowadays, organisational change is an ongoing process rather than a disruption to business equilibrium (Nicolaidis, 2007). According to Mossholder et al. (2000) as cited in (Nicoldaidis, 2007) change needs to be constant in organisation as it consumes more complexity and occurs more rapidly in greater volume. Organisational changes provides a significant event around which shared meanings, beliefs and values, that are constructed, destructed, and modified (Gray, Bougon,and Donnellon, 1985) as cited in (Roger and James, 1988).

The nature of the organisation will affect the conception of organisational change. Change means ―narrative describing a sequence of events of how development and change unfold‖ (Ven and Poole, 2005) as cited in (Kassim et al., 2010). According to McNamara (n.d.), organisational change refers to wide changes such as restructuring operation as in layoff, self-managed team, and change in technologies, major collaborations, and rightsizing. Laura (2007) says that the change is not only for products and services that they provide, it also includes making changes at the organisational level such as continual equipment update, retraining employees, mergers and acquisition. Moreover, Tichy (1983) holds that the term ‘organisational change’ implies the creation of imbalances in the existing pattern of situation. When an organisation operates and functions for a long time, an adjustment between its technical, human and structural set-up is established. It tends to approximate an equilibrium in relation to its environment. In other words, organisation members evolve a tentative set of relations with the environment. They have an adjustment with their job, working conditions, friends and colleagues etc. Change requires individuals to make new adjustments. Hence the fear of adjustment gives rise to the problem of change and resistance to change. Individual comes in to danger. On the other hand, groups resist change where their existence is in danger or a total change in overall work environment is contemplated.

According to Nicolaidis, (2007), management of change may be defined as conscious and concerted initiative by those who are in-charge of the destiny of the business undertaking or firm to keep a constant and intelligent watch over the behaviour of uncontrollable forces, to assess their impact and influence of the controllable forces, and to evolve appropriate strategies and action programmes to maintain a dynamic equilibrium between the controllable and uncontrollable forces.

Change Management

Change management, according to Szamosi and Duxbury (2002), is an integral part of life and is a constant in most organisations. The increase in number of institutions offering private tertiary education has drastically increased, this places a demand on CUC to manage change effectively in order to maintain its competitive advantage both nationally and internationally. Burnes (1996 maintains that organisations that effectively manage change have a greater advantage over their competitors. However, according to Stewart and Kringas (2003), 'change management, like 'change', is a difficult term to define.

Thus, the term 'change management', according to Stewart and Kringas (2003), has become 'a ubiquitous theme in management literature'. However, in spite of this label, Pettigrew, Woodham and Cameron (2001) stated that change management has become 'one of the great themes in the social sciences'. According to Nickols (2004) the term 'managing change' has two meanings, both 'the making of changes in a planned and managed or systematic fashion' and 'the response to changes over which the organisation exercises little or no control'. In this sense, the need to identify organisation-wide change has become one of the most critical and challenging responsibilities of organisations (Pettigrew, Woodman and Cameron 2001). This was less evident in the past, where organisations controlled their own destinies and operated in what Beckhard and Pritchard (1992) describe as a relatively stable and predictable environment. This is in contrast with the manner in which some present-day organisations operate.

Authors such Kotter (1996), Mead (2005) and Sheil (2001) maintain that currently, factors like balance sheets, locations, organisational culture and structure control the destinies and operations of some organisations. Kotter (1996) elaborates on this point by maintaining that organisations are now facing different challenges imposed by globalisation thereby influencing the manner in which they are 'controlled'. Control has now become a more arduous task than in the past. To explain, if globalisation is to be described as a process that has eroded the influence of national institutions and the restriction of borders, then it could be argued that globalisation has resulted in the transformation of relations between countries, regions and organisations (Mead 2005). However, it must be stated that Mead's (2005) view could be construed debatable because those advocating globalisations would consider this view as a simplification of the process. For writers like Corsi (2000), Dierks (2001) and Richardson (2002), globalisation has done more than just transforming relations between countries, regions and organisations. These writers maintain that globalisation has opened up social, economic and political boundaries currently in place in affected organisations.

Drivers of Change

Organisations have to transform (Lanning, 2001). They cannot survive if they are static (Kotter, 1996). What causes organisations to change is usually not one special factor, but a convoluted web of forces of change (Lanning, 2001). Longenecker and Pringle (1984), states that organisations are open systems. This means that they interact with their respective environments and are subject to constraints imposed by those environments (Longenecker & Pringle, 1984). Burnes (2004) states that the "open system school sees organisations as composed of a number of interconnected sub-systems". It follows that any change to one part of the system will have an impact on other parts of the system, and in turn, on the overall performance (Scott, 1987). Burnes (2004) states that the open system school of thought does not just see organisations as systems in isolation, however, they are open in two respects: Firstly, they are open to, and interact with, their external environment.

Secondly, they are open internally; the various subsystems interact with each other. Therefore, internal changes in one area affect other areas, and in turn have an impact on the external environment, and vice versa (Buckley, 1989).

Organisations transform as a response to external and internal pressures (Burnes, 2004). Internal factors are those factors that affect the organisation`s performance from within its boundaries (Kotter, 1996). These factors are within the organisation`s control. External factors are those factors that are outside the control of the organisation (Kotter, 1996). Pettinger (2002) argues that change is excited by change catalysts that are responsible for organisations to question the wider situation. Lanning (2001) identifies external factors to include regulators, competitors, customers, and technology whereas internal pressure may come from obsolete services and products, new market opportunities, new strategic directions, low performance, low satisfaction, new mission, new leadership, conflict and an increasingly diverse workforce.

Nahavandi and Malekzadeh (1999) argue that the external forces of change not only emanate from the business environment, but also from the general environment. External factors from the general environment are social, cultural, demographic, political, economic and technological. Bhengu (2007) states that change can be structural in nature. Changes in strategy, size, technology, environment or power can be the source of structural change (Bhengu, 2007). Some determinants of structural change, according to Robbins (1990) are: “change in objectives, purchase of new equipment, scarcity of labour, implementation of a sophisticated information-processing system, government regulations, the economy, unionisation, mergers and acquisitions, actions of competitors, decline in employee morale, increase in turnover, internal and external turnover and decline in profits”.

Sturges (2007) identifies external influences of change as globalisation, new technologies, power of markets, financial deregulation, changing political landscape and women in power. Robust organisational change is primarily triggered by external pressure rather than internal desire to change (Lanning, 2001). No business can ignore the need to change as it evolves in the context of more rapidly changing environment while its existence is also dependent on the performance or existence of other businesses (Sturges, 2007). An organisation can either instigate or submit to change, but either way, it must change (Burnes, 2004). The transformation or revolution of the business environment is beyond the control of individual business entities (Pendleburg, Grouard & Meston, 1998).

Burke-Litwin: Model for Understanding Drivers for Change

The Burke-Litwin model (1992) shows the various drivers of change and ranks them in terms of importance. The model is expressed diagrammatically, with the most important factors featuring at the top. The lower layers become gradually less important. The model argues that all of the factors are integrated (to greater or lesser degrees). Therefore, a change in one will eventually affect all other factors.

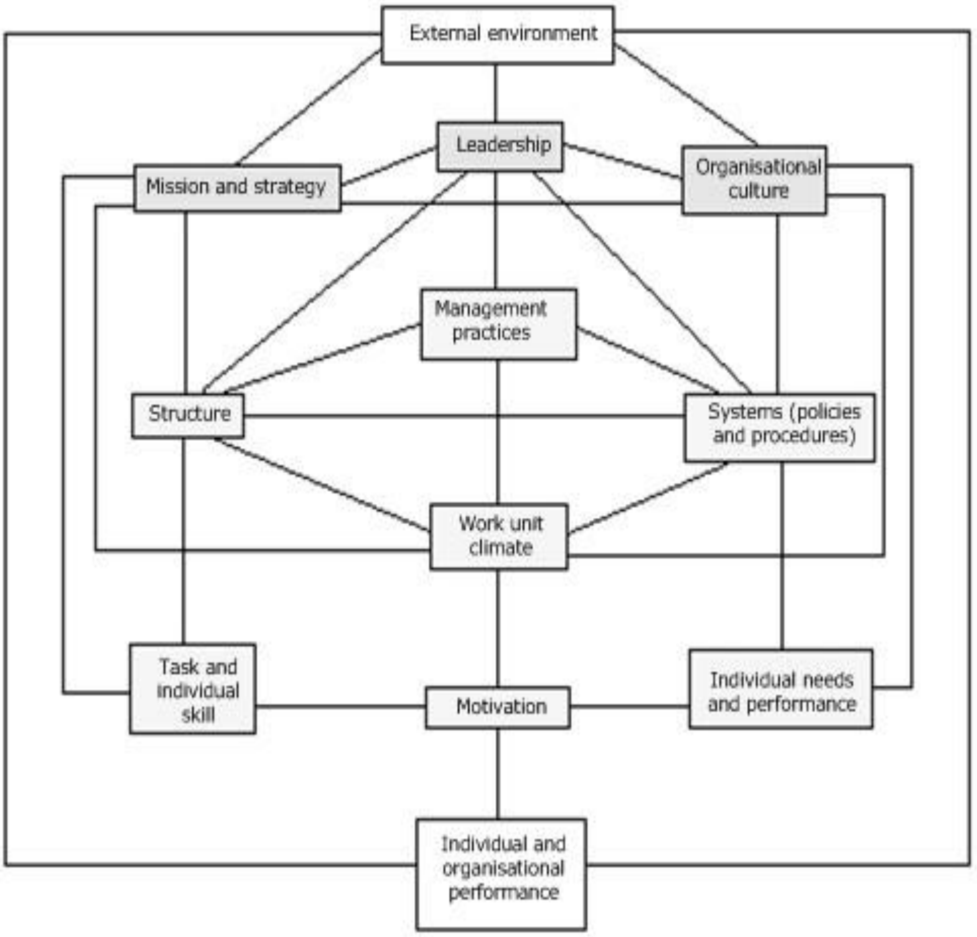
External environment
Leadership
Mission and strategy
Organisational culture
Management practices
Structure
Systems (policies and procedures)
Work unit climate
Task and individual skill
Motivation
Individual needs and performance
Individual and organisational performance

Figure 2: The Burke-Litwin Model, Change Drivers

Source: Burke and Litwin (1992)

Burke-Litwin believe environmental factors to be the most important driver for change. Indeed, most change can be traced back to external drivers for change. Important elements of organisational success, such as mission and strategy, leadership and organisational culture, are often impacted by changes that originate outside the organisation. It is the duty of the organisation and its management to understand these external changes and identify the implications for their team.

External Environment

This includes such factors as markets, legislation, competition and the economy. All of these will have consequences for organisations, and, as a change manager, it is vital that you continually scan the environment for issues that will affect you and your team. For example, in the world of accountancy, International Accounting Standards and International Financial Reporting Standards will have a significant impact on the way companies manage their accounts and report their results. In the public sector, legislative changes across health, local government and other services have a direct impact on the work organisations are required to carry out.

Mission and Strategy

An organisation's mission articulates its reason for existing. It is the foundation upon which all activity should be built. The strategy then sets out, in broad terms, how the organisation will go about achieving its mission. Very often, the strategy will be developed in light of environmental change and will have a significant impact on the work you do. As a change manager, you need to understand change in strategy and be able to communicate the implications to your staff.

Leadership

This considers the attitudes and behaviour of senior colleagues and how these behaviours are perceived by the organisation as a whole. The way in which change is implemented and accepted through the organisation will be largely influenced by the top team. Does your team believe that senior colleagues are committed to change, or is it just another initiative that will disappear in six months' time?

Organisation Culture

Organisation culture can be described as “the way we do things around here”. It considers the beliefs, behaviours, values and conventions that prevail in an organisation. Culture change does not happen overnight. It evolves over time as a result of many other changes in the organisation. As a manager, you should keep in mind the desired state for the organisation, in terms of how you expect people to behave (and not to behave), and what your organisation values as important. You need to ensure that your behaviour fits with these expectations at all times, and that you ‘walk the walk’.

Structure

Very often, changes in strategy can lead to changes in the way the organisation is structured. This can impact on relationships, responsibilities and ways of working. Your job is to assess the impact of the structural change and ensure your team understands why it is required, and what it means for them.

Work Unit Climate

This considers employees’ perception of their immediate colleagues and working environment. Our immediate working environment is often what shapes our view of the organisation as a whole and influences the extent to which we feel satisfied in our jobs. Changes to the immediate working environment need to be managed sensitively, as they are likely to invoke a range of emotional and political responses from staff. This is particularly the case where change involves moving location, a change in personnel, or a change in terms of conditions of service, such as working hours.

Task Requirements and Individual Skills/Abilities

Change at a higher level in the organisation will often require changes in the work carried out and the skills available in the team. As the change manager you need to assess whether: all the right skills are in place; if they can be developed; or, if you need to bring them in from outside the team.

Individual Needs and Values

Changes to team membership can mean a change in the team dynamic. In a perfect world, we would be able to recruit the exact fit for our teams, in terms of personal style, abilities and skills mix. However, in reality it is not always possible, and it is your job to identify any risks in this area and mitigate them as best you can.

