

UNIVERSITY OF CAPE COAST

ORGANISATIONAL CHANGE AND EMPLOYEE PERFORMANCE AT  
UNIVERSITY OF EDUCATION, WINNEBA, GHANA.

BY

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Dissertation Submitted to Department of Management Studies, School of  
Business, College of Humanities and Legal Studies, University of Cape  
Coast in Partial Fulfillment of the Requirements for the Award of Master  
of Business Administration Degree in Management

NOVEMBER, 2019

## DECLARATION

### Candidate's Declaration

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

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

Name:.....

### 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: .....

Name:.....

### ABSTRACT

The purpose of the study was to examine organisational change and employee performance at University of Education, Winneba, Ghana. The specific objectives of this study were to examine the effect of leadership change on employee performance; examine the effect of change in technology on employee performance, and, examine the effect of change in organisation structure on employee performance in University of Education, Winneba. The study adopted a descriptive research design. The study was a quantitative and the simple random sampling was used to select 128 respondents. The researcher administered the questionnaire through self-administration. The study used descriptive and inferential statistics. Analysis was carried out using Statistical Package for Social Sciences. The study correlation model indicated that there was significant positive relationship between leadership and the employee performance change ( $r=0.527$  and  $p\text{-value}=0.000 < \alpha=0.01$ ). The study found that there was linear relationship between technological change and employee performance. Regression model summary shows the R value was 0.584 indicating that there was a positive relationship between effects of technological change (independent variable) and employee performance. The study found that there was significant relationship between organisational structure and employee performance. The study recommended that in order to ensure the success of the change programme, it is appropriate to focus on organisational structure, technology and leadership change. It is also

recommended that stakeholders should be educated on the need for the change when the need arises.

### ACKNOWLEDGEMENTS

I would like to express my profound gratitude to my supervisor, Prof. F. O. Boachie-Mensah, for supervising my work and the entire role he played towards the improvement of this dissertation. I would also like to express my appreciation to Mr. Nicholas Andoh who contributed to this dissertation and provided the required materials and support for the realization of this dissertation. My profound gratitude also goes to Mr. Emmanuel Ankomah, Mr. Eric Korsah, Dr. Edward Nii A. Amarteifio, Dr. (Mrs.) Abigail Opoku Mensah and Dr. Abraham Ansong for their assistance and encouragements. Finally, I am grateful to my parents for their pieces of advice and emotional support in the course of my programme of study at the University.

**DEDICATION**

To my husband and children, Afia, Kofi Agyekum and Nana Osei, family members and friends.

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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

Change is a fact of organisational life, just as it is in human life. Organisational change is an approach to transitioning individuals, teams and organisations to a desired future state (Kotter, 2011). Organisations today have increasingly become aware of the importance of organisational change practices. This awareness in a system is a critical dimension in the performance of organisations (Rees, 2006). According to Armstrong and Baron (2004), the practices of organisational change are concerned with how well changes are managed in organisations so as to achieve competitive advantage through the strategic creation of a highly committed and capable workforce. Effective organisational change practices systematically organises all individuals to directly influence employee attitude and behaviour in a way that leads business to achieve its competitive strategy (Huang, 2001).

Recognising the need for change and leading organisations through that change could be considered as one of the challenging task for any leadership. Change is the only constant in today's life for individuals and organisations. Some changes can be reversible, while others are not, hence the risk involved in managing change. Organisational change have the ability to influence others, and directing the working forces in the target systems and administrative units (Burnes,

2002). Bernstein (2009) argues that all organisations are currently undergoing some type of change; many of these changes arise from management such as culture change, business process engineering, empowerment and total quality.

Moran and Brighton (2011) defined organisational change as the process of continually renewing an organisation direction, structure and capabilities to serve the ever-changing needs of external and internal customers. The ability to select organisational change initiatives that are aligned with the organisation's direction is fundamental for success. According to Thompson (1997), a strategic change arises out of the need for organisation to exploit existing or emerging opportunities and deal with threats in the market.

Burnes (2004) asserted that change is a present feature of organisational life, both at the operational and strategic level. Due to its importance, organisational change is imperative and needs appropriate managerial skills and strategy. Most organisational managers today would agree that change has become a constant phenomenon, which must be attended to and managed properly if an organisation is to survive. Changes in technology, the marketplace, information systems, the global economy, social values, workforce demographics, and the political environment all have a significant effect on the processes, products and services produced (Moran & Brighton, 2011). The culmination of these forces has resulted in an external environment that is unpredictable,

demanding and often devastating to those organisations, which are unprepared or unable to respond (Burnes, 2004).

However, when changes are announced in an organisation, there is a general hope and feeling among the staff that the outcomes will be favourable to them (Kimaku, 2010). The norm indicates that most employees expect a positive outcome and their management will consider their needs. This also applies to new ideas, products or service. Therefore, trust becomes a key factor in determining how employees think, feel and act in respect to the current change (Sikasa, 2004).

Vemeulen *et al.*, (2012), when organisational change is well deliberate it helps assure the organisation's continued survival. It can produce several benefits, including enhanced competitiveness, improved financial performance, and higher customer and employee satisfaction. Bai and Zhou (2014) suggest that unless organisations recognize that change may give rise to stress reactions among employees, and as such implement internal organisational measures and conditions that are necessary for effective coping to occur, most change efforts will fail. Imberman (2009) asserts that organisational changes are necessary to ensure that organisational strategies remain feasible. Continuing organisational changes are increasingly becoming the norm in the workplace, ensuring opportunities for growth and development.

## Statement of the Problem

Many organisations are occasionally faced with challenges that force them to adjust or change (Burnes, 2004). Development organisations, in particular, regularly have to go through change processes when having to respond to expansion or restructuring processes. Increasing pressures force organisation's to implement drastic organisational changes in many institutions.

The new technology has affected employees because they lack the skills, qualification, education, experience to successfully cope hence many have ended up losing their jobs instead (Nkurunziza, *et al.*, 2015). The University of Education, Winneba has gone through a process of transition. The changes are instituted in the areas of leadership, technology and cultural which affect the employee performance in the institution.

Keith (2014), found that employee poor performance is often attributed to lack of understanding of implement organisational change, poor leadership and change in organisational structure, low support from management, poor communication of the supposed changes in the organisation. Naghibi, (2016), added that many institutions fail to implement change correctly and completely, whereas the others fail to communicate change to employees in the institution resulting in failure of the organisational and this affect the employee performance. Regardless of

how beneficial the change will be, it will amount to nothing without good and effective communication to bring employees onboard.

Previous studies have shown on organisational change and employee performance have been studied over the past decades, for example Karanja (2015) concluded a study on the effects of organisational change on employee performance of postal Corporation of Kenya; the findings revealed that employee performance is been positively influenced by organisational change. The variable that changed the most and influenced employee performance positively is technology. A study by Ahmed, Rehman, Asad, Hussain and Bilal (2013) on the impact of organisational change on employee performance in the banking sector of Pakistan adopted descriptive statistics and correlation analysis techniques. The study found that organisational change has a positive significant impact on employee's performance in banking sector of Pakistan.

Karanja (2015), Ahmed *et al.*, (2013), and Khan and Jabbar (2013) have been conducted in the area of organisational change and employee performance but none of them looked at organisational change in terms of structural change, leadership change and technological change on employee performance. It is against this background that the current study sought to fill the gap by examined effects of organisational change on employee performance at University of Education, Winneba, Ghana.



### **Purpose of the Study**

The main purpose of the study is to determine the influence of organisational change (leadership, structure and technology) on employee performance at University of Education, Winneba, Ghana.