Employee Motivation

Considers the significance of individual and organisational goals. Motivation is key to effective change. The real challenge is to maintain motivation throughout a change project, particularly when change is often not well-received by those affected.

Resistance to Change

As posited by Hammer and Champy (2009), the rate of fail in organisational implementation of change has been between fifty to seventy percent. Resistance to change has been identified in literature as the main cause of failures experienced in the implementation process of change. Zander (1950), defines resistance to change as a ―behaviour which is intended to protect an individual from the effects of real or imagined change. Folger and Skarlicki define resistance as ―employee behaviour that seeks to challenge, disrupt, or invert prevailing assumptions, discourses, and power relations.

Piderit (2000) has classified the existing definitions in the literature by considering three main dimensions. Firstly, she looks at descriptions which see resistance as a behaviour, similar to definitions made by Zander (1950), Folger and Skarlicki (1999). Resistance is defined as either taking action against change or being passive to respond it (Brower a& Abalofia, 1995). Parallel to this, Ashforth and Mael *(*1998) define resistance as *"intentional acts of commission (defiance) or omission‖* (cited in Piderit, 2000, p.785). Secondly, some researchers pay attention to emotional factors as sources of resistance. Coch and French (1948) associate resistance with the feelings of frustration and aggression. Based on their case study, they define resistance as a response to frustration and aggression caused by the change initiative (Piderit, 2000).

Thirdly, cognition, which refers to beliefs and attitudes, has also been used in the literature as a way to describe resistance. Piderit (2000) illustrates this tendency with Watson (1982), who defines resistance simply as reluctance of employees. Alternatively, Bartlem and Locke (1981), who evaluates the study of Coch and French (1948), argue that, participation which was a key concept in this case study, plays a critical in providing employees with necessary motivation to adopt new ways of working. Resistance to change introduces costs and delays into the change process (Ansoff, 1990).

Reasons for Resistance

Kotter and Schleslinger (1979) have identified four fundamental causes of resistance; self-interests of individuals, misunderstanding, different interpretations about the outcomes of change, and low tolerance for change.

Self Interest

One of the most obvious reasons for people to resist change initiatives has been the feeling that new circumstances will damage their self-interest. The term self-interest entails a political meaning which refers to power relations with in the organisation. In other words, new ideas about the way employees work usually impacts relations between different individual groups. As we put before, conceiving employees as passive elements of organisational life can lead us wrong conclusions in different themes and change management is one of them. Salaman argues that ―organisational employees actively strive to avoid and divert control; they seek to maximise their own interests which they may or may not see as coincident with the organisation's, and they attempt to resist the domination of others while advancing or defending their own area of control and autonomy" (Salaman, 2000, p.123). From this point of view, it is unsurprising to observe that employees facing with changing conditions, in terms of power and prestige, resist change to maintain their social status in the organisation.

Increased Stress and Additional Work

Ultimate aim of change efforts has been to create a new pattern of working which employees are expected to adopt themselves. From this point of view, it is argued that employees do not resist to the idea of change but to its potential outcomes (Dent & Galloway-Goldberg, 1999). Unsurprisingly individuals, who have serious concerns about their future which will be influenced by the change, experienced an increasing stress. For instance, some might conceive change as a barrier to promotion, or loss of salary. As result of pressure of increasing stress individuals tend to respond negatively change proposals and resist implementation. Another issue that is linked with increase stress has been the tendency to associate new working conditions with additional work.

Denial

One of the widespread reasons of resistance that has been frequently employed by individuals who do not want to embrace with change is denial. As Curtis and White (2002) have pointed, denial is one of the unconscious strategies that are used as defence mechanisms. Rashford and Coghlan (1994) analyse the denial as source of resistance by referring to Lewin-Schein‗s model for change. Rashford and Coughlan (1994) interpret denial as a quite natural response to change efforts at initial phase, what is called ―unfreezing‖. Although denial is defined as a response to change, what is meant in here is mental state of an individual which prepares the ground for employees to resist change. Potential damage of equilibrium in the organisation lead to denial of change therefore makes employees to resist change.

Lack of Understanding and Trust

Almost all prescriptions for a successful change implementation emphasize the necessity to make individuals understand meaning of change. Daft (2000), states that employees may tend to resist change when they are not informed about needs, purposes and outcomes of it. In addition to inadequate knowledge about change, if employees are suspicious about real intentions of change initiators, there is a high possibility of resistance. As Curtis and White (2002) pointed, if there is a problematic relationship between a manager and the worker, the uninformed worker who did not trust his manager may tend to resist change initiated by the manager. Additionally, manners in which change agents have been trying to implement change and the role of employees during that process are also crucial in terms of resistance. Firstly, authoritarian approaches, which disregard individuals' needs and thoughts, may become a source of resistance to change (Newstorm & Davis, 1997). Secondly participation is a key success element in change efforts. Directly imposing rules brought by change (Harvey, 1995) and conceiving employees only passive recipients may produce resistance.

Uncertainty

Change plans aim to move an organisation from their existing position to ideal one and as Stapley (1996) states this transition period is kind of a journey that contains a lot of uncertainties. Curtis and White (2002) define uncertainty as ―lack of information about future events" (Curtis & White, 2002, p.17). Similar to lack of understanding about change, if employees are not given sufficient information about the outcomes of change, they may be fearful about change because they think that they will not be successful in achieving requisites of their new tasks (Griffin, 1993). Having experienced a feeling of inability to meet new demands of change, it is possible for employees to think that they are going to lose the control at work place. Sense of personal control has an important role in resistance to change (Curtis & White, 2002). When people lose their personal control over situations and events, it became unrealistic to expect them to make rational decisions which would produce desirable outcomes. As a result, individual who experiences loss of control is more likely to resist change because of stress and anxiety brought by uncertainties about change.

Differences in Perceptions and Evaluations

Being able to establish a common goal, before starting a change initiative, is very crucial for overall success of the process. However, despite existence of a shared purpose, individuals may assess the potential costs and benefits of a change effort differently and therefore resistance may occur. One key reason for the difference between assessments of those starting change and those affected by change has been stemming from the fact that these two groups do not have the same information about change. Kotter and Schlesinger (1979) argue that ―difference in information that groups work often leads to differences in analyses, which in turn can lead to resistance (Kotter & Schlesinger, 1979, p.108). The authors illustrated this situation with the following case.

Motivation as a Source of Resistance

Motivation, as an important element of organisational change efforts, is usually conceived in positive manner and expected to contribute to the change process. However, what is proposed by Hultman (1996) presents a quite contrary impact of motivation on implementation of change ideas. By referring to Maslow‘s (1970) model for hierarchy of needs, Hultman argues that motivation is an outcome of individuals ‘desire to satisfy their needs. In the first place of Maslow ‘s model, basic human needs, food and drink are placed and then needs for belonging, safety and self-esteem follows these basic needs. Some of these needs placed in Maslow‘s model, such as self-worth and self-esteem, are also quite important in organisational life and any kind of change initiative may have an impact on the ways these needs satisfied (Hultman, 1998). Threatened by the challenge of change, individual may resist change with the aim of securing that their needs would be met and motivate themselves to achieve this end.

The Concept of Employee Performance

Campbell (1990) defined performance as a behaviour which compromises of directly observable actions of a worker as well as mental actions or products such as answers or decisions which result in organisational outcomes in the form of attainment of set goals. According to Pattanayak (2005), performance of an employee is his resultant behaviour on a task which can be observed and evaluated. It refers to the contribution made by an individual in the accomplishment of organisational objectives. Just like Pattanayak, Ilgen and Schneider (1991) also believe performance is not only related to the actions of the individual on the work but also the judgments and evaluation processes.

Organisations need highly performance of its employees so that organisation can meet their goals and can able to achieve the competitive advantage (Frese, 2002). Borman and Motowidlo (1993) differentiate between work and performance. Work related to the person abilities through which employee performed activities which is contributed by the technical core. Performance not related to the technical core characteristics but it cares about the organisation psychological environment and social environment in that organisation achieve its objectives. It involves behaviours such as helping colleagues or being a reliable member of the organisation (Frese, 2002).

Porter and Lawler (1968) cited in Chen and Silverthorne (2008, p.574) state that there are three types of performance. One is the measure of output rates, amount of sales over a given period of time, the production of a group of employees reporting to manager, and so on. The second type of measure of performance involves ratings of individuals by someone other than the person whose performance is being considered. The third type of performance measures is self-appraisal and self-ratings. Ussahawanitchakit and Sumritsakun (2008, p. 6) state that organisational change has a direct positive impact on job performance. Therefore, for organisations to survive the ever change changing business landscape it is important that organisation always find ways to re-invent themselves so as to remain competitive. It is also important the employee remain focus and deliver high quality results that will ensure the organisation survival into the future.

Strategies to Manage Change Implementation

The forces behind organisational change are numerous and varied. Changes in the global economy, customer preference, market conditions, financial systems, competition, as well as government laws and regulations have put organisations under pressure to change both their internal and external operations and management systems (Mascarenhas 1993). As such there is a daunting demand to manage such an organisational change effectively to improve performance.

Sinan and Hakan (2009), in their work on developing a constructive approach to managing resistance to change behaviours, suggested three key issues that must be considered to make an effective implementation of the change process. These three keys issues hinge on; Leadership, Communication and participation.

Leadership from Sense making Perspective

According Sinan and Hakan (2009), in order to manage change successfully, there should be intense involvement to the implementation process; and this intense involvement should be managed by the leader, who is able to analyse the resistance both in individual and group level and to manage the resistance by constructing and managing the meaning within the organisation. According to Smircich and Morgan (1982), leadership is an activity that includes the definition and framing of the reality of others successfully. Sense making is a social process interacted together with others and the leader is the one who manages the process of meaning creation. This could occur through sense giving activity of the leader, which aims to shape and influence the interpretation of others in order to adapt his/her interpretation or the reality definition (Weick, 1995).

There are some steps that should be implemented by the leader for successful management of meaning. First is that leaders should create a point of references, such as making definition of company, vision, who we are and what kind of company we are. This provides direction and gives meaning and sense to the organisation. Secondly, the leader should shape the interaction with followers by framing the flow of experiences within the organisation by the means of actions and statements. Also, the leader should use communicative tools such as language, rhetoric in order to achieve successful sense making.

Communication

Success of a management practice usually depends on a level of communication that exists within an organisation. Same is also valid for managing resistance. Creating an atmosphere that allows exchange of ideas is vital to make logic change clear to all concerned parties. It helps dissemination of ideas about why organisation needs change and how targets of change program can be achieved. Establishing functioning communication channels between change initiators and resistors is vital especially in situation where the former‘s success depends on support from the latter. Although communication in organisations is a quite detailed issue, we will evaluate and explain its role in the context of resistance management.

A two-way information flow between employees and change initiators enables expression of feelings and ideas which is very valuable because the feedbacks of the former, positive or negative including resistant behaviours, can help to detect defects of the change strategy. Therefore, communication which is functioning in both ways can be an efficient tool to heard and benefit from the constructive criticism of employees. Thirdly, communication becomes crucial in terms of making employees sure that they know their roles, responsibilities and rules. Concerning the symptoms of passive resistance and possible managerial actions, this aspect of communication confirms its necessity in management of resistance.

Participation

The idea of making employees participate in management of affairs in organisation has not been a new one and is frequently repeated in different studies in literature. Argyris (1957) is of the view that, participation fulfils basic human needs in terms of making individuals active on matters that concern them, contributing their independency and ability to deal with problems and issues. As an ideal situation, participation is expected to facilitate information flow between change initiator and employees and therefore provide a ground for the former to be influenced by constructive criticism of the latter.

Participation is one of the signs of democratic culture within an organisation and influences commitment of employees to change programs in a positive way. Individuals who work under such conditions are more likely to comply with the necessities of change rather than complaining or resting because their participation on formulation of those changes may bring about a feeling of responsibility about the decisions which were taken with their participation. Managers or change initiators are expected to encourage and allow employees to be active change participants, rather than solely being change recipients. Benefits of participative management in organisations are many whereas it becomes especially crucial in resistance to change. It is a very useful to obtain commitment of individuals who are expected to comprehend meaning and necessity of change through sense making activities and to turn negative resistance into a constructive ingredient of change management.

Empirical Review

This section reviews results of researches that have been conducted with respect to the various objectives of this study. In 2014, Safo-Adu conducted a study at the Ejisu Government Hospital located at Ejisu in the Ashanti Region of Ghana. On the topic “change as a tool for enhancing organisational development: a case study of Ejisu Government Hospital (EGH). The aim of the study was to examine the role of change as an organisational development tool at EGH through exploring its historical drivers of change, prevalent resistors to change and identifying the critical success factors for managing change at the hospital. The study used a quantitative method and the instrument used was questionnaire. The drivers of change identified her study were categorized as either internal or external drivers. Data analysis showed that internally, power and influence is the main internal driver of change; whereas externally, political factors are the main driver of change at the Hospital.