### **Objectives of the Study**

The study seeks to achieve the following specific objectives:

1. To determine effect of leadership change on employee performance at the University of Education, Winneba.
2. To determine effect of change in technology on employee performance at the University of Education, Winneba.
3. To determine effect of change in organisation structure on employee performance at the University of Education, Winneba.

### **Research Questions**

The study was guided by the following research questions:

1. What is the effects of leadership change on employee performance at the University of Education, Winneba?
2. What is the effects of change in technology on employee performance at the University of Education, Winneba?
3. What is the effects of change in organisation structure on employee performance at the University of Education, Winneba?

### **Significance of the Study**

This study will highlight insights of best practices to adopt to manage change. The study also serves as a guide in coming up with frameworks of critical factors that influence organisational change. The research will be useful to future researchers, students and academics in understanding the effect and importance of changes management on employee performance. It is hoped that the study will reveal new findings which will contribute to the existing knowledge. The result adds value to the literature available in implementing organisational change in public sector, especially at the University of Education, Winneba.

### **Delimitation of the Study**

The study covered the organisational change and employee performance at the University of Education, Winneba, Ghana. The study covers University of Education, Winneba due to easy availability and accessibility of data and respondents of data. However, since the study cannot cover other University due to limited time and financial constraints, generalisation of the study is limited only to the University of Education, Winneba.

### **Organisation of the Study**

Chapter one covered the background to the study, statement of the problem, scope of the study, significance of the study. Chapter two captured the literature review and theoretical framework. Chapter three will

discuss the methodology of the study. Chapter four discussed the analyses of the study. Chapter five would present summary, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter of the study captures the review of various related literature to the research topic: Organisational change and employee performance. This investigate how employees understand organisational change and it effect on employees performance at the

University of Education, Winneba. The chapter also reviews both theoretical and empirical literature related to organisational change on employee performance. To understand these factors, relevant theoretical underpinnings and empirical studies are reviewed. The chapter goes on to the independent variables in relation to the dependent variable. It also identifies knowledge gaps that are as a result of analyzing the theoretical and empirical literature.

### **Theoretical Framework**

Theoretical framework introduces and describes the theories that explain why the research problem under this study exists. Theories that will underpin this study are: Lewin's (1951) three-step stakeholder theory and change model, which is a model to identify critical stakeholders in the environment of the organisational change practices in order to define developments for strategy and aims to explain why firms in the same industry might differ in performance. The social scientist views behaviour as a dynamic balance of forces driving and restraining working in opposing directions. Driving forces facilitate change because they push employees in the desired direction. Restraining forces hinder change because they push employees in the opposite direction. Therefore, these forces must be analysed and Lewin's three-step model can help shift the balance in the direction of the planned change.

According to Lewin (1951), the first step in the process of changing behaviour is to unfreeze the existing situation or status quo. The

unfreezing process is getting accustomed to a new organisation and its procedures. The focus of this stage is to create the motivation to change. This phase of change is built on the theory that human behaviour is created by past observational learning and cultural influences. Change requires adding new forces for change or removal of some of the existing factors that are at play in perpetuating the behaviour. Unfreezing is necessary to overcome the strains of individual resistance and group conformity. Managers also need to devise ways to reduce the barriers to change during this stage.

Lewin's second step in the process of changing behaviour is movement. Because change involves learning, this stage entails providing employees with new information or new ways of looking at things. The third step of Lewin's three-step change model is refreezing. This means changing what needs to be changed (unfrozen and moving to a new state) and making the change permanent (refreezing). Here, change is stabilized during refreezing by helping employees integrate the changed behavior or attitude into their normal ways of doing things. It is highly likely that the changed will be short lived and the employees will revert to their old equilibrium (behaviours) if this step is not taken.

McLagan (2002) pointed out that people can accept changes that affect them adversely if they believe the change is right and procedural justice is followed. People will support changes that make sense, that

make work easier and more effective, that makes employees happier and that improves their performances. Armstrong (1998) noted that business change means the redesigning of business processes, the improvement of its products and/or services, and organisational changes to organisational structure and/or culture deemed necessary for better performances. Universities operate in a dynamic environment where change is an importance factor to determine its existence as well as performance.

There are so many factors affecting changes in universities and employee performance; such as type of change, organisational structure, individual changes of people, technological changes, among others. This study specifically focused on changes in university in terms of technology, structure, and leadership. By recognising these three distinct stages of change, leaders in a university can plan to implement the change(s) required. First, need to create the motivation of change (unfreeze) as it is necessary to change existing attitudes towards work practices and prepare the grounds for change. Communication about the proposed change is vital at this stage if employees are to understand and support. Secondly, the university can move through the change process by promoting effective communications and empowering employees to embrace new ways of working and learn new values, attitudes and behaviours.

This theory is applicable in the organisational performance specifically for those companies that wish to revolve in order to gain a

competitive advantage. Also, it has the capability of influencing the organisational performance of an organisation. This theory is relevant to this study as it helps the organisation and employees in understanding why they need change in the organisation so for overall performance of the organisation can be increased (Bartunek & Woodman, 2015).

This theory is relevant to the study as it provide the basic guidelines, procedure and challenges that are involved in organisation change. This information is relevant in change assessment strategies that the organisation is undertaking. According to Hallgrimsson (2008), organisational change needs individual's involvement and commitment to be successful. This theory is relevant to the study since it helps the organisation understand how the employees are going to behave in the adoption of new change and it is linked to the Empirical Rational objective.

### **Organisational change**

Organisational change is the coordination of a structured period of transition from one situation to the other situation in order to achieve lasting change within an organisation (Barkus, 1997). Stassen (2008) presented a model to determine the effect of organisational change on employee performance. He took a random sample of 20 firms using regression analysis and found that when there are changes within the organisation, people tend to blame organisation or the top management as normally top management are the one who implement the force of

changes such as stiffer competition, shifts in the new market place or new technology thus affecting employee performance. Bianco and Schermerhorn (2006), opined that change in the workplace is an issue that every leader, manager, and employee has to deal with at some point in his or her career. That is why it is important to understand the impact of change. Workers are expected to be committed to continuous change and accomplish it without any lessening of day-to-day performance, meaning employee must perform well and change at the sometime.

### **Leadership Change on Employee Performance**

Leadership change is the ability to influence and motivate others through personal advocacy, vision and drive, and to access resources to build a solid platform for change (Higgs & Rowland, 2005). Employees are the most important asset in organisations, which without, the goals and objectives may not be attained (Bello, et al., 2012). Leadership is one of the key driving forces for improving firm performances. Leaders, as the key decision-makings, determine the acquisition, development, and development of organisational resources, the conversion of these resources into valuable products and services, and delivery of value to organisational stakeholders. Thus, they are potent sources of managerial rents and hence sustained competitive advantage (Adler, 2001).

Hurduzeu & Constantin (2015) is of the view that effective leadership involves motivation, management, inspiration, remuneration and analytical skills. When all these are present, organisations record an



increased employee satisfaction that positively influences the productivity and profitability. He asserted that in order to increase the employee performance, leadership in universities need to have the ability to promote creativity and innovation, stimulate the subordinates to challenge their own value systems and to improve their individual performance. Scholars and researchers also agree on the point that role of a leadership/leader is very important while managing organisation or addressing the issue of organisational change (Asghar, et al., 2010).

Keller (1992) is of the view that the success of an organisation is reliant on the leader's ability to optimize human resources and it has been widely accepted that effective organisation require effective leadership and that organisational performance will suffer in direct proportion to the neglect of this. According to Martiz (1995), effective leader behavior facilitates the attainment of the follower's desires which then result in effective performances. A large body of empirical evidences has demonstrated that leadership change influence organisational performance that strong leaders outperform weak leaders, and that transformational leadership generates higher performance than transactional leadership (Bass & Stogdill, 1990).

A study by Abbas and Yaqoob (2009) examined the effect of leadership development on employee performance in Pakistan. This study was conducted considering five factors of leadership development, that is, coaching, training and development, empowerment, participation and

delegation. The study found that the combined effect of these factors influenced employee performance with 50%. However, rest of the 50% contribution towards employee performance other factor such as: attitude, commitment, motivational factors, and trust in the organisation, compensation, reward and bonuses that increase the employee performance.

### **Change in Technology on Employee Performance**

Technological change is an increase in the efficiency of a product or process that results in an increase in output according to Dauda and Akingbade (2011), technological advancement makes employees more effective and firmer more efficient. Lin and Liu (2012), noted that technological advancement can improve employee and firm performance as well. Employee can more rapidly acquire new knowledge and further advancement competencies through training. A study by Dauda and Akingbade (2011) using panel data from 13 countries found that technology change can only lead to increased productivity or improve performance when combined with other resources effectively by human resources or when done effectively, and use technology productively and ethically. Similarly, Robertson (2007) observed technological advancement has great influence on employee performance. Technological advancement is important factor for influencing the improvement of performance.

Organisations have undergone a revolution in adoption and application of complex information technology. In the hope of extracting

the greatest value from innovations, organisations have adjusted their management structures, work processes and culture (Orlikowski 2000). Yet, swift technology enhancement unintentionally reduces the presumed lifespan of many Information Technology (IT) systems. Organisations build and rebuild their existing IT system in response market changes. The result of these initiatives are often rather disappointing. The world has more technology than ever before with technological changes increasing at an accelerating pace. The amalgamation of data processing, communications and the advances of software allows firms to gain a competitive advantage, improve performance and develop new businesses from various areas.

Use of information technology is now shifting from a supportive role to a more strategically oriented role in organisations (Luck & Rubin, 2009). The 2000s were marked by major breakthroughs in computing in organisations as organisations had undergone a revelation in the adoption and application of complex information technology. Nevertheless, swift technology enhancement unintentionally reduces the presumed lifespan of many IT systems. Organisations build and rebuild their existing IT systems in response to needs and market changes. The outcomes of these initiatives are often rather unsatisfactory. Half of these technological change projects experience failure (Adam & McDonald, 2003).

Technological advancement is the process of combining and reorganising knowledge to generate new ideas. The development of technology has an impact on firm performance (Mumford, Zaccaro, Harding,

Jacobs & Fleishman, 2000). Technological advancement comes from internal advancement (Pavitt, 1990), and internal advancement comes from employee capability. So there is close relationship between technological advancement and employee performance (Husedlid, 1995). Technologies can only lead to increased productivity or improve performance when combined with other resources effectively and ethically (Dauda & Akingbade, 2011). Advancement makes employees more effective and firms more efficient (Lawless and Anderson, 1996).

Employee can more rapidly acquire new knowledge and further advancement competencies through training (Hitt, Hoskisson & Kim, 1997). Motivation of the employee has direct influence on technological advancement (Hennessey & Amabile, 1998). Employee's performance is closely linked with technological advancement. Technological advancement can be managed effectively through employees. Technology advancement has enormous influence on employee performance (Nohria & Gulati, 1996). Technological advancement is important factor for influencing the improvement of performance (Hitt et al., 1997). Most of studies have repeatedly shown a positive relationship between a firm's technological advancement and performance, and concluded that technological advancement is important for employee performance (Foster, 1986).

## Change in Organisation Structure

Organisational structure is difficult to define due to its varying applications by managers and scholars across disciplines. However, a breakdown of the concept based on this context would be of help to us. Thus, a structure in one sense is the arrangement of duties for the work to be done and this is best represented by the organisation chart (Jackson & Morgan, 1982; Tran & Tian, 2013). The structure is also defined as the architecture of business competence, leaderships and arrangement (Wolf, 2002) Tran & Tian, 2013). Furthermore, organisational structure can be defined as how job tasks are formally divided, grouped, and coordinated (Sablynski, 2012; Tran & Tian, 2013). Organisation structure indicates an enduring configuration of tasks and activities (Tran & Tian, 2013). In other words, organisational structure is a set of methods through which, the organisation is divided into distinct task and then create a harmony between different duties (Mintzberg, 1979; Tran & Tian, 2013).

Organisational structure deals with the formal system of task and reporting relationships that control coordinates, and motivates employees so that they cooperate to achieve an organisation's goals (Underdown, 2012; Tran & Tian, 2013). It consists of job positions, their relationships to each other and accountabilities for the process and sub-process deliverables (Andrews, 2012; Tran & Tian, 2013). Organisational structure directs the competence of work, the enthusiasm of employees

and coordination among the top management and subordinates for a flow of plans and goals in the organisation to sketch the future plans (Tran & Tian, 2013).

Organisational structure is a way responsibility and power are allocated, and work procedures are carried out, among organisational members (Walton, 1985; Blau, 1970; Dewar & Werbel, 1979; Germain, 1996; Gerwin & Kolodny, 1992; Zheng, Yang & Mclean, 2010; Tran & Tian, 2013). The most important component of the organisational structure includes formalisation, centralisation, and control (Zheng, Yang & Mclean, 2010; Tran & Tian, 2013). Organisation structure affects the way in which people at work are organised and coordinated. It equally affects the nature of the relationships they develop, their feelings about these aspects, the ways in which they carry out their works, the attributes required of those who work in particular types of structure and it has implications for the management of the employees' performance. The general conclusions are that organisations must fit structure and processes if the strategy wants to produce positive results (Chandler, 1962; Channon, 1971; Teixeira, et al. , 2012).

The relationship between structure and performance, however, is more tenuous and is mediated by many other organisational constructs (Teixeria, et al., 2012). Tolbert and Hall (2009) discussed formal organisational structures under three dimensions: centralization, formalisation and complexity. Organisational structure enables an

organisation to have common views and mission. Well-functioning organisational structure is important for an organisation going through change, because if there are flaws in the structure it will affect communication flow. With unclear roles conflicts and misunderstandings occur that lowers motivation and work morale. It can also drift different departments apart from common organisational goal, where decision making processes becomes slow and employee effectiveness disappears.

According to McLagan (2002), there are two types of changes in the organisation structure. They are transactional and transformational. Transactional changes only need minor interventions, for example, training or changing the incentive system, switching software. Transitional change is more complex and require change in roles/responsibilities, power bases and systems. Example of this kind of change could be opening a new plant in another location, where more detailed planning and expertise is needed. Transformational change requires redesigning the entire organisation, especially the fundamental beliefs and norms, in order to adapt to global business demand. According to Duggan (n.d) organisational structure can inhibit or promote performance, and this may depend on how effectively the supervisory relationships and workflow influence productivity. He further elaborates that organisational structure affects hoe performance is measured and managed in an organisation.

The empirical setting was over 150,000 stock-picking decisions made by 609 mutual funds. The findings suggested organisational structure has relevant and predictable effects on a wide range of organisation performance. In their study, Hao, Kasper and Muehlbacher (2012) investigated the relationship between organisational structure and performance, especially through organisational learning and innovation, based on evidence from Austria and China. Based on the literature and hypothesis, a theoretical, conceptual and structural equation model was set up through a questionnaire survey and sample of about 90 Austrian and 71 Chinese samples. Partial least squares were used in the analysis and the results are tested by bootstrap methods.