Senior and Fleming (2006) believed that the existence of power is to a large extent in the eye of the beholder. It does not need to be the person with the most resources or knowledge who has the power, but the belief by others that he or she has that power of control. In her study, Safo-Adu outlined two different categories of power. This she called formal power and personal power. She explained further by saying that the category of power that related to the persons position within the organisation and the ability to have the right information and give rewards is formal power. On the other hand, the personal power derives from the individual's characteristics, such as skill, expertise and personality. This idea shared by Safo-Adu has been supported by scholars such as Robbins (2005) as well as Senior and Fleming (2006).

Makhetha (2003), conducted a study on the analysis of the management of change processes in the civil service of Lesotho. The study used a qualitative method and a case study design. One of the objectives sought to determine the forces of organisational change at the Civil service. The study used a sample size of 50. The study concluded that, the driving forces for change in the Civil service of Lesotho were both internal and external in nature. Some of the external forces that brought about change initiatives in the Civil Service are new government regulations, technological changes that affect the nature of work. The internal forces amongst others include, both human resources problems with reference to availability of qualified personnel and the managerial decisions to introduce systems to solve problems such as inadequate reward systems, poor performance of the organisation.

With respect to the nature of resistance to change, Pardo del Val and Martínez Fuentes, (2003) undertook a research on the topic; Resistance to change: a literature review and empirical. The study was conducted among Spanish companies, it adopted a quantitative methodology and a simple random sampling. The study had 86 valid responses from 1800-sample companies in Spain. The study showed that the source of resistance identified as most powerful for any type of change is dealing with the existence of deep-rooted values. Moreover, four more of the top-ranked overall resistance factors most consistent in the analysis in order of importance are; different interests among employees and management, communication barriers, organisational silence, and capabilities gap.

Safo-Adu (2014), carried out a research on Change as a tool for enhancing organisational development at the Ejisu government hospital. An objective sought to determine the various sources of resistance to organisational change at the hospital. The study used a quantitative method and combined a case study and exploratory design. The study used a sample size of 59. The study revealed that the sources of resistance to change were primarily from blind resistance, intellectual (ideological) resistance and political resistance. Many factors on the personal level underlying these resistances were isolated, of which poor communication was identified as the major reason why people resist change at the Hospital. Contrary to the findings of Pardo del Val and Martínez Fuentes (2003), communication was seen as the most evident source of resistance.

Amarantou, Kazakopoulou, Chatzoudes, and Chatzoglou, (2018) on resistance to change in six Greeks hospitals. An original conceptual framework (research model) was developed and empirically tested using primary data collected from EDs of six Greek hospitals. In total, the actual sample incorporated the responses of 158 ED health professionals who completed a structured questionnaire. Findings –The results suggested that "resistance to change" is (indirectly) influenced by four main factors "employee-management relationship," "personality traits," "employee participation in the decision-making process" and "job security".

Also, Pihlak, and Alas, (2012) did a study on resistance to change in Indian, Chinese and Estonian organisations. The authors interviewed 177 business consultants and managers in India, China and Estonia who had participated in change management projects. Both quantitative and qualitative methods were used to analyse the impact of national culture to change management. The cause of resistance was found to be mainly fear, in Indian and Estonian organisations, but in Chinese organisations it was the inertia. Increased stress was the most often experienced negative factor during change management projects in all three countries. Stress was caused mainly by leadership problems in India and by increased workload in Estonia.

With respect to the third object, to assess the impact of organisational change on employee performance, Karanja (2015) conducted a study on organisational change and employee performance at the postal corporation of Kenya. The aim of the study was to investigate the effects of organisational change on employee performance. The objectives of the study were to mainly assess the effects of technological change, structure change, the changing roles and responsibilities of employees and the changes in management on the performance of workforce. The study focussed on the organisational changes that have occurred in the last 7 years. The sampling technique used was the stratified random sampling and the researcher sampled 20 percent of the target population of which 61 employees comprised of the sample size. The main instrument that was used to collect data was the questionnaire. This study employed descriptive research design of which the research was descriptive in nature. From the findings, the study revealed that employee performance has been positively influenced by organisational change. The variable that has changed the most and influenced employee performance positively is technology.

Ramezan, Sanjaghi, and Rahimian, (2013) undertook a study on Organisational change capacity and organisational performance in China. In order to test the hypothesis, a series of 130 qualified employees in a knowledge-based organisation were questioned. The measurement tool was a two-part questionnaire (Organisational change and Performance). Validity of questionnaire well approved based on face validity method by experts, specialists and professors of management. Using the results of pre-test, Cronbach’s showed the very high reliability. The results of regression analysis showed that regression line ascribes changes in dependent variable (performance) to independent variable (organisational change). It means that high percentage of change in OP (77.3 percent) will be explainable and predictable with OC. Overall, the results of this study show the significant, positive, strong relationship between OCC and OP.

Khosa, Rehman, Asad, Bilal, and Hussain (2015) researched on the Impact of Organisational Change on the Employee's Performance in the Banking Sector of Pakistan. Questionnaires were used for primary data collection. Leadership, Communication, Procedural justice, Employee development, Tolerance to change were the variables considered for change in the study. The sample size for the research was 252 hence descriptive statistics and correlation analysis techniques were used for the analysis of data in SPSS software. The results show that organisational change has a positive significant impact on employee's performance in banking sector of Pakistan

Makhetha (2003) did a case study on the analysis of the management of change processes in the civil service of Lesotho. The study focused of five key factors that had an impact on the successful implementation on change. The factors were namely: forces for change; managing and leading change; building the desired culture; resistance to change and errors common to organisational change. A qualitative method was used where an exploratory study was conducted by drawing a case study. The study used a sample size of 50 employees of the ministry of public service. The study concluded that there was an overall positive impact of organisational change on the performance of employees, but a negative impact of change on the working culture within the public service. As employees no longer enjoy working in teams.

Relating to successful change management strategies, Hasanali's study in 2002 conducted a study on management of change in an organisation. Hasanali's study maintains that the success of change management depends upon many factors. In the researcher's point of view, there are some interesting factors which should be adopted to change management. Hasanali’s critical success factors for managing change were; *Leadership and responsibilities.*

Moreover, Eagle Hill (2014) conducted a survey with over 1000 working profes-sionals that revealed strong leadership and effective communication are necessary for successful change. According to the respondents, strong leadership was the most important factor during the change efforts. Additionally, the study showed that everyday leadership and communication differs from change leadership and communication. 94% of participants who were content with the change, stated that it was thanks to their manager being a fantastic role model. In contrast, only 50% of the respondents who were unsatisfied after changes had the same opinion. (Eagle Hill 2014; Wang 2017.)

Conceptual Framework

This section describes the concept that underlines the study. The goal of this study has been on the effect of organisational change on the performance of employees. The conceptual framework draws from literature, theories, models and concepts that has been reviewed in this study.

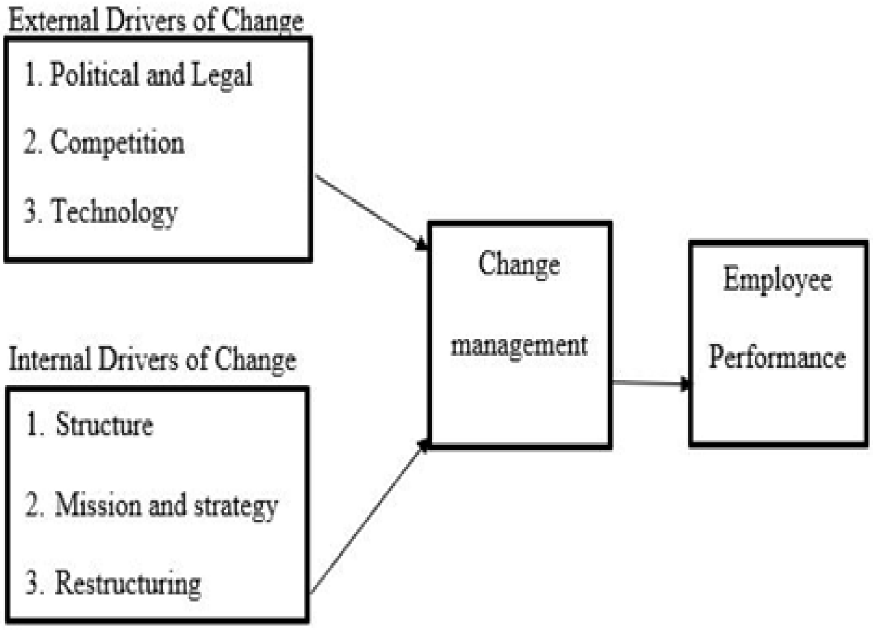
External Drivers of Change
1. Political and Legal
2. Competition
3. Technology
Internal Drivers of Change
1. Structure
2. Mission and strategy
3. Restructuring
Change management
Employee Performance

Figure 3: Conceptual framework

Source: Author’s construct (2018).

The Burke-Litwin model (1992) reviewed in this study shows that organisational change is influenced by drivers from both the internal and the external environments of the business entity. The conceptual framework clearly depicts that concept. The goal of the business entity is to tactfully manage these forces to enhance the performance of employees and achieve organisational goals. Nahavandi and Malekzadeh (1999) argue that the external forces of change not only emanate from the business environment, but also from the general environment. External factors from the general environment are social, cultural, demographic, political, competition from other companies. In this study, the external drivers have been limited to political and legal and competition from other universities.

The drivers force change to occur, and the management of these changes originating from the drivers affect the performance of employees within the business entity. According to Nickols (2004) the term ‘managing change’ has two meanings, both ‘the making of changes in a planned and managed or systematic fashion’ and ‘the response to changes over which the organisation exercises little or no control. In this study change management as operationalised refers to managing the forces that bring about change and its effects. As it has been reviewed in this literature, it is believed that the effect of these changes will have an influence on the performance of employees.

Chapter Summary

This chapter has reviewed literature, theories, models and concepts related to change management and employee performance. The key theories underpinning this study is the resource-based theory. It views change drivers and organisational capacities as resource that could be used by the business entity to achieve competitive advantage. As such, the various change drivers and issues if well managed could give the firm a competitive edge over its competitors. The Kurt Lewin’s Three Step Model and Force-Field Theory was used to explain the conflict between drivers of change and resistance to change.

The chapter also reviewed literature on key concepts of change management, resistance to change, drivers of change and change management strategies. The Burke-Litwin model (1992 was used to explain the various drivers of change. The chapter included an empirical review on the impact of change on performance and all the objectives of this study. The chapter concluded with a propounded conceptual framework for this study.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter deals with the method which was used to carry out the study. It covers the research design, the study area, the population, the sample and sampling procedure, the research instrument, procedure for data collection and the procedure for data analysis.

Research Design

Research methodology refers to the procedural framework within which a study or research is conducted (Creswell & Clark (2017). In order to draw a meaningful conclusion from any piece of research or study, the procedural framework of the data collection must be appropriate and relevant (Malhotra and Birks, 2007). The study adopted a descriptive approach. A survey is a means of gathering data about the characteristics, actions, or opinions of a group of people, referred to as a population (Malhotra and Birks, 2007). The survey strategy was adopted because it has been found to be suitable for analysing a phenomenon, situation, problem, attitude or issues by considering a cross-section of the population at one point in time (Robson, 1993).

Also, the survey approach was adopted to help the researcher identify and assess statistically a clear description of the role of organisational change in promoting employee performance at the Central University. It adopted the use of quantitative method of data collection. This is because quantitative research has been used to measure how people feel, think or act in a particular way and it is a research technique that seeks to quantify data and apply some statistical analysis. It is often formalized and well-structured and data is usually obtained from large samples – anything from 50 and upwards (Tull and Hawkings, 1990). It also involves the use of structured questionnaires usually incorporating mainly closed ended questions with set response (Bums, 2000).

Research Approach

Sekaran and Bougie (2016) postulated that, the epistemological underpinning of a quantitative motif holds that there exist definable and quantifiable social facts. The study therefore employed the quantitative research approach based on the nature of the study purpose under consideration, specific objectives and the nature of the primary data to be collected and analyzed. Creswell (2014) asserted that quantitative approach deals with explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). It was also found that the findings from quantitative research can be predictive, explanatory, and confirming (Williams, 2007 as cited in Bernard & Bernard, 2012).

Study Area

This study was conducted at the Miotso campus of Central University College (CUC) in the Greater Accra Region of Ghana. The Central University College was founded by the International Central Gospel Church (ICGC) in Ghana. It started off as a pastoral training institute in 1988. It was then known as the Central Bible College by June 1991. It later became the Central Christian College in 1993 and eventually became the Central University College in 1997. Among the stated aims of the university is to provide an "integrated and biblically-based tertiary education with particular reference to the needs of the African continent". It is currently the biggest private university in Ghana, comprising of four schools and two faculties. The University received a charter from the president in January 2016 and now has changed from a College to a University. Central University College (CUC) is the first privately owned University colleges in Ghana.