The findings reinforce the important infrastructure position of organisational structure on performance. Organisational structure had more effects on organisational learning than innovation, organisational learning has an indirect effect on performance through innovation, except the direct effect of structure on performance. No matter how big or small change is in organisation, it affects workers either positively or negatively. Impact of change on employees depends on whether they were well informed about change or not. As Edwards and Walton (2000) noted, greater understanding helps reduce uncertainty which inevitably accompanies change. But since change initiative doesn't concern everyone at the same level it is important to choose target groups and try to identify means of communication, whether it is trying to workers to



know change, understand it, agree upon it or get involved. Communication should not stop once everyone is involved in change, but rather adapted in each step. For example, during early stages of change it is crucial to explain why change is important and how it is going to be enacted, during the implementation phase making sure that people know their efforts have not been in vain, after implementation phase praising and rewarding employees contribution to change.

### **Empirical Review**

The study provides research findings from other researches and academic on organisational change on employee performance, leadership change on employee performance, change in technology on employee performance and change in organisation structure in employee performance. Wanza and Nkuraru (2016) investigated the effects of organisational change on the performance of employees in relation to technological changes, organisational leadership, and organisational structure. The study adopted a case study research design and targeted 189 employees. A sample size of 128 employees was selected using simple random sampling technique. Primary data was collected using questionnaires and interview schedules. Analysis was done using questionnaire and interview schedules. Analysis was done using descriptive statistics and presented using graphs and tables. The study found that structural changes and organisational leadership influenced university employees' performance positively.

A study by Kamugisha (2013) on the effect of organisational change in an organisation; a case study of National University of Rwanda (NUR) sought to find out the effect of organisational change in National University of Rwanda. This study found that there are changes in the management of faculties. There are also changes in the requirements and performance of the staff, where administrative staffs are now to have at least a bachelor's degree in relation to the positions they occupy. These changes were found to affect the organisation human resources in terms of downsizing, outsourcing and recruiting more staff to fill some new posts.

A study by Csaszar (2008), developed and tested a model of how organisational structure influence organisational performance. Organisational structure was conceptualized as the decision-making structure among a group of individuals. Wanza and Nkuraru (2016) investigated the effects organisational change on the performance of employees in relation to technological changes, organisational leadership, structure and culture. The study found that structural changes and organisational leadership influenced university employees' performance positively. The study further revealed that technological changes have a great impact on employees' performance due to the rapid technological changes across the globe that helps to ease work and enhance efficiency.

Wanza and Nkuraru (2016) asserted that a strong organisational change creates synergy and drive that facilitates teamwork and enhances employee performance. The study concluded that structural changes, leadership, technology and organisational culture affect the performance of employees positively. Karanja (2015) concluded a study on the effects of organisational change on employee performance of postal Corporation of Kenya; the findings revealed that employee performance is been positively influenced by organisational change. The variable that changed the most and influenced employee performance positively is technology.

A study by Dauda and Akingbade (2011) examined how employee relation could be employed for technological organisational change. It also sought to determine effective method of using technological innovation for improved performance in the Nigerian manufacturing industry. Question based on the hypotheses were formulated and 1256 questionnaires were distributed to select 30 manufacturing industry in beverages, textiles, steel, cement and chemical industry in Nigeria. Findings revealed that employee relations do not have significant relationship with technological change. An empirical study by Abbas, Muzaffar, Mahmood, Ramzan and Rizvi (2014) examined the effects of information technology on performance of Allied Bank employees in Pakistan. The data was gathered through unstructured interviews. It was figured out that technology greatly escalates the productivity of employees along with time saving. It greatly affects the workload on

employees and ensures control over mistakes and frauds. Quick access to information and ease of use enables the bank employees to deliver quality service.

The study recommended that organisations which implement new technology should provide proper training to its employees to increase their performance. Kute and Upadhyay (2014) examined the relationship between technological changes and its impact on employee performance in commercial printing industry. The study found that technological changes affect employee's performance in various ways like redundancy, employee turnover and the level of motivation at work. It was noted that technological changes affected skills and performance of the employees in the commercial printing industry. It is worth study whether technological changes affect performance of employees in universities.

A study by Ahmed, Rehman, Asad, Hussain and Bilal (2013) on the impact of organisational change on employee performance in the banking sector of Pakistan adopted descriptive statistics and correlation analysis techniques. The study found that organisational change has a positive significant impact on employee's performance in banking sector of Pakistan. Kansal and Singh (2016) conducted a study on the impact of organisational change on employee performance in Maruti Suzuki. The findings of the study revealed that organisational change had a considerable effect on employee.

The study further revealed that technological changes have a great impact on employees' performance due to the rapid technological changes that the world is rapidly adjusting that eases employee's work load and to increase efficiency and effectiveness at work place. A strong organisational culture creates synergy and momentum that encourages teamwork and enhances employee performance. The study concluded that structural changes, leadership, and technology influence the performance of employees positively. The study recommended that the university leadership needed to change their mindsets on the impact of organisational change, leadership styles that increase employee motivation to exceed expected results and a change that is result oriented thus increasing their levels of employee's performance.

Al-Jaradat, O., Nagresh, M., Al-Shegran, A., & Jadellah, N. (2013). conducted a study that aimed to identify the impact of organisational change on employee's performance, through a case study of university libraries in Jordan. Three areas of change were addressed, the change in organisational structure, technology change and change in individuals. The researcher designed a questionnaire for the purpose of collecting the raw data, and used the random sample in data collection, 189 questionnaires were distributed on the members of the sample. The study found that change in the organisational structure is not flexible, and therefore this organisational structure is not appropriate for the business requirements

within the University library, leading to overlapping powers and responsibilities.

The study found a positive relationship between the areas of change (organisational structure, technology, leadership) and the performance of workers at a level  $\alpha=0.05$  with 0.589, 0.648, 0.711 correlation coefficient respectively. The study recommended that in order to ensure the success of the change program, it is appropriate to focus on organisational structure, human relations and technology and must be a balance between these aspects to improve the performance of employees and this in turn reflects the quality of productivity.

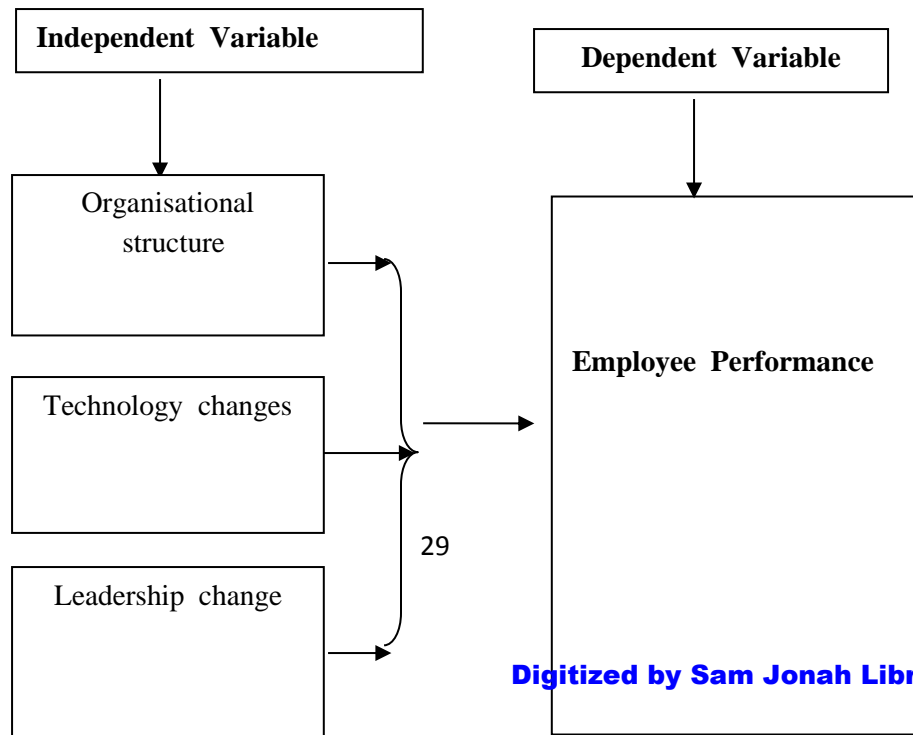
Osei-Bonsu et al., (2014), carried out a study to assess the extent of employee involvement in the organisational change processes, assess the impact of organisational change on employee job satisfaction and thirdly, attitude of employees after organisational change. A descriptive survey research design was employed to administer a self-designed questionnaire consisting of open and closed-ended items to one hundred and forty respondents using simple random sampling. Descriptive statistics was used to analyse the data. The main findings indicated that employee's involvement in the process was limited to provision of adequate information. It was also revealed that generally, the change had a positive impact on employee's job satisfaction. Finally, employee attitudes after the change were found to be positive.

Karanja et al., (2015) investigated the effects of organisational change on employee performance. The objectives of this 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 300 employees of the Postal Corporation of Kenya-Nairobi was the target population. The study focused on the organisational changes that have occurred in the last 7 years. This study employed descriptive research design of which the research was descriptive in nature. The data was analysed using descriptive statistics. 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.

Khosa, R. M., & Kalitanyi, V.(2015) analysed the impact of organisational change towards employee performance in the banking sector of Pakistan. Questionnaires were used for primary data collection. The study used descriptive statistics and correlation analysis technique for the analysis of data. The results showed that organisational change had a positive significant impact on employee's performance in banking sector Pakistan. The study suggested that further research should be conducted in various sectors and also by increasing factors of organisational change in order to observe the overall impact of organisational change towards employee performance.

## Conceptual Framework

The researcher uses conceptual framework in answering research questions. The real argument should be that the nature of change in any of these variables could influence the performance of employees (positively or negatively). A conceptual framework is created showing the relationship between organisational change and employee performance.





**Figure 1: Conceptual framework explaining organisational change and employee performance.**

*Source: Ankomah (2019)*

A conceptual framework is proposed in this research based on previous academic reviews, which encourages a systematic analysis of organisational change by exploring its effect of organisational structure, technological changes, leadership change and employee performance, as shown in Figure 1. The independent variables of this study's conceptual framework are the organisational structure, technological changes, leadership change and dependent variables is employee performance.

**Chapter Summary**

The chapter reviewed literature on effects of organisational change on employee performance. The chapter considered concepts of organisational structure, technological changes, leadership change and employee's performance. The chapter discussed the both theoretical and empirical review. The literature revealed that organisational change has effects on employee performance.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **Introduction**

This research has been framed to determine organisational change and its outcome on employee performance, a study of staff at the University of Education, Winneba within the Central Region of Ghana. This chapter discussed the procedure used in this study under the following sub-headings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

## Research Approach

Generally, there are three types of research approaches which are the qualitative research method, quantitative research design and mixed method and under them we have case study, descriptive research among others. Quantitative research method is a form of research approaches that target estimations and the use of measurable, scientific, or numerical examination of information gathered through surveys, polls, and overviews, or by controlling previous factual information utilizing computational systems (Babbie, 2010). However, one of the criticism faced by this approach is its inability to express the feelings and emotions of respondents contacted for the study.

The researcher will employ Quantitative approach in this study. Quantitative research quantifies the problem being investigated by generating data in numerical form or data that can be transformed into forms viable to be subjected to statistical analysis. This research quantifies attitudes, behaviors, and opinions (Creswell, 2014). The results obtained from the sample is then generalized to the entire population unlike in qualitative research where generalization is not plausible but rather only replication of similar research is what is often recommended. Quantitative research makes use of numeric data hence reducing chances of misinterpretation. However, carrying out a quantitative research requires good statistical knowledge as well as a large sample size to reduce estimation errors and make a generalization of results more sensible (Taylor, Bogdan & DeVault, 2015). It

is worth noting that mixed research design integrates both qualitative and quantitative approaches.

### **Research Design**

Research design is the blueprint that enables the investigator to come with solution to problems and guides her/him in the various stages of research (Nachmias R., Mioduser, D., Oren, A., & Ram, J. 2000). It seeks to observe, explain, and describe phenomena of interest without manipulating the variable or the respondents. The study adopted a descriptive survey design. Luck and Rubin (2009) also defined research design as the determination and statement of general research approach or strategy adopted for which the purpose is to produce an accurate representative of persons, events or situations.

The descriptive research design was preferred because it was efficient in collecting large amount of information within a short time. Cooper and Schindler (2003) propose for the use of survey in social economic fact finding because they provide a great of information which is accurate. Furthermore, Cooper and Schinder (2003) state that the intention of survey research is to gather data at a particular point in time and use it to describe the nature of existing conditions. Since the aim of this study is to investigate the effects of organisational change on employees performance at the University of Education, Winneba, Ghana, a survey design is most suitable for the study.

### **Study organisation (University of Education, Winneba)**

The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. On 14<sup>th</sup> May 2004 the University of Education Act, Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University. The University College of Education of Winneba brought together seven diploma awarding colleges located in different towns under one umbrella institution. These Colleges were the Advanced Teacher Training College, the specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; the College of Special Education, Akwapim-Mampong; the Advanced Technical Training College Kumasi; and the St. Andrews Agricultural Training College, Mampong-Ashanti.

The three sites in Winneba now referred to as the Winneba Campus is the seat of the Vice Chancellor with satellite campuses at Kumasi, Mampong and Ajumako. The mandate of the University is to produce professional educators to spearhead a new national vision of education aimed at redirecting Ghana's effort along the path of rapid economic and social development. The vision of the University is to train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development. The Vice-Chancellor is the executive head of the University

and responsible for the day-to-day operations of the University and report directly to the University Council.

The aims of the University are; to provide higher education and foster a systematic advancement of the science and the art of teacher education; to train tutors for the colleges of education and other tertiary institutions; to provide teachers with professional competence for teaching in pre-tertiary institutions such as preschools, and the community in order to ensure the holistic training of teachers. University of Education, Winneba is used as the case study because there have been changes in leadership, structure of the University.

### **Population of the Study**

Population is the universe of units from which a sample is to be selected, (Bryman & Bell, 2011). The population of this study consist of staff and management of University of Education, the researcher targeted a total of 189 respondents working in University of Education, Winneba comprising Heads of Departments Teaching staff, and Non-teaching staff. Out of the 189 respondents, 105 are females and 84 are males. The distribution of the staff across the University were; Heads of department (20), Teaching staff (59) and non-teaching staff (110). The target population are between the ages of 18 to 60 years and their education level range from Senior High School to PhD. The target population are all full-time staff of the University of Education, Winneba.