CUC started as a short-term pastoral training institute mainly for pastors of ICGC. It became a Christian University College in 1993 expanding its programs over the years to include the academic study of Christian Theology, Business Administration, Economics, Computer Science and a select number of modern languages including French. Most of its current programs are offered up to the graduate level and has seen the establishment of the schools of architecture and pharmacy in the 2008/2009 academic year. In 1998, the University College was accredited by the National Accreditation Board (NAB). A Ghanaian newspaper feature on CUC that appeared in The Spectator of Saturday October 16 2007 described CUC as “a University college in a class of its own”. CUC was also the first private University to run a weekend school that affords workers the flexibility of combining work and study in their desire to improve their education.

Ten (10) years down the line, CUC’s development has been phenomenal with the construction of a permanent campus in Miotso, near Dahwenya. On October 26, 2007 CUC relocated a greater part of its campus from the heart of Accra, the capital to Miotso a community near Dawhenya in the Greater Accra Region. It has five campuses with Miotso campus as the permanent or main campus. It accommodates the School of Business Management and Administration (SBMA) and the School of Applied Sciences (SAS) and the administration section of the University College is also located here. It was established out of a dire need for raising virtuous and transformational leaders for our world. The university was also given the mandate "to be committed to nurturing of a vibrant academic community conducive for the study, creation and of knowledge through research, training and service" (CUC Law) while undergoing rigorous organisational changes. Thus, the study area is very reliable in achieving the aim of the research.

Population

Ghanaian private universities have been under immense consistent change. This is as a result of the fact that, most of their students only come as a result of their inability to enter the traditional public universities. On the issues of staffing, most academic staffs at the various private universities are basically full-time staffs at other public universities teaching there on part-time. As a result of these challenges, the private universities serve as the best unit to understand the nature of organisational change. Central University was basically chosen as a result of the fact that the university was just granted a university charter (on January, 2016), granting them the authority of awarding their own degrees. The charter moved them from the mentorship of the University of Cape Coast, as such new structures, new strategies and management objectives meant that employees and management alike have undergone organisational change. This suffice as evidence for understating change in such an institution and educational environment.

Population according to Saunders (2009) entails the full set of cases from which a sample is taken. That is to say that the population for the study provides readers with the facts on the individuals, organisations, groups and communities on which data will be collected and analysed. In this study, the population comprised of all management and staff (teaching and non-teaching) of Central University in Ghana at the time this study was conducted. But for accessibility, the target population is all management and staff at the Mitso campus of CUC. The Miotso Campus was selected for the study because it is the permanent (main) campus of the University. As a permanent Campus, it has the administration section of the Central University located there as well as major events taking place there. Thus, because the study population is subject to change over time, it is always appropriate to define the population within time context (Meulbroek, 2002). The entire population for this study is 350.

Sample and Sampling Procedure

Sampling is a crucial step in achieving the desired results in this study. The question of sampling arises directly out of the issue of defining the population on which the research will focus. Factors such as expense, time, and accessibility frequently prevent researchers from gaining information from the whole population (Cohen, Manion & Marrison, 2004). Therefore, researchers often need to obtain data from a smaller group or subset of the total population in such a way that knowledge gained is representative of the total population under study. Probability sampling technique was used to identify a suitable sampling frame based on the study population.

According to Krejcie and Morgan (1970), the probability sampling method is the best method used in quantitative study. This necessitated the choice of probability methods in this study. The study used simple random sampling of probability sampling in selecting units from the population. The simple random sampling was chosen because it gives every unit of the population an equal opportunity to be selected. Krejcie and Morgan (1970) provides sample size for a population of 360, a little above the study population of 350. According to the sample size determination table, a population of 360 will have a sample size of 186. Therefore, this study used a sample size of 186. The sample size determination table is attached as appendix B.

Research Instrument

Questionnaires are widely used and useful instrument for collecting survey information, numerical data and often comparatively straight forward to analyse (Wilson & McLean, 1994). The questionnaire was therefore at a better position of collecting easy to analyse numerical data on how change serves as an instrument for promoting organisational development at Central University. Again, the choice of the questionnaire stemmed from the point that it is the paramount method by which reliable information can be obtained in a research of this kind; where the variable under investigation requires statement of fact and high level of confidentiality (Mugenda & Mugenda, 2003). Considering the kind of information required from the respondents of this study, the questionnaire was more likely to elicit truthful responses from management and staff of Central University as it promises high level of confidentiality.

The set of questionnaires designed for respondents was divided into four sections, namely: section A, B, C, D and E. The items in section A of the questionnaire collected data on the background of respondents. Section B sought to unearth the drivers of change at the Central University. Section C collected data with regard to the nature of resistance to change at the Central University whereas section D gathered data on employee performance. Finally, section E sought to gather information on strategies for managing change at the Central University. The drivers of organisational change were adapted from the work of Sarfo-Adu (2014) on Organisational within public hospitals. The factors for resistance to change were adapted from Sinan and Hakan (2009), in their work on developing a constructive approach to managing resistance to change behaviours. Organisational change was measured in terms of the forces that drive change at CU, and employee performance indicators were provided for in the instruments adapted from the work of Broni (2016).

Validity of the Instruments

The instruments were exposed to a validity test. Validity is defined as the degree to which the researcher has measured what he or she was supposed to measure or predict what it is supposed to predict (Polit & Hungler, 2001). The questions were formulated to elicit the appropriate response from the participants. Validity of this research was ensured by ensuring that each question is related to the topic under study with the approval of the supervisor the instrument was given to my supervisor who thoroughly vetted them and ascertained that they met both face and content validity. The suggestions as given by the supervisor were used to effect the necessary changes to improve upon the instruments.

Reliability of the Instruments

Reliability of an instrument according to Polit and Hungler (2001) is the degree of consistency or accuracy with which the instrument measures the attribute it is designed to measure. That is to say that a study is reliable when it produces the same results when tested in similar situations under different circumstances using the same method. Reliability of this study was ensured by allowing participants to answer the questionnaires independently. The same set of questionnaires was administered to all the respondents.

In order to measure the reliability of the gathered data, Cronbach’s alpha was used. Table 1 shows Cronbach’s alpha of all indicators.

Table 1: Reliability of Scales and Cronbach’s Alpha of Study Variables

Variable	Items Retained	Cronbach's Alpha
Drivers of Change	7	0.743
Resistance to Change	7	0.710
Performance	5	0.802
Change Management Strategies	5	0.856
Overall Items	24	0.778

Source: Field survey, Nantwi (2018).

The Table 1 above provides the values of Cronbach’s alpha for all the variables. It appears from the table that the values of Cronbach’s alpha range between 0.7 and 0.8. These values are all equal or well above the minimum value of 0.70 as per Palant (2015). Thus, it can be concluded that the measures have an acceptable level of reliability.

Data Collection Procedure

To enhance smooth collection of data, the management of Central University was contacted and informed, both orally and in writing, about the study. An introductory letter was taken from the School of Business of the University Cape Coast. The relevance of the introductory letter was to seek for approval from the Management of Central University so as to allow me to carry out my study. A set time and date were scheduled for the administration of the instruments. On the set date and time, the questionnaires were self-administered. The respondents were then briefed about the purpose of the study and an appeal made to them to read all instructions carefully before they respond to the items. The questionnaires given to staffs were collected from the respondents soon after completion to ensure that they do not keep some of the questionnaires to themselves.

Data Analysis Techniques

Data analysis plays a key role in any credible research and therefore must be done according to the aims of the study. Cohen et al. (2004) emphasized that the prepared researcher will need to consider the mode of data analysis to be employed. Background data of respondents was analysed quantitatively using frequencies and percentages to give a clearer picture on the sex distribution, age, experience and gender of the respondents.

In the view of Burns and Grove (2001), data analysis is what gives meaning to the data collected during research. It is therefore important to design a data analysis plan that does not compromise the quality of the data to be analysed so that the results reflect the true opinion of the respondents. Data was cleaned, coded and entered into IBM® Statistical Package for Social Sciences SPSS Statistics version 22 for processing. After editing and coding the responses and entering it into the SPSS data editor file, preliminary descriptive was run to help further cleanse the data and verify the behaviour of some variables. All objectives were analysed with mean and standard deviation with the exception of the third objective which was analysed using regression since it was measuring impact.

Ethical Considerations

According to Awases (2006), ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities. It is therefore important that everyone who is engaged in research should be aware of the ethical concern (Babbie, 2005: 61). The researchers will employ every effort to avoid as far as possible violation of ethical principles. Awases (2006) as well as Enarson et al. (2001) have identified the basic ethical consideration for research as; respondents being fully informed about the aim's methods and benefits of the research, granting voluntary consent and maintaining the right of withdrawal. The rationale for the study, assurance of confidentiality and the right of withdrawal will be explained to the participants. The statement of consent is written on the first page of the questionnaire and informed consent of the participant shall be implied by the completion of the questionnaire. The names of the participants or identifying data shall not be collected in order to ensure anonymity of the data. More importantly, the researcher acted in a respectful manner towards all the participants of the study.

Chapter Summary

This chapter discussed in details and in systematic manner the methodology used for the study, and this includes the research setting, research design, the study population, sampling and sampling procedures adopted for the study, the instruments used, and procedures followed in the collection and analysis of data. The discussion has provided basis for the choice of the study's population and the sample of the study. In line with the purpose of the study, the chapter has described in details the instrument to be used for this study and the analysis to be conducted on each objective. The chapter provided data on the reliability of the instrument of measurement used in this study and provides for ethical consideration of the researcher. It enshrines that the anonymity of the respondents is protected and the results will be used for purely academic purposes.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of this study has been to understand the nature of organisational change at the Central University. This chapter presents an analysis of the data collected from respondents. The main instrument used for this study is a structured questionnaire. The statistical tools employed here are; mean, standard deviation (SD), frequencies, percentages, and a regression analysis. The results are presented in tables to improve readability. In line with the main research goal, this chapter reflects on the core research objectives as outlined in chapter One. The first section discusses the socio-demographic background of respondents; however, the second section discusses the research questions which include: What are the drivers of change at the Central University; What is the nature of resistance to change at the Central University; What is the impact of organisational change on employee performance; What are the strategies adopted to manage change at Central University.

Response Rate

Data was collected from staff at the Mitso campus of Central University. The population size was 350 and a sample size of 186 was chosen based on the Krejcie and Morgan (1970) sample size determination table. A total of one hundred and eighty-six questionnaires were issued from which 149 were filled and returned which represents a response rate of 80.1%. This response rate was considered satisfactory on the basis of the assertion made by Punch (2000) that a response rate of 50% is satisfactory enough for analysis. According to

Mugenda and Mugenda (2003), a 50 per cent response rate is adequate, 60 per cent is good and above 70 per cent rates very well. The success rate in this study could be attributed to the self-administration of the questionnaires applied by the researcher from which the intended respondents from the various departments were pre–notified on the actual date before the data collection. The response rate is represented in table 2 below.

Table 2: Response Rate

Questionnaire	Count	Percentage (%)
Returned	149	80.1
Non- Returned	37	19.9
Total	186	100

Source: Field survey, Nantwi (2018)

Descriptive Results for Socio-Demographic Characteristics

For the purpose of the understanding the socio-demographic characteristics of respondents, the first section of the questionnaires was designed in such a way that the respondents could provide answers relating to their backgrounds. The data was collected across various biographical details that include; gender, Age of respondents, Educational Level and Staff ranking. The results will provide a good of change in the university in the past few years. The descriptive result is presented in table 3.

Table 3: Demographic Characteristics for Respondents

Variable		Frequency	Percent
Sex	Male	92	62
	Female	57	38
Age	25-35 years	44	29
	36-45 years	54	36
	46-55 years	35	24
	56 years and above	16	11
Educational Levels	Diploma/HND	16	11
	Bachelor's Degree	53	35
	Master's Degree	59	40
	PhD	21	14
Staff ranking	Junior Staff	30	20
	Senior Staff	42	28
	Senior Member	77	52
	Total	149	100

Source: Field survey, Nantwi (2018)

The demographic results from table 3 indicates that 92 staffs out of the total 149 were males, representing a total of 62% of the study sample, whiles the remaining 57 were females representing a total of 38%. The figure represents a male dominated industry as is always common, but there is no cultural explanation or justification for the small number of female employees. Another interesting result is with respect to the age of respondents. In respect to age, the results indicated that most of the employees' age was between 36-45 years with a percentage figure of 36%, followed by those between the ages of

25-35 years (29%) while 24% aged between 45-55 years. The least age group was those 56 year and above with a percentage figure of 11%. What can be inferred from this age demographic issue of the respondents is that, in the first place, the sample could be considered to be all-inclusive as it captured the opinions of various age groups within the university.

Furthermore, one can argue that the fact that the majority of the respondents was between the ages of 36-45 shows that the institution has great potentials of talented workers who could stay with the university for a longer period. The age distribution indicates that the young employees can benefit from the experiences of these matured employees. Thus, the succession planning of the management of the university could be relatively easier as these matured employees could contribute to impacting their knowledge and experiences on the young ones. This assertion is true taking into account a study by Berry, (2010), which demonstrates that age is a factor that can contribute in keeping employees on the job and reducing turnover intention.

Another demographic result is the educational level of the respondents. When it comes to educational level, those who were the majority were those with the Bachelor's degree (35%), followed by those with the Master's Degree (40%) and those with PhD (14%) while the least was those with HND (11%) followed by those with diploma certificates (14%). This finding is not surprising considering the fact that this is a professional institution which prides itself with good quality of services and those with good educational backgrounds and as such those with HND have the possibility of not being employed. The demography on staff ranking indicates that a majority of the staffs were senior members (52%), followed by senior staff (28%) and junior staff (20%). The high number of senior members make sense since the main duty of the institution is to provide tertiary education. Senior members represent academic (lecturers) staffs.

Findings of the Research Questions

This section presents results and analysis based on the three key questions of this study. Both descriptive and inferential statistics are used in analysing the data. As it has been indicated in the methods, the design of this research is descriptive and adopts a quantitative method. The results and analysis are presented chronologically based on the stated objectives of this study.

What are the Drivers of Change at the Central University?

The first research questions of this study sought to find out the most common forces that led to change at the Central University. To assess this objective, respondents were presented with factors within the external and internal environment of the University to determine the extent to which each factor contributes to organisational change. The responds were to be ranked on a scale of 1 to 5, 1 being least level in agreement and 5 indicating the highest level of agreement that the factors contributed to change. The results are presented in table 4 for further discussion.

Table 4: Drivers of Change at Central University

Statement	N	Mean	S. D
Changes here are due to government rules and regulations	149	4.03	0.805
Change occurs to keep ahead of competitors	149	4.19	0.849
Changes here occur as a result of restructuring and changes in departmental structures	149	3.07	0.945
Advances in technology has forced many changes at CU	149	4.47	0.632
The mission of CU forces most changes here	149	3.42	0.847
There are always new management strategies to influence change at CU	149	2.41	0.885

Source: Field survey, Nantwi (2018).

The results from table 4 indicates that the most important and common driver of organisational change at Central University if "Advances in technology" with a Mean of 4.47 and a Standard deviation (SD) of 0.632. The low standard deviation indicates that most of the dispersions were around the mean (Pallant, 2015) so the result can be trusted. And the second most important driver or change at CU is Competitive forces, this is indicated by the statement "Change occurs to keep ahead of competitors", M= 4.19 and SD= 0.849. And the third most important factor is the demands of government rules and regulations, this is seen in the statement "Changes here are due to government rules and regulations", M= 4.03, SD= 0.805. The results of the three most important drivers of organisational change at CU indicates that all the factors are within the external environment of the University. The case for this could be because organisations have littler influence over factors in their external environment. Sarfo-Adu (2014), Makhetha (2003), Senior and Feming (2006) support the assertion that factor within both the internal and external environment drive organisational change.

The findings of this study contradict the findings of Makheta (2003) that the most common external driver is government regulations followed by technological advances. The results of this study indicate that change in technology forces most changes within the university. This supports the findings of Karanja (2015) that changes in technology is a major driver of organisational change. As posited by Struges (2007), 21st century globalisation has been supported by the availability of new technologies. For educational institutions the need to deliver content electronically (E-learning) and to engage in comfortable registration and processing of students' results had encouraged adoption of new technologies (Bhengu, 2007).

Appelbaum, St-Pierce and Glavas (1998), support the findings with respect to competition by indicating that competitive actions are one the major reasons why companies engage in organisational wide changes. Again, with respect to government regulations, the findings are supported by the following reearchers; Makhetha (2003); Sarfo Adu (2014), who came to the conclusion that; government rules, laws and regulations is a significant force that pushes for organisational change. As pointed out by Ebongkeng (2018), when companies are faced with new legislation or rules imposed by the relevant regulatory authorities, they need to do two things: 1. Comply with them. 2. Adapt so that they may continue to thrive. A clear example at CU has been the regulation by the National Accreditation Board not to admit students with grade 'E' in their results. This will change the school's admission policy and structures.

The fourth most important driver of change at CU is the mission and vision of the University, this is indicated in the statement 'The mission of CU forces most changes here', M= 3.42, SD= 0.847. This is followed by 'Changes here occur as a result of restructuring and changes in departmental structures', M= 3.07 and SD= 0.945. And finally, the least important driver is 'There are always new management strategies to influence change at CU', M= 2.41, SD= 0.885. The last three forces that drive organisational change are internal factors that lead to organisational change within the university. Burke and Litwin (1992) holds out that an organisation's mission articulates its reason for existing. It is the foundation upon which all activity should be built. The findings of Lanning (2001) also supports the fact that an organisations mission is an internal driver of change by indicating that a new mission statement spells out a directional change for the organisation. And this forms the basis for restricting and strategy directions. Neba (2016) agrees with the fact that changing an organisation's strategy can change the way the organisation operates, altering everything from organisational structure to the daily routines of employees.

What is the Nature of Resistance to Change at the Central University?

The second objective was concerned with assess the most common resistance to change adopted by employees when change occurs or is about occurring. As it has been reviewed in this study, Kotter and Schleslinger (1979) have identified four fundamental causes of resistance; self-interests of individuals, misunderstanding, different interpretations about the outcomes of change, and low tolerance for change. The respondents were presented with main resistance adopted by employees based on the literature reviewed and respondents had to indicate on a scale of 1 to 5 which ones were the most commonly adopted resistance at the Central University. 1 indicates the least level of agreement and 5 indicate the highest level of agreement. The results were analysed using mean and standard deviation. The results for the nature of resistance is presented in table 5 below.

Table 5: Nature of Resistance of to Change

Statement	N	Mean	S. D
I do not support changes that are against my interest	149	3.82	.863
I resist changes that are against my values	149	3.33	.933
I resist changes because of the fear of losing something	149	4.01	.598
I ignore changes that are not well communicated	149	4.52	.576
I pay no attention to change when I perceive an additional workload from its implementation	149	2.43	.710
I resist changes because I do not trust management	149	2.65	.862
I resist changes because of strong top down imposition and lack of participation	149	4.26	.641

Source: Field survey, Nantwi (2018).

The results from the table show that the most common reason for resisting change at CU is when change communication has not being carried out well, this is seen in the statement "I ignore changes that are not well communicated", Mean = 4.52 and SD= 0.576. This is followed by the statement, "I resist changes because of strong top down imposition and lack of participation", Mean = 4.26, SD= 0.641. Hakan (2009) had pointed out that communication is at the hand of implementing critical change. When the need for change is not well communicated, it leads to a high level of resistance. The findings are supported by the work of Sarfo-Adu (2014) who concluded that poor communication was identified as the major reason why people resist change.

With respect to participation and top down imposition, Harvey (1995) had pointed out that participation is a key success element in change efforts. Directly imposing rules brought by change and conceiving employees only passive recipients may produce resistance. Neba (2016) holds the view that participation is one of the signs of democratic culture within an organisation and influences commitment of employees to change programs in a positive way. The third most common cause of employee resistance to change is the fear of losing something. This is indicated by the statement "I resist changes because of the fear of losing something", Mean = 4.01 and SD= 0.598, followed by "I do not support changes that are against my interest", Mean= 3.82, SD = 0.863.

As it has been pointed out by George (2015), internal factors in employees such as fear of losing job or position and failure to uphold interest is a key source of resisting change within organisations. Also, Kotter and Cohen (2002) corroborates this finding by pointing out that fear is often considered as a factor that triggers employees' resistance to change. Fear of known consequences of a change becomes a barrier to employees' acceptance of change, because it exerts a negative effect on any person's rational thinking. The fifth common cause of resistance in terms of importance is individuals resisting change that will be in conflict with their personal values. This is indicated by the statement, "I resist changes that are against my values", Mean = 3.33, SD = 0.933. This followed by "I resist changes because I do not trust management", Mean = 2.65 and SD = 0.862. The least cause of resistance is "I pay no attention to change when I perceive an additional workload from its implementation", Mean = 2.43 and SD= 0.710.

The results of this entire objective is supported by the findings of Amarantou, Kazakopoulou, Chatzoudes, and Chatzoglou, (2018) who concluded that "resistance to change" is (indirectly) influenced by four main factors "employee-management relationship," "personality traits," "employee participation in the decision-making process" and "job security". According to Oreg (2006), Wittig (2012) and Vakola (2014), employees who trust their superiors and participate in decision making, consider change more favourably, since they better understand the pros and cons of change. An absence of trust will lead to change implementation resistance.

According to the empirical results, trust in management is a dominant antecedent of change, having a direct and indirect effect on all three components of resistance. Therefore, managers should invest in building and maintaining the trust of their employees, especially before and during a change process. In that direction, management should be as honest as possible with employees, in order to create trust and loyalty. If employees do not trust management and its decisions, it is very likely that they will resist change (Stanley et al., 2005; Oreg, 2006). The findings also contradict the pecking order in the findings of Pardo del Val and Martínez Fuentes, (2003) who concluded that four more of the top-ranked overall resistance factors most consistent in the analysis in order of importance are; different interests among employees and management, communication barriers, organisational silence, and capabilities gap.

What is the Impact of Organisational Change on Employee Performance?

The purpose of the third research question was to assess the overall impact of change as pushed by all the drivers on the performance of employees at the Central University. The regression equation is written as;

$$\boldsymbol{EP = a + OCx + e}$$

Where OC= Organisational change (Independent variable)

EP= Employee performance (Dependent variable)

e= Error term.

The results of the linear regression between organisational change and employee performance is shown in tables 6, 7 and 8. Table 6 indicates the results of the model summary. It shows the R, R-Square and the Adjusted R square.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880^a	.774	.772	.33747

a. Predictors: (Constant), Organisational change

Source: Field survey, Nantwi (2018).

The figure off concern in table 6 is the R Square, the coefficient of determination, it is the proportion of variation in the dependent (Employee Performance) variable explained by the regression model. An R Square value of .774 indicates that about 77.4% of the variation in the Performance of staffs at the Central University is accounted for by Organisational Change, the other 22.6% variation in performance may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R value of 0.880 indicates a very strong relationship between Organisational change and employee performance. Cohen (1988) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient; r=.10 to .29 or r=–.10 to –.29 small, r=.30 to .49 or r=–.30 to –.4.9 medium, r=.50 to 1.0 or r=–.50 to –1.0 large. The results indicate a significant positive relationship between Employee performance and organisational change. Table 7 assess the statistical significance of the regression model.

Table 7: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57.342	1	57.342	503.508	.000[b]
	Residual	16.741	147	.114		
	Total	74.084	148			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Organisational Change

Source: Field survey, Nantwi (2018).

The results of the ANOVA indicate a statistically significant figure of p=.000, as held up by Tabachnick and Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. If such a condition is met, then the independent variable does a good job explaining the variation in the dependent variable. In this analysis, the ρ-value is well below .05 (ρ = .000). Therefore, it can be concluded that the R and R2 between Organisational change and employee performance is significant and therefore organisational change can significantly influence employee performance.

The table in the SPSS output labelled coefficients (table 8) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation.

Table 8: Coefficients^a of Organisational Change on performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.482	.199		22.484	.000
	Organisational Change	.985	.044	.880	22.439	.000

a. Dependent Variable: Employee performance
Source: Field survey, Nantwi (2018).

The significant value p= 0.000 is less than 0.05 for both the independent variable and the constant. Pallant (2015) points out that a significant value of

<0.05 indicates that the variable has a significant impact on the dependent variable. It can therefore be concluded that Organisational Change has a significant impact on Employee performance. The table further shows a Beta of .880 which according to Tabachnick and Fidell (2013) indicates a very strong impact of the independent variable on the dependent. The implication of this results is that the various technology, competitor, government regulations and other internal driven change at Central University has improved the performance of individual employees. The estimated regression equation can now be written as;

$$\boldsymbol{EP = 0.985 + 0.773x + e}$$

The results point to the fact that change management has a positive predictive impact on the performance of employees. This could as a result of the fact that change within the university community provides some form of motivation to the employees. The findings of this study agree with the findings of Ramezan, Sanjaghi, and Rahimian, (2013) who conclude that the regression line ascribes changes in dependent variable (performance) to independent variable (organisational change). It means that high percentage of change in OP (77.3 percent) will be explainable and predictable with Organisational change. With the overall results showing a significant, positive, strong relationship between OCC and OP just as in this present study.

Also, the results are supported with the findings of Khosa, Rehman, Asad, Bilal, and Hussain (2005) that organisational change has a positive significant impact on employee's performance in banking sector of Pakistan. Makhetha (2003) also concluded that there was an overall positive impact of organisational change on the performance of employees, but a negative impact of change on the working culture within the public service. The results of the analysis show that the influential factor toward employee performance in in the University is change. Consequently, understanding of all the factors that affect employee's performance will help the organisation to discover and improve employee's performance.

What are the Strategies Adopted to Manage Change at Central University?