## Sampling Procedures

It is often impossible to collect data from all the population when conducting a research. Therefore, a smaller number of units (sample) are often chosen or selected to represent the entire population (Yin, 2015). This study employed the use of simple random sampling technique and purposive sampling technique. Simple random sampling technique was used to select the teaching staff and non-teaching; while purposive sampling technique was used to select Heads of Departments. Simple random sampling technique is a sampling strategy where every member of a population has an equal chance of being selected (Asamoah-Gyimah, & Duodu, 2004).

Purposive sampling technique is a non-probability sample which is selected on the basic assumption that with good judgment, one can hand pick elements of case in a population and develop samples which are satisfactory in relation to one's needs. (Asamah-Gyimah & Duodu, 2004). A purposive sampling technique was used to select 20 respondents (top management staff of University of Education, Winneba) including heads of departments, faculty officers out of 59 heads of the various sections and units of the institution. These top hierarchy executives were selected because they are well abreast with activities of the University as a result of tier positions and years of service with the University of Education, Winneba.

### Sample Size Determination

The Yamane (1967) formula for calculating sample sizes was used to calculate the sample size at 95% confidence level and  $p = 0.5$ .

Where  $n$  is the sample size,  $N$  is the population size, and  $e$  is the level of precision.

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

$$n = \frac{189}{1 + 189(0.05)^2}$$

$$n = \frac{189}{1 + 189(0.0025)}$$

$$n = \frac{189}{1.4725} = 128$$

According to table of sample size determination developed by Kerjcie and Morgan (1970), at 95 percent degree of confidence, the representative sample size for 189 population is equal to 128. This is similar with the above-calculated result. Therefore, 128 employees are participating in survey. Amedahe (2002) suggested that a minimum of 10 percent can be used as the appropriate sample size for any given study with a large population. Any percentage which falls within 5% to 20% is suitable in order to make generalisations in quantitative studies. As such, for the estimated population of about 189 population, a sample size of 128 representing 45%, is selected and used for the study.



### **Sources of Data Collection**

The study used both primary and secondary sources of data. For the primary source, the researcher will collect original data from the respondents on the field. From secondary source, articles and publications which contained details of conflict management strategies was used.

### **Data Collection Instrument**

The main aim of the questionnaire was to generate reliable and valid data from a high proportion of a population within a reasonable period and at a minimum cost (Bell, 2000). This study utilised questionnaire to collect primary data. The questionnaire designed for this study comprised of two sections. The first part included the demographic and operational characteristics to respondent. The demographic and operational section or aspect of the instrument asked questions on their gender, age, number of years worked with the University and the educational qualification of the respondent. The objective was to obtain their background information for the exercise.

The second part captured the effects of organisational change on employee performance at University of Education, Winneba. The objective for this section was to solicit from respondents their perception on organisational change and its impact on performance of employees. The questionnaire was structured questions. The structured questions would facilitate collection of quantitative data to facilitate an in-depth analysis of the study objectives. The study used questionnaire since it

was convenient to administer over a large population and it also enhance standardisation of data.

The questionnaires were accompanied by an introduction letter to explain the purpose of collecting information. All the items on the questionnaires were close-ended, because, according to Cohen , K., Blythe, J., Borchardt, G. C., Chaudhri, V. K., Clark, P., Barker, P. R., & Kim, J. (2003), they are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are. The items on the questionnaire were structured were structured on a five-point Likert-type scale that ranged from ‘Strongly agree (SA)=5, “ Agree” (A)= 4, “ Uncertain” (U)=3, “Disagree” (D)= 2 to “Strongly Disagree”(SD)=1. The use of the five, point Likert-scale is informed by the suggestion by Mckelvie (as cited in Owusu & Larson, 2014) that the five-category scale is more reliable as compared to the other scales.

### **Response Rate**

A total of 189 questionnaires were administered as per the pre-determined sample size, out of which 189 questionnaires were returned and cleaned. A total of 128 questionnaires were relied upon to obtain the data used in the analysis. Considering the count of all the returned questionnaires relative to those issued, a response rate of 88.3% was registered; hence the findings of the study could be relied upon to contribute to the existing literature in organisational change practice as a correlate of employee performance.

### Reliability Test

The researcher carried out a pilot test to establish the reliability of the research instruments, a Cronbach alpha was computed and the findings are as shown in Table

**Table 1: Reliability Test**

Variable	Number of Items	Cronbach Coefficients
Leadership change	8	0.804
Technological change	6	0.754
Organisational structure	8	0.875
Employee performance	5	0.893

Source: Field Survey, Ankomah, (2019)

The findings in Table 1 pointed out that employee performance programmes had a coefficient Cronbach alpha of 0.893 followed by Organisational structure which had a Cronbach alpha coefficient of 0.875. Leadership change had a Cronbach alpha coefficient of 0.798 and technological change had a Cronbach alpha coefficient of 0.754. The findings show that the all the variables had a Cronbach alpha coefficient of above 0.7 an indication that the research instruments were sufficient in data collection process.

### **Validity of the Instruments**

To ascertain the validity of the research instrument, the researcher intensively discussed the instrument with supervisor on items analysis and accuracy of the questionnaire. This informed the decision to change the wording of the question for clarity.

### **Data Collection Procedures**

First, an introductory letter for data collection was obtained from the School of Business and further appointments were made with the respective respondents. The researcher personally administered to the respondents. Nevertheless, where it proved difficult for the respondents to complete the questionnaire immediately, the questionnaire was left with the respondents and picked later. To ensure high response rates, interpretations of the sections of the questionnaires were done to the respondents to ensure that they fully understand the questions before answering.

The questionnaires were administered to respondents on the second week of May, 2019, around 9:30 am and it was expected to be returned in two weeks' time. It was given to the respondents during working days of the institution thus from Monday to Friday between the hours of 9:30 am to 2:00pm. The respondents were also assured of confidentiality which explains the study conducted was mainly for academic purpose academic purpose only and their responses within

arrangement made. Out of the 189 questionnaires administered to the respondent, 128 were returned. Two weeks was used to administer the questionnaires. The questionnaire given to the respondents were serially coded to make identification easy.

### **Data Processing and Analysis**

In order to address the research questions that were formulated to guide the study, the data obtain from the respondents were filtered to remove any irrelevant responses before coding. The data were then processed with the Statistical Package for Service Solution (SPSS 22.0). Descriptive and inferential statistics were used to show the direction of the responses. Descriptive and inferential statistics were used to show the direction of the responses. The descriptive statistics including frequencies and percentages mean of means and standard deviations were used to analyses research questions one (1) through to research question three (3). Inferential statistics, specifically, regression analyse were used to analyse research questions to examine the effects of organisational change on employee performance.

A linear multiple regression model of the form

$Y=B_0+B_1X_1+B_2X_2+B_3X_3+e$  was used to test the relationship between independent variables and dependent variable.

Where;

Y= Employee performance

X= constant

X1= leadership change

X2= change in technology

X3= change in organisation structure

e= error term

Normality test was used to test for the normality of the dependent variable Y. The study, therefore, conducted Kolmogorov-Smirnov and Shapiro-Wilk test to test the normality of the dependent variable Y.

### **Assumption of Normality**

According to Leedy and Omrod (2010), a researcher's choice of statistical procedures (parametric or nonparametric) should depend on the degree of the nature of the data and the extent to which they reflect normality. Normality test could be done graphically or quantitatively (Field, 2009). A histogram with normal distribution curve was used in testing for the normality of the residuals of the models in this study and this is displayed appendix D. Again, individual normality was determined by using normal test

### **Assumption of Linearity**

Hair, Black, Babin, Anderson and Tathan (2006), posit that, linearity is a term used to express the concept that, the model possesses the properties of additivity and homogeneity. This assumption refers to the presence of a straight-line relationship between the dependent and the independent variables.