The final objective sought to assess common strategies that employees perceive that management uses to manage change implementation and avoid resistance to change. The respondents were presented with strategies adopted to manage change implementation based on the literature reviewed. These were adapted from Sinan and Hakan (2009), in their work on developing a constructive approach to managing resistance to change behaviours, suggested three key issues that must be considered to make an effective implementation of the change process. These three keys issues hinge on; Leadership, Communication and participation. And respondents had to indicate on a scale of 1 to 5 which ones were the most commonly adopted strategies at the Central University. 1 indicates the least level of agreement and 5 indicate the highest level of agreement. The results were analysed using mean and standard deviation. The results for the nature of resistance is presented in table 9 below.

Table 9: Change Management Strategies at CU

Statement	N	Mean	S. D
The management clearly communicates the vision and goals of the change to all	149	4.40	.725
There is a participatory approach to change implementation	149	3.17	.911
The need for change is clearly defined	149	4.25	.743
The capacity of the leadership can always be trusted	149	3.55	.817
There is often management support for change	149	2.69	.936

Source: Field survey, Nantwi (2018).

The results from table 9 shows that the most commonly adopted strategy to manage the implementation of change at Central University is communication, this is indicated by the statement "The management clearly communicates the vision and goals of the change to all", Mean = 4.40, SD= 0.725. The case is therefore made for the role that communication plays in managing every form of change. The rationale for this finding could be the fact that ones the need for change is communicated to the employees, it increases the success of implementation. This confirms the empirical review of this study with respect to change management strategies. Many researchers (e.g., Kotter, 1995; Galpin, 1996; and Kotter and Cohen, 2002) have argued that organisations' communication to employees during organisational change processes will lower employees' fear of unknown consequences and increase employees' support for change. The results are supported by the findings of Vithessonthi (2005) in his work of employees' reaction to change, he concluded that communicating the need for change is a major contributing factor to implementation success.

The second factor is closely linked to communication, it deals with clear definition of the need for change. This is indicated by the statement “The need for change is clearly defined”, Mean = 4.25, SD= 0.743. Cohen (2002) concluded that when employees understand the need for change, they will be readier to provide support for change. Amarantou, Kazakopoulou, Chatzoudes, and Chatzoglou, (2018) pointed out that an organisation that operates in a dynamic environment needs its employees to understand the need for change and lead them to participate in such initiatives. This points to the fact that it is not just enough to inform employees about intended changes but always a case must be made for the need to implement such changes.

The third most important strategy adopted to manage change at Central University is indicated in the statement “The capacity of the leadership can always be trusted”, Mean= 3.55, SD= 0.817. This is followed by “There is a participatory approach to change implementation”, Mean= 3.17 and SD= 0.911 and the last strategy being “There is often management support for change”, Mean = 2.69, SD= 0.936. Vithesonthi (2005) with respect to leadership points out that the way in which change is implemented and accepted through the organisation will be largely influenced by the top team. The capacity of leaders and their relationship with subordinates is key in implementing change at CU. Oreg, 2006 adds that if there is good relationship between the leadership and the members of the organisation, the second are more likely to have a positive image regarding the change, and, therefore, are expected to demonstrate reduced resistance to change.

The case for leadership is supported by Wang (2017) who concludes that strong leadership was the most important factor during the change efforts. With respect to participation in change process, Connely (2016) corroborates the findings of this study by pointing out that change should be communicated throughout the organisation. The whole staff must be trained to embrace the changes and participate in the change process. People are more open to change when they have a chance to influence the direction the change is leading to, especially when the change has an impact on their work. Work culture gets stronger when people feel responsible for the change and actively participate in it. (Heathfield 2016). Leadership is also needed to provide support to employees through the change process (Rick, 2015).

It is evident from the discussions that change on its own cannot entirely provide and impetus for high employee performance and as such management must consistently involve employees in the change process and improve communications with individual employees. Finally, Heathfield (2017) points out that supportive actions is essential for change management. Managers should deliver comprehensive data on the situation in a firm to the employees. Information, such as financial reports, customer feedback, performance indicators, and employee satisfaction survey results might help managers to build a case for a change.

Chapter Summary

This chapter has provided a concise analysis of the objectives of this study. The analyses were presented. The first section discussed the demographic features of those respondents which centred on sex, education, age, staff ranking and experience. However, the second section addressed the specific research objectives relating to the topic namely: To determine the drivers of change at the Central University; To determine the nature of resistance to change at the Central University; Assess the impact of organisational change on employee performance; Assess strategies adopted to manage change at Central University. The results have indicated that technology drives most changes at CU, employees resist changes when it is not communicated and well defined. The results have also indicated that organisational change has a strong effect on the performance of employees at CU. Finally, the study revealed that the most common strategy adopted to manage change at CU is clear communication.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents an overview of the entire study. The overview is presented in terms of the purpose of the study, the objectives that guided the study and the research design. In addition to that, the chapter presents an overview of the analytical tools employed in this study and the results based on the objectives of this study. Included in the chapter is a conclusion based on the results of the study and recommendations. The chapter concludes with a suggestion for further research to be conducted in the area of organisational change management.

The purpose of this study has been to understand the nature of change management at Central University, Ghana. The specific objectives that guided the study are to; To determine the drivers of change at the Central University; To determine the nature of resistance to change at the Central University; Assess the influence of organisational change on employee performance; Assess strategies adopted to manage change at Central University. The study was a survey study which adopted a quantitative methodology. The design of the study was descriptive, describing the nature of organisational change in a tertiary institution. The population size was 350 and a sample size of 186 was chosen based on the Krejcie and Morgan (1970) sample size determination table. A total of one hundred and eighty-six questionnaires were issued from which 149 were filled and returned which represents a response rate of 80.1%. The study adopted a simple random technique.

Summary

The main instrument used for this study is a structured questionnaire. The set of questionnaires designed for respondents was divided into four sections, namely: section A, B, C, D and E. The items in section A of the questionnaire collected data on the background of respondents. Section B sought to unearth the drivers of change at the Central University. Section C collected data with regard to the nature of resistance to change at the Central University whereas section D gathered data on employee performance. Finally, section E sought to gather information on strategies for managing change at the Central University. The statistical tools employed in this study were; mean, standard deviation (SD), frequencies, percentages and a regression analysis. The results of the study were presented according to the research questions.

Starting with the demographic part of the results, there study recorded an 80.1% response rate of the instrument distributed. A total of 186 questionnaires were distributed and 149 were filled and retuned. The results also indicated that 92 staffs out of the total 149 were males, representing a total of 62% of the study sample, whiles the remaining 57 were females representing a total of 38%. Representing a male dominated industry as is always common. With respect to age of the respondents, the results indicated that most of the employees' age was between 36-45 years with a percentage figure of 36%, followed by those between the ages of 25-35 years (29%) while 24% aged between 45-55 years. The least age group was those 56 year and above with a percentage figure of 11%. Indicating an all-inclusive sample.

Another demographic result is the educational level of the respondents. When it comes to educational level, those who were the majority were those with the Bachelor's degree (35%), followed by those with the Master's Degree (40%) and those with PhD (14%) while the least was those with HND (11%) followed by those with diploma certificates (14%). The demography on staff ranking indicates that a majority of the staffs were senior members (52%), followed by senior staff (28%) and junior staff (20%). The high number of senior members make sense since the main duty of the institution is to provide tertiary education. Senior members represent academic (lecturers) staffs.

The first research questions of this study sought to find out the most common forces that led to change at the Central University. To assess this objective, respondents were presented with factors within the external and internal environment of the University to determine the extent to which each factor contributes to organisational change. The responds were to be ranked on a scale of 1 to 5, 1 being least level in agreement and 5 indicating the highest level of agreement that the factors contributed to change. The results are presented in table 4 for further discussion. The results indicate that advances in technology is the most significant driver of change at Central University. It had a mean of Mean of 4.47 and a Standard deviation (SD) of 0.632.

Interestingly this study has revealed that the top three most significant drivers of change in Central University are from the external environment of the school, namely; Advances in technology (Mean = 4.47), Competition (Mean= 4.19) and Government regulations (Mean= 4.03). The external drivers are followed by internal drivers; Mission (Mean= 3.42), Restructuring (Mean= 3.07) and Strategies (Mean= 2.41). This indicates that government regulations of private universities, drive and advances in technology coupled up with the need to gain competitive advantage drives organisational changes at CU, in addition to its mission and internal strategies.

The second objective was concerned with assessing the most common reason for resistance to change by employees when change occurs or is about occurring. The respondents were presented with main resistance adopted by employees based on the literature reviewed and respondents had to indicate on a scale of 1 to 5 which ones were the most commonly adopted resistance at the Central University. 1 indicates the least level of agreement and 5 indicate the highest level of agreement. The results were analysed using mean and standard deviation. The results from the table show that the most common reason for resisting change at CU is when change communication has not being carried out well (Mean= 4.52) and followed by Lack of participation (Mean = 4.42) and Fear (Mean= 4.01). The results indicate that failure to communicate reason and need for change to employees, and absence of a participatory approach to implementing change, will lead to resistance by employees.

Other interesting reasons for resistance of change among the employees include; When change is against interest of employees (mean= 3.82); when changes conflicts with employee values (Mean= 3.33). The list includes; Lack of trust in top management (Mean= 2.65); Additional workload due to implementation (Mean= 2.43). Though the overall importance of these factors as reasons for resistance is relatively low, it still underscores the fact that interest of employees and trust in relationships in necessary in implementing organisational change. When employees perceive that implementation of a change may put their interest at risk, they may resist such change.

The purpose of the third objective was to assess the overall influence of change as pushed by all the drivers on the performance of employees at the Central University. A regression analysis was used to answer the research question. Organisational change was measured in terms of the forces that drive change at CU, and employee performance indicators were provided for in the instruments adapted from the work of Broni (2016). The results indicated an R Square value of .774, which means that 77.4% of the variation in the Performance of staffs at the Central University is accounted for by Organisational Change. The R value of 0.880 indicate a significant positive relationship between Employee performance and organisational change. The regression model showed a significant value p= 0.000 which is less than 0.05 for both the independent variable and the constant. It can therefore be concluded that Organisational Change has a significant impact on Employee performance.

The final objective sought to assess common strategies that employees perceive that management uses to manage change implementation and avoid resistance to change. The respondents were presented with strategies adopted to manage change implementation based on the literature reviewed. These were adapted from Sinan and Hakan (2009), in their work on developing a constructive approach to managing resistance to change behaviours, suggested three key issues that must be considered to make an effective implementation of the change process. These three keys issues hinge on; Leadership, Communication and participation. And respondents had to indicate on a scale of 1 to 5 which ones were the most commonly adopted strategies at the Central University. 1 indicates the least level of agreement and 5 indicate the highest level of agreement. The results were analysed using mean and standard deviation.

The results show that the most commonly adopted strategy to manage the implementation of change at Central University is communication, this is indicated by the statement “The management clearly communicates the vision and goals of the change to all”, Mean = 4.40, SD= 0.725. The second factor is closely linked to communication, it deals with clear definition of the need for change. This is indicated by the statement “The need for change is clearly defined”, Mean = 4.25, SD= 0.743. When employees understand the need for change, they will be readier to provide support for change. The third most important strategy adopted to manage change at Central University is indicated in the statement “The capacity of the leadership can always be trusted”, Mean= 3.55, SD= 0.817. This is followed by “There is a participatory approach to change implementation”, Mean= 3.17 and SD= 0.911 and the last strategy being “There is often management support for change”, Mean = 2.69, SD= 0.936.

Conclusion

This study has been carried out based on the idea that organisations are open systems and as such are affected by situations within both their internal and external environment. And it has been proving by research that the global business environment is constantly changing, even some of these changes also emanates from internal structures and forces. This study was carried out to understand the nature of change and its management in a private tertiary institution. The goal was to appreciate the forces that push such intuitions to implement change, how they deal with employee resistance to these changes and how it influences the performance of employee.

This study concludes that technological advances is the new order of the day. Technology is redefining how traditional teaching and learning used to be done, it is the major source of change now as evident in this study. New hi-tech systems and devices have completely changed how commercial enterprises do business and interact with other entities in the marketplace. Virtual collaboration, e-learning and e-delivery are only possible today thanks to the Internet and ultra-high-speed communications. The results of this study have also indicated that the need to overtake competitors and abide by government regulations drive changes. This brings to light the effect that our unstable educational policies and laws can have on the operations of private tertiary institutions. It is evident to conclude that as institutions change to gain competitive advantage, they do so within the confines of regulations.

With respect to resistance to change and strategies for management of change implementation at CU, this study makes the conclusion that; that the better the quality of communication within an organisation is, the more satisfied the employees are with the change process. During reengineering initiatives and organisational changes, effective communication helps the organisation deal with employee uncertainty, thus increasing acceptance for change and employee performance. The results of the study have further indicated that, participation in change implementation and decision making, reduces resistance and improves management of change implementation. Employees feel that their voice is heard and that their opinion matters. It makes them feel worthy and, consequently, are more satisfied with the change, else they will feel dissatisfied with the organisation or the change or both.