### **Assumption of Multicollinearity**

According to Hair et al. (2010), multicollinearity occurs when single independent variables are highly correlated with other predictors. This refers to a situation where there is a strong relationship between two or more predictor variables. Multicollinearity can be tested by using the correlation matrix, tolerance and or the Variance Inflation Factor (VIF) values or statistics. VIF values that are well below 10 and tolerance values well above 0.1 indicate that there are no inter correlations among the independent variables (Field, 2009). This study used the VIF and the Tolerance values to examine the violation of the assumption. Results in Table 4.2 below revealed that the VIF and Tolerance values were within the acceptable parameters.

### **Assumption of Homoscedasticity**

Homoscedasticity means that the variance of the error terms in regression analysis should not be increasing. Homoscedasticity assumption refers to a description of data for which the variance of the error terms appears constant over the range of values of an independent variable (Hair et al., 2006). A bivariate scatter plot may be used to examine for an oval shape, where an oval indicates that the variance of the terms was not constant for all the variables (Field, 2009). Thus the points of the scatterplot fall randomly about the horizontal axis and do not show any clear discernable pattern. The scatterplot in appendix D (VI) does not reveal an oval shape and this means that this assumption was satisfied

### **Ethical Considerations**

This study was based on the following ethical considerations. First, the research participants were allowed to make an informed decision on whether to participate in the research process. Secondly, the responses from the respondents were considered anonymous responses. This implies that the respondents were not required to give their names on the questionnaires they fill. This prevents victimization of any employee due to participating in the research study. Thirdly, the researcher sought permission from all the respondents, the university and management before undertaking the process of data collection. Fourthly, the researcher communicated the findings of the research study to the research stakeholders.

### **Chapter Summary**

The chapter presents the methodology employed in conducting the study. This chapter outlined the research design, study area, organisation population of the study, sampling procedure, data collection instrument, data collection procedures, validity of the instruments, reliability of the research instrument, ethical consideration, data collection procedures, data processing and analysis. The data collected was fed into the computer using data analysis package such as Statistical Package for Social Science SPSS (22.0) Software which generated outputs for analysis in the subsequent chapters. Financial support was one major limitation.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter provides information on the findings of the study. The chapter was organised in line with the research objectives. The discussion presented in this chapter represents the findings of the research. The first section of the chapter presents the response rate for the research. The next section represents the descriptive statistics of the research aligned to the research variables. The chapter further presents the inferential statistics such as correlation and regression analyses of the study. Lastly, the chapter presents the chapter summary of the study.

#### Demographic Characteristics of the Respondents

##### Gender of the Respondents

The study sought to find out the gender of the respondents with the presumption that variation in gender could influence opinions. The responses are presented in Table 2.

#### Table 2: Gender Distribution of the Respondents

Gender	Frequency	Percentage (%)
Male	62	48.4
Female	66	51.6
Total	128	100.0

Source: Field Survey, Ankomah (2019)

From Table 2, it is obvious that the majority of respondents were females. That is 51.6% of the respondents were females whilst 48.4% were males. This shows that, the female were slightly more than the male. Considering the gender differences, there was gender balance in the responses given to support the study.

### Age Distribution of Respondents

To determine the category of age groups of employees, data on the ages of the research participants were collected and presented. Respondents were asked to state their ages and the results are displayed in Table 3 below.

**Table 3: Age of the Respondents**

Responses	Frequency	Percent
below 20 years	4	3.1
20-29	34	26.6
30-39	43	33.6
40-49	27	21.1
50-59	16	12.5

Above 60 years	4	3.1
Total	128	100.0

Source: Field Survey, Ankomah (2019)

According to the findings presented in Table 3, the results show that the majority (33.6%) of respondents fell within the age group of 30-39. On the other hand those in age group 20-29, were 26.6% of the respondents sampled. The age group of 40-49 represented 21.1% of the total sample. Those in the age category of 50-59 were 12.5%. The age groups of below 20 years and above 60 years were 3.1% respectively.

### **Years of Working Experience**

The study sought to find out the experience of the respondent because one's experience depends on the number of years of service in the sector involved (Randoy et al, 2006). It is assumed that the longer one worked in an organisation, the more they understand the organisation and hence the higher the ability to articulate issues pertaining to the organisation (Afande, 2013). During this study, length of working experience was tabulated and respondents were asked to tick the relevant option provided. The responses to this question are shown in Table 4

**Table 4: Years of working experience of the Respondents**

Responses	Frequency	Percent
0-5 Years	40	31.3
6-10	35	27.3
11-15	25	19.5
	48	

16-20	18	14.1
21years and above	10	7.8
Total	128	100.0

Source: Field Survey, Ankomah (2019)

Out of the One hundred and twenty eight of the respondents 40(31.3%), reported 0-5 years working experience, 35 people (27.3%) reported 6-10 years of working experience and 25 respondents (19.5%) reported 11-15 years of experience, while eighteen respondents, representing 14.1% of the respondents, reported that they had between 16 and 20 years of working experience, and 10 people (7.8%) reported that they had over 21 years of working experience.

### **Educational Background**

It was also necessary for the study to determine the education levels of the respondents as that could determine what kind of training that may be most appropriate. Table 5 presents the data of educational background of respondents.

**Table 5: Educational qualification of the Respondents**

Responses	Frequency	Percent
SSCE/O' LEVEL	11	8.6
GCE A' LEVEL	8	6.3
Diploma	25	19.5
Bachelor	53	41.4
Master's	23	18.0

PhD	8	6.3
Total	128	100.0

Source: Field Survey, Ankomah (2019)

In terms of educational attainment, from Table 4, it can be observed that majority, 41.4% of the respondents, had received at least an undergraduate or a first degree, 19.5% of the respondents had Diploma, followed by 18.0% of the respondents, who have done their Master’s degree. While 8.6% of the respondents are Senior High School Certificate holders and 6.3% had PhD, and 6.3% also had GCE A' Level qualifications. These results imply that majority of the staff are first degree holders, 19.5% of the respondents had Diploma, followed by 18.0% of the respondents had Master’s degree, and these respondents can give credible and reliable information for the study. It was found that 41.4% of the respondents had a first degree, implying that the University of Education, Winneba have highly educated staff and at the same time, they understood the issues under discussion in the research questionnaire.

**Effect of leadership change on employee performance in University of Education, Winneba**

The first research question sought to examine the effect of leadership change on employee performance in University of Education, Winneba. The respondents were asked to indicate the extent to which they agree or disagree with the following statements. Do you (1) strongly disagree; (2)

disagree; (3) are uncertain; (4) agree; or (5) strongly agree, using 5-points likert scale. The findings are shown on Table 6.