The results of this study have indicated that organisational change has a strong effect on employee performance. The study can therefore conclude that in today's educational sector, change is a requirement for continued success and improved employee performance. Therefore, the relatively high impact of change on employee performance is confirmed. Based on the research findings, in order to enhance the performance of employees, organisations must enable themselves in confronting with changes and present appropriate reactions in dynamic and complex environments with high uncertainty. This study has surprisingly revealed a very high correlation between organisational change and the performance of employees. The study has also revealed that internal resistance can be a major barrier to effective change implementation, as certain people strongly resist any kind of change to the status quo or daily routine.

Recommendations

First and foremost, the study recommends that the Management of the University clearly define the vision of change, set the right scope and incorporate it into the objective. They should have strong team and guiding principle for change projects and adopt flexible change project management methodology. The board of CU should intensify the organizing of strategic training programs for the staff to be educated more on organisational change and current changes. They should be guided to understand that nobody remains competitive in a changing world; educational institutions must innovate and adopt their corporate objectives so that they can have new opportunities. They must be trained to understand emerging technologies and appreciate the need to stay abreast. With respect to resistance to change, Management of CU should be sensitive to the different forms in which resistance can be expressed. In order to overcome resistance to change, management has to manage employees' perception of the impact of change.

First, in order for employees to accept change, the process must be communicated and they have to participate in the process, they must stop feeling threatened. Management should explain employees the necessity of change and clarify that even if their job position within the organisation is altered, it will be for their best interest, meaning that their abilities and talents will be optimally used. Management should invest in building and maintaining the trust of their employees, especially before and during a change process. In that direction, management should be as honest as possible with employees, in order to create trust and loyalty. Since the study has concluded that change has a positive impact on employee performance, the contribution of the human resource (HR) department of the University is quite fundamental. The HR department should help employees feel become more open-minded toward change. Additionally, during the hiring process, the HR department should assess employees' personality and choose those who are more receptive to change. A university as Central University needs people that understand the need for change and are willing to participate in such initiatives.

Suggestions for Further Research

Further research could be conducted in the field of organisational change management and change resistance to determine the role of personality trait in determining employee resistance to change. Further studies can also consider using a wider sample and engaging in a mixed methodology to further inquire into results.

REFERENCE

Amarantou, V., Kazakopoulou, S., Chatzoudes, D., & Chatzoglou, P. (2018). Resistance to change: An empirical investigation of its antecedents. *Journal of Organizational Change Management*, *31*(2), 426-450.

Anderson-Teixeira, K. J., Davies, S. J., Bennett, A. C., Gonzalez-Akre, E. B., Muller-Landau, H. C., Joseph Wright, S., & Basset, Y. (2015). CTFS-Forest GEO: a worldwide network monitoring forests in an era of global change. *Global Change Biology*, *21*(2), 528-549.

Ansoff, H. I. (1990). General management in turbulent environments. *Practising Manager*, *11*(1), 6-27.

Appelbaum, S. H., St-Pierre, N., & Glavas, W. (1998). Strategic organizational change: the role of leadership, learning, motivation and productivity. *Management Decision*, *36*(5), 289-301.

Argyris, C. (1957). The individual and organization: Some problems of mutual adjustment. *Administrative science quarterly*, 1-24.

Ashforth, B. E., & Mael, F. A. (1998). Sustaining Valued Identities. *Power and influence in organisations*, *89*.

Babbie, E. (2005). The basics of research. *Belmont, CA: Thomson Wadsworth*.

Barney, J. B. (2001). Resource-based theories of competitive advantage: A ten-year retrospective on the resource-based view. *Journal of management*, *27*(6), 643-650.

Bartlem, C. S., & Locke, E. A. (1981). The Coch and French study: A critique and reinterpretation. *Human relations*, *34*(7), 555-566.

Beckhard, R., & Pritchard, W. (1992). *Changing the essence*. San Francisco: Jossey-Bass

Beer, M., & Nohria, N. (2000). Cracking the code of change. *HBR's 10 must reads on change, 78*(3), 133-141.

Benn, S., Edwards, M., & Williams, T. (2014). *Organizational change for corporate sustainability*. Routledge.

Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices. Textbooks Collection. Book 3. *Retreived May*, *23*, 2015.

Bhengu, T. (2013). School-community integration for school change: A case study of a rural secondary school in KwaZulu-Natal. *Education as change*, *17*(1), 63-76.

Borman, W. C., & Motowidlo, S. M. (1993). Expanding the criterion domain to include elements of contextual performance. *Personnel Selection in Organisations; San Francisco: Jossey-Bass*, 71.

Brower, R. S., & Abolafia, M. Y. (1995). The structural embeddedness of resistance among public managers. *Group & Organisation Management*, *20*(2), 149-166.

Buckley, P. J. (2009). Business history and international business. *Business History, 51*(3), 307-333.

Burke, W. W., & Litwin, G. (1989). A causal model of organisational performance. *The 1989 annual: Developing human resources*, *18*, 277-88.

Burnes, B. (1996). No such thing as a one best way to manage organisational change. *Management decision*, *34*(10), 11-18.

Burns, N., & Grove, S. K. (2001). Introduction to qualitative research. *The practice of nursing research. Conduct, critique and utilization (*, 67-68.

Cameron, E., & Green, M. (2004). Making sense of change management: a complete guide to the models. *Tools & Techniques of Organisational Change: Kogan Page*.

Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and orga- nizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), Handbook of industrial and organisational psychology (2nd ed.), vol. 1: 687-732. Palo Alto, CA: Consulting Psychologists Press.

Carlucci, D., & Schiuma, G. (2007). Knowledge assets value creation map: assessing knowledge assets value drivers using AHP. *Expert systems with applications*, *32*(3), 814-821.

Carter, M. Z., Armenakis, A. A., Feild, H. S., & Mossholder, K. W. (2013). Transformational leadership, relationship quality, and employee performance during continuous incremental organisational change. *Journal of Organisational Behaviour*, *34*(7), 942-958.

Castanias, R. P., & Helfat, C. E. (1991). Managerial resources and rents. *Journal of management*, *17*(1), 155-171.

Coch, L., & French Jr, J. R. (1948). Overcoming resistance to change. *Human relations*, *1*(4), 512-532.

Cohen, J. (1988). Set correlation and contingency tables. *Applied Psychological Measurement*, *12*(4), 425-434.

Cohen, L., Manion, L., & Morrison, K. (2013). Validity and reliability. In *Research methods in education* (pp. 203-240). Routledge.

Conner, K. R., & Prahalad, C. K. (1996). A resource-based theory of the firm: Knowledge versus opp Curtis, E., & White, P. (2002). Resistance to change: causes and solutions. *Nursing Management (through 2013)*, *8*(10), 15. ortunism. *Organisation science*, *7*(5), 477-501.

Conner, K. R., & Prahalad, C. K. (2002). A resource-based theory of the firm. *The strategic management of intellectual capital and organizational knowledge*, 103-131.

Connor, T. (2002). The resource-based view of strategy and its value to practising managers. *Strategic change*, *11*(6), 307-316.

Corsi, C., & Akhunov, A. (2000). *Innovation and Market Globalization: The Position of SME's* (Vol. 31). IOS press.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.

De Vaus, D. A., & de Vaus, D. (2001). *Research design in social research*. Sage.

Daft, R., 2000. *Management.* Chicago: Dryden.

Dent, E. B., & Goldberg, S. G. (1999). Challenging resistance to change. *The Journal of Applied Behavioral Science*, *35*(1), 25-41.

Dierks, R. G. (2001). *Introduction to globalization: political and economic perspectives for the new century*. Rowman & Littlefield.

Doorewaard, H., & Benschop, Y. (2003). HRM and organisational change: an emotional endeavor. *Journal of Organisational Change Management*, *16*(3), 272-286.

Easterby-Smith, M., Snell, R., & Gherardi, S. (1998). Organisational learning: diverging communities of practice?. *Management Learning*, *29*(3), 259-272.

Ebongkeng, H. (2018). Organizational Change and Performance. *Organization Science*, 6 (2), 204–223.

Folger, R., & Skarlicki, D. P. (1999). Unfairness and resistance to change: Hardship as mistreatment. *Journal of Organizational Change Management*, *12*(1), 35-50.

Galpin, T. J., & Galpin, T. J. (1996). *The human side of change: A practical guide to organisation redesign*. San Francisco, CA: Jossey-Bass.

Gibbert, M. (2006). Generalizing about uniqueness: An essay on an apparent paradox in the resource-based view. *Journal of Management Inquiry*, *15*(2), 124-134.

Gray, B., Bougon, M. G., & Donnellon, A. (1985). Organisations as constructions and destructions of meaning. *Journal of management*, *11*(2), 83-98.

Gray, B., Bougon, M. G., & Donnellon, A. (1985). Organizations as constructions and destructions of meaning. *Journal of management*, *11*(2), 83-98.

Griffin, W. A. (1993). *Family therapy: Fundamentals of theory and practice* (Vol. 1). Psychology Press.

Griffin, W. A. (1993). *Family therapy: Fundamentals of theory and practice* (Vol. 1). Psychology Press.

Guimaraes, T., & Armstrong, C. (1998). Empirically testing the impact of change management effectiveness on company performance. *European Journal of Innovation Management*, *1*(2), 74-84.

Guimaraes, T., & Armstrong, C. (1998). Empirically testing the impact of change management effectiveness on company performance. *European Journal of Innovation Management*, *1*(2), 74-84.

Hammer, M., & Champy, J. (2009). *Reengineering the Corporation: Manifesto for Business Revolution, A.* Zondervan.

Harries, A. D., Hargreaves, N. J., Kemp, J., Jindani, A., Enarson, D. A., Maher, D., & Salaniponi, F. M. (2001). Deaths from tuberculosis in sub-Saharan African countries with a high prevalence of HIV-1. *The Lancet*, *357*(9267), 1519-1523.

Harries, A. D., Hargreaves, N. J., Kemp, J., Jindani, A., Enarson, D. A., Maher, D., & Salaniponi, F. M. (2001). Deaths from tuberculosis in sub-Saharan African countries with a high prevalence of HIV-1. *The Lancet*, *357*(9267), 1519-1523.

Harvey, L. (1995). Beyond tqm. *Quality in Higher Education*, *1*(2), 123-146.

Hasanali, F. (2002). Critical success factors of knowledge management. *Southern Review of Public Administration*, 1 (4), 416 – 432.

Heathfield, S. M. (2016). Use Coaching to Improve Employee Performance. *Journal of Applied Behavioral Science*, 23 (4), 483 – 500.

Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization science*, *2*(1), 88-115.

Hultman, K. (1979), *The Path of Least Resistance*, Learning Concepts, Denton, TX.

Karanja, A. W. (2015). Organisational Change and Employee Performance: A Case on the Postal Corporation of Kenya. *Change*, *7*(11).

Karanja, A. W. (2015). Organizational Change and Employee Performance: A Case on the Postal Corporation of Kenya. *Change*, *7*(11).

Khosa, Z. A., Rehman, Z. U., Asad, A., Bilal, M. A., & Hussain, N. (2015). The Impact of Organizational Change on the Employee’s Performance in the Banking Sector of Pakistan. *IOSR Journal of Business and Management*, *3*(11), 54-61.

Kisunzu, C. H. (2011). Anchoring change in higher education: Narratives from senior executives at Malcolm Baldrige Award-winning institutions. *American Psychologist*, 45, 154–161

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Kotler, P., & Keller, K. L. (2013). *Marketing management. 14. vyd. Praha: Grada, 2013. 816 s*. ISBN 978-80-247-4150-5.

Kotter, J. P. (2007). Leading change. *Harvard business review*, *85*(1), 96-103.

Kotter, J. P. and Schlesinger, L. A. (1979) Choosing strategies for change. Harvard Business Review, March-April, 106-114.

Kraut, R., Olson, J., Banaji, M., Bruckman, A., Cohen, J., & Couper, M. (2004). Psychological research online: report of Board of Scientific Affairs' Advisory Group on the Conduct of Research on the Internet. *American psychologist*, *59*(2), 105.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, *30*(3), 607-610.

Lanning, H. (2001). *Planning and implementing change in organisations: a construct for managing chance projects*. Helsinki University of Technology.

Leedy, P. D., & Ormrod, J. E. (2010). Practical Research Planning and Design. New Jersey, US: Pearson Education.

Lewin, K. (1951). Field theory in social science.

Longenecker, J. G., & Pringle, C. D. (1978). The illusion of contingency theory as a general theory. *Academy of Management Review*, *3*(3), 679-683.

Luecke, R. (2003). *Managing change and transition* (Vol. 3). Harvard Business Press.

Makhetha, M. M. (2003). *Change Management in Organisations: A Case Study Analysis of the Management of Change Processes in the Civil Service of Lesotho* (Doctoral dissertation, University of Natal, Durban).

Malhotra, N. K., & Birks, D. F. (2007). Marketing Research. An Applied Orientation. Prentice Hall: Pearson.

Mascarenhas, R. C. (1993). Building an enterprise culture in the public sector: Reform of the public sector in Australia, Britain, and New Zealand. *Public Administration Review*, 319-328.

Maslow, A.H. (1970). *Motivation and Personality* (2nd ed.). NewYork:Harper and Row.

Mead, R. (2005). International Management: Cross-cultural dimensions (3rd Edn.). Victoria: Blackwell Publishing.

Meulbroek, L. (2002). Integrated risk management for the firm: a senior manager's guide. *Asian Journal of Management Research, Integrated Publishing Association*, *4*(3), 388-403.

Miller, D. (2003). An asymmetry-based view of advantage: towards an attainable sustainability. *Strategic management journal*, *24*(10), 961-976.

Mugenda, O. M., & Mugenda, A. G. (2003). Research methods. *Quantitative and qualitative approaches*.

Mullins, L. J. (2007). *Management and organisational behaviour*. Pearson education.

Mwachiro, D.B. (2013). Effects of internal controls on revenue collection: a case of Kenya revenue authority. *Administrative Science Quarterly*, 267-284.

Nahavandi, A., A. R. Malekzadeh. 1988. Acculturation in mergers and acquisitions. *Academy of Management Review* 13, 79-90.

Neba, D. C. (2016). Culture and identity: towards redefining representational material for theesl/efl classroom. *Asian Journal of Social Sciences & Humanities 5*, 2.

Newstorm, J. W., & Davis, K. (1997). Organisational behaviour: Human behaviour at Work. John Wiley & Sons.

Nicolaidis, C. (2014). Emotions towards Change ‘‘A case of Northern Greek ICT Industry”. *Oxford Journal: An International Journal of Business & Economics*, *8*(2).

Ohlson, D. W., & Serveiss, V. B. (2007). The integration of ecological risk assessment and structured decision making into watershed management. *Integrated environmental assessment and management*, *3*(1), 118-128.

Oreg, S. (2006). Personality, context, and resistance to organisational change. *European journal of work and organisational psychology*, *15*(1), 73-101.

Pardo del Val, M., & Martínez Fuentes, C. (2003). Resistance to change: a literature review and empirical study. *Management decision*, *41*(2), 148-155.

Pattanayak, M. (2008*). Disentangling the performance and entrenchment effect of family shareholding: A study of Indian corporate governance*. John Wiley & Sons.

Pendlebury, J., Grouard, B., & Meston, F. (1998). *The ten keys to successful change management*. John Wiley & Sons Incorporated.

Peteraf, M. A., & Barney, J. B. (2003). Unraveling the resource-based tangle. *Managerial and decision economics*, *24*(4), 309-323.

Pettigrew, A. M., Woodman, R. W., & Cameron, K. S. (2001). Studying organisational change and development: Challenges for future research. *Academy of management journal*, *44*(4), 697-713.

Pettus, M. L. (2001). The resource-based view as a developmental growth process: Evidence from the deregulated trucking industry. *Academy of Management Journal*, *44*(4), 878-896.

Piderit, S. K. (2000). Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organisational change. *Academy of management review*, *25*(4), 783-794.

Pihlak, Ü., & Alas, R. (2012). Resistance to change in Indian, Chinese and Estonian organisations. *Journal of Indian Business Research*, *4*(4), 224-243.

Polanyi, M. (1966). The logic of tacit inference. *Philosophy*, *41*(155), 1-18.

Polit, B., & Beck, C. T. Hungler.(2001). *Essentials of nursing research: Methods, appraisal and utilization*.

Porras, J. I., & Silvers, R. C. (1991). Organisation development and transformation. *Annual review of Psychology*, *42*(1), 51-78.

Porter, L. W., & Lawler, E. E. (1968). Managerial attitudes and performance.

Priem, R. L., & Butler, J. E. (2001). Is the resource-based "view" a useful perspective for strategic management research?. *Academy of management review*, *26*(1), 22-40.

Punch, K. (2000). *Developing effective research proposals*. Sage.

Ramezan, M., Sanjaghi, M. E., & Rahimian Kalateh baly, H. (2013). Organisational change capacity and organisational performance: An empirical analysis on an innovative industry. *Journal of Knowledge-based Innovation in China*, *5*(3), 188-212.

Rashford, N. S., & Coghlan, D. (1994). *The dynamics of organisational levels: A change framework for managers and consultants*. Addison-Wesley Longman.

Rialp, A., & Rialp, J. (2007). Faster and more successful exporters: An exploratory study of born global firms from the resource-based view. *Journal of Euromarketing, 16(1-2), 71-86.*

Richardson, V. J., & Waegelein, J. F. (2002). The influence of long-term performance plans on earnings management and firm performance. *Review of Quantitative Finance and Accounting*, *18*(2), 161-183.

Rieley, J., & Clarkson, I. (2001). The impact of change on performance. *Journal of Change Management*, *2*(2), 160-172.

Robbins, S. P. (1990). *Organisation Theory: Structures, Designs, And Applications, 3/e*. Pearson Education India.

Robbins, S. P. (2005). *Administration*. Pearson Educación.

Robson, C. (1993). Real world research: A resource for social scientists and practitioners-researchers. *Massachusetts: Blackwell Pushers*.

Safo-Adu, S. (2014). *Change as a tool for enchanging organisational development: A case study of Ejisu Government Hospital* (Doctoral dissertation).

Sandin, E. L., & Äkäslompolo, N. (2005). The use of communication in organizations undergoing change: case studies of Minelco and SGT AB.

Saunders, M. I., & Metaxas, A. (2009). Population dynamics of a nonindigenous epiphytic bryozoan Membranipora membranacea in the western North Atlantic: effects of kelp substrate. *Aquatic Biology*, *8*(1), 83-94.

Schiuma, G., Carlucci, D., & Sole, F. (2012). Applying a systems thinking framework to assess knowledge assets dynamics for business performance improvement. *Expert Systems with Applications*, *39*(9), 8044-8050.

Scott, W. R. (1981). Rational, natural, and open systems.

Senior, B., & Fleming, J. (2006). *Organisational change*. Pearson Education.

Sheil, C. (Ed.). (2001). *Globalisation: australian impacts*. University of New South Wales.

Sirmon, D. G., & Hitt, M. A. (2003). Managing resources: Linking unique resources, management, and wealth creation in family firms. *Entrepreneurship theory and practice*, *27*(4), 339-358.

Smircich, L., & Morgan, G. (1982). Leadership: The management of meaning. *The Journal of applied behavioral science*, *18*(3), 257-273.

Stanley, D. J., Meyer, J. P., & Topolnytsky, L. (2005). Employee cynicism and resistance to organisational change. *Journal of business and psychology*, *19*(4), 429-459.

Stapley, L. F. (1996). *The personality of the organisation*. University of Chicago Press.

Stensaker, B., Välimaa, J., & Sarrico, C. (Eds.). (2012). *Managing reform in universities: The dynamics of culture, identity and organisational change*. Springer.

Stewart, J., & Kringas, P. (2003). Change management—strategy and values in six agencies from the Australian Public Service. *Public Administration Review*, *63*(6), 675-688.

Szamosi, L. T., & Duxbury, L. (2002). Development of a measure to assess organisational change. *Journal of organisational change management*, *15*(2), 184-201.

Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic managemen Ussahawanitchakit, P., & Sumritsakun, C. (2008). Effect of organisation change on psychlogical stress and job performance of a accountants in Thailand. *Journal of International Business Economics*, *8*, 1-9.t. *Strategic management journal*, *18*(7), 509-533.

Terry George, R. (1972). *Principles of management*. Richard D. Irwin.

Tichy, N. M. (1983). Managing organisational transformations. *Human Resource Management*, *22*(1-2), 45-60.

Triscari, J. S. (2008). Organisational Change? Organisational Development? Organisational Transformation?: Why Do We Care What We Call It?.

Tull, D.A., & Hawkins, D.I, (1990). *Measurement techniques in marketing research.* Marketing Research: Measurement and Method, 5th ed, Macmillan, New York, NY, 255-77.

Ussahawanitchakit, P., & Sumritsakun, C. (2008). Effect of organisation change on psychlogical stress and job performance of a accountants in Thailand. *Journal of International Business Economics*, *8*, 1-9.

Vakola, M. (2014). What's in there for me? Individual readiness to change and the perceived impact of organisational change. *Leadership & Organisation Development Journal*, *35*(3), 195-209.

Van de Ven, A. H., & Poole, M. S. (2005). Alternative approaches for studying organisational change. *Organisation studies*, *26*(9), 1377-1404.

Van de Ven, A. H., & Poole, M. S. (2005). Alternative approaches for studying organisational change. *Organisation studies*, *26*(9), 1377-1404.

Vithessonthi, C. (2005). A Perception Based View of the Employee. *A Study of Employees' Reactions to Change. Un-Published Ph. D Thesis, University of St. Gallen*.

Wade, M., & Hulland, J. (2004). The resource-based view and information systems research: Review, extension, and suggestions for future research. *MIS quarterly*, *28*(1), 107-142.

Wang, H. J., Demerouti, E., & Le Blanc, P. (2017). Transformational leadership, adaptability, and job crafting: The moderating role of organisational identification. *Journal of Vocational Behavior*, *100*, 185-195.

Watson, T. J. (1982). Group ideologies and organisational change. *Journal of management studies*, *19*(3), 259-275.

Weick, K. E. (1995). *Sensemaking in organisations* (Vol. 3). Sage.

Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic management journal*, *5*(2), 171-180.

Wilson, G. R., McLean, N. R., Chippindale, A., Campbell, R. S. D., Soames, J. V., & Reed, M. F. (1994). The role of MRI scanning in the diagnosis of cervical lymphadenopathy. *British journal of plastic surgery*, *47*(3), 175-179.

Wittig, C. (2012). Employees' reactions to organisational change. *Od practitioner*, *44*(2), 23-28.

Yılmaz, D., & Kılıçoğlu, G. (2013). Resistance to change and ways of reducing resistance in educational organisations. *European journal of research on education*, *1*(1), 14-21.

Zander, A. (1950). Resistance to change—its analysis and prevention. *Advanced Management Journal*.

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods*. Cengage Learning.

APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE

QUESTIONNAIRE

INTRODUCTION

This survey is being conducted by Hannah Ama Nantwi, a student of University of Cape Coast, to assess change management and employee performance at central university, Ghana Please kindly respond to all questions in this questionnaire as objectively as you can. Your responds will be solely used for academic purpose. You are therefore assured that your response will be treated with extreme confidentiality. THANK YOU.

Section A: Demographic Information of Respondents

1. Sex distribution of respondents
   a. Male [ ]
   b. Female [ ]
2. Age distribution of respondents
   a. 18-25 years [ ]
   b. 26-34 years [ ]
   c. 35-44 years [ ]
   d. 45 and above [ ]
3. Current job position of respondents
   a. Senior staff [ ]

b. Junior staff [ ]

c. Senior Members [ ]

4. Educational Qualification.

a. Diploma/HND [ ]

b. Bachelor's Degree [ ]

c. Master's Degree [ ]

d. PhD [ ]

Section B: Drivers of Change at Central University

5. Please indicate the extent to which you agree with the following statement as drivers behind recent organisational changes at CU.

Where: 1-least level of agreement and 5- Highest level of agreement.

No	**Drivers of change**	**1**	**2**	**3**	**4**	**5**
A	Changes here are due to government rules and regulations					
B	Increase in number of private universities forces us to change and respond accordingly					
C	Change occurs to keep ahead of competitors					
D	Changes here occur as a result of restructuring and changes in departmental structures					
E	Advances in technology has forced many changes at CU					
F	The mission of CU forces most changes here					
G	There are always new management strategies to influence change at CU					

Section C: Nature of Resistance to change

6. To what extent do you agree with the following statements as the most common nature of resistance to change at CU?

Where: 1-least level of agreement and 5- Highest level of agreement.

No	**Nature of Resistance**	**1**	**2**	**3**	**4**	**5**
C1	I do not support changes that are against my interest					
C2	I resist changes that are against my values					
C3	I resist changes because of the fear of losing something					
C4	I ignore changes that are not well communicated					
C5	I pay no attention to change when I perceive an additional workload from its implementation					
C6	I resist changes because I do not trust management					
C7	I resist changes because of strong top down imposition and lack of participation					

Section D: Employee Performance

7. To what extent do you agree with the following statements as applying to your performance at CU?

Where: 1-least level of agreement and 5- Highest level of agreement.

	Employee performance	1	2	3	4	5
1	I am able to meet my performance objectives due to the change					
2	I am now able to meet all my deadlines					
3	The changes offer me the opportunity for promotion					
4	The outcome of organisational changes will reflect the overall employee ‘s work performance.					
5	I am able to assist my mates during change periods					

Section E: Strategies to Manage Change At CU

8. Please indicate the extent to which you agree with these statements as strategies adopted to manage change at CU

Where: 1-least level of agreement and 5- Highest level of agreement.

No		1	2	3	4	5
a.	The management clearly communicates the vision and goals of the change to all					
b.	There is a participatory approach to change implementation					
c.	The need for change is clearly defined					
d.	The capacity of the leadership can always be trusted					
e.	There is often management support for change					

Thank you for your time

APPENDIX B

Krejcie And Morgan's Sample Size Determination Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384