**Table 6: Descriptive statistics of the effect of leadership change on employee performance in University of Education, Winneba**

Statements	Strongly disagree	Disagree	are uncertain	Agree	Strongly agree
	%	%	%	%	%
Change makes work easier and more effective,	2.3	14.8	11.7	53.1	18.0
Leadership is one of the key driving forces for improving firm performance	.8	10.9	11.7	49.2	27.3
Effective leadership skills result in high levels of cohesion, commitment, trust, motivation, and performance	1.6	5.5	9.4	53.1	30.5

Effective leadership involves motivation management, inspiration, remuneration and analytical skills that facilitate change	3.1	7.0	8.6	53.9	27.3
Role of a leadership/leader is very important in addressing the issue of organisational change	.8	7.8	7.0	59.4	25.0
Leadership in the university has ability to promote creativity and innovation	2.3	13.3	15.6	50.8	18.0
Organisational leadership positively influenced the productivity of employees	2.3	7.8	15.6	50.0	24.2
My leaders provide relevant and practical reasons for any changes required in the organisation	5.5	10.9	16.4	49.2	18.0

Source: Field Survey, Ankomah (2019)

To ascertain whether change makes work easier and more effective, majority of the respondents 53.1%, agreed, 18.0% of the respondents strongly agreed, 11.7% was neutral 2.3% of the respondent strongly disagreed, while 14.8% of the respondents disagreed. The study further sought to find out whether leadership is one of the key driving forces for improving firm performance. On this question, majority of the respondents, 49.2%, agreed, 27.3% of the respondents strongly agreed, 11.7% was neutral, 10.9% of the respondents strongly disagreed, while 8.0% of the respondents disagreed Moreover, the researcher wanted to establish whether effective leadership skills results in high levels of cohesion, commitment,

trust, motivation, and performance. On this question, majority of the respondents, 53.1%, agreed, 30.5% of the respondents strongly agreed, 9.4% was neutral 5.5% of the respondents strongly disagreed, while 1.6% of the respondents disagreed.

To ascertain whether effective leadership involves motivation management, inspiration, remuneration and analytical skills that facilitate change, majority of the respondents, 53.9%, agreed, 27.3% of the respondents strongly agreed, 8.6% was neutral, 7.0% of the respondent strongly disagreed, while 3.1% of the respondents disagreed. More so, to find out whether role of a leadership/leader is very important in addressing the issue of organisational change, majority of the respondents, 59.4%, agreed, 25.0% of the respondents strongly agreed, 7.0% was neutral 7.8% of the respondents strongly disagreed, while 8.0% of the respondents disagreed.

Moreover, the researcher wanted to establish whether leadership in the university have ability to promote creativity and innovation. On this question, majority of the respondents, 50.8%, agreed, 18.0% of the respondents strongly agreed, 15.6% was neutral, 13.3% of the respondents strongly disagreed, while 2.3% of the respondents disagreed. The study wanted to ascertain whether organisational leadership positively influenced the productivity of employees on this question majority of the respondents, 50.0%, agreed, 24.2% of the respondents strongly agreed, 15.6% was neutral, 7.8% of the respondents strongly disagreed, while 2.3% of the respondents disagreed. The study wanted to find out whether my leaders



provide relevant and practical reasons for any changes required in the organisation.

On this question, majority of the respondents, 49.2%, agreed, 18.0% of the respondents strongly agreed, 16.4% was neutral, 10.9% of the respondents strongly disagreed, while 5.5% of the respondents disagreed. Leadership is one of the key driving forces for improving firm performances. The study agrees with Adler's (2001), who noted that leaders, as the key decision-makings, determine the acquisition, development, and development of organisational resources, the conversion of these resources into valuable products and services, and delivery of value to organisational stakeholders.

Thus, they are potent sources of management and, hence, sustained competitive advantage. The study concurred with Hurduzeu & Constantin, (2015), who found that effective leadership involves motivation, management, inspiration, remuneration and analytical skills. Hurduzeu & Constantin, (2015) asserted that in order to increase the employee performance, leadership in universities need to have the ability to promote creativity and innovation, stimulate the subordinates to challenge their own value systems and to improve their individual performance. The result of the respondents are shown on table 6.

**Test for the regression analyses was done**

**Diagnostic Tests**

Independence of error terms which is also referred to as auto correlation test implies that observations are independent. It was assessed through the Durbin Watson (DW) test to ensure that the residuals of the model were not autocorrelated. According to Garson (2012), DW statistics that ranges from 0.2 and scores between 1.5 and 2.5 indicates independent observations.

### **Durbin Watson Test**

The results ranged between 1.842 for leadership change, technological change was 1.918 and organisational structure was 1.874, meaning all the variables generated DW were within the prescribed value of 1.5 to 2.5, thus the residuals of the empirical model are not autocorrelated, the results implied that all the variables met the required threshold of less than 2.5 and that all the variables portrayed no auto correlation between the variables which complied with Garson (2012), DW statistics that ranges from 0.4 and scores between 1.5 and 2.5 indicating independent observations.

To draw inferences on the relationship of the study variables, diagnostic test were carried out. The tests were carried out to determine accurately the need to empirically analyze the data using the multiple regression analysis. As explained by Greene (2002), regression is accurately

estimated when the basic assumptions are observed. It was therefore deemed necessary to determine whether multicollinearity and auto correlation existed among the study variables. Collinearity test was conducted using tolerance and variance correlation analysis while test of independence was done through Durbin Watson test

**Test of Multicollinearity**

Multicollinearity in the study was tested using variance inflation factor (VIF) and tolerance levels. The reciprocal of tolerance levels known as the variance inflation factor (VIF) shows how much the variance of the coefficient estimate is being inflated by multicollinearity. As explained by Field (2009) and Landau and Everitt (2004), VIF values that are less than 10 and tolerance values that are more than 0.2 rule out any possibility of multicollinearity among the study variables. The results of the study on multicollinearity is presented on table

**Tables 7: shows the test for multicollinearity:**

Variables	Tolerance	VIF
Leadership change	.346	1.000
Technological change	.534	1.000
Organisatinsal structure	.423	1.000

**Source: Field data** Ankomah (2019)

Tables 9 shows the test for multicollinearity. As shown in Table 9, all the values under ‘tolerance’ are greater than 0.2. According to Menard (1995), we are safe since these values are not below 0.2. Similarly, under

‘VIF’ which is the variance Inflation Factor of Table 9, again all the values are less than 10. With this, Myers (1990), Bowerman and O’Connell (1990) give us assurance of non-violation of the principle of multicollinearity.

Again, regression analysis was done to examine the effect of leadership change on employee performance in University of Education, Winneba. This analysis of examined the effect of leadership change on employee performance in University of Education, Winneba. The model summary results are presented in in Table 8

**Table 8: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.527 <sup>a</sup>	.278	.273	6.05667	1.842

a. Predictors: (Constant), Leadership change

b. Dependent Variable: employee performance

Source: Field Survey, Ankomah (2019)

The model summary in Table 8 shows the R value was 0.527, indicating that there is a positive relationship between leadership change (independent variable) and employee performance (dependent variable). The value of R<sup>2</sup> of 278, implies that leadership change explains 27.8% of the variations in employee performance in University of Education, Winneba. ANOVA results are shown in Table 9.

**Table 9: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1781.901	1	1781.901	48.575	.000 <sup>b</sup>
	Residual	4622.091	126	36.683		
	Total	6403.992	127			

- a. Dependent Variable: employee performance
- b. Predictors: (Constant), leadership\_change

Source: Field Survey, Ankomah (2019)

The results of ANOVA revealed that the regression model was the best fit for predicting the effect of leadership change on employee performance (F=48.575, P=0.000<0.05). The results are shown on Table 10

**Table 10: Regression Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.701	2.890		2.665	.009		
	Leadership change	.643	.092	.527	6.970	.000	.346	1.000

- a. Dependent Variable: Employee\_performance

Source: Field Survey, Ankomah (2019)

The regression equation becomes:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon \text{ becomes:}$$

$$Y = 7.701 + 0.643 X_1 + \varepsilon$$

The above equation implies that, with the constant at Zero, employee performance will be 7.701. The beta value is (b=.527, t=6.970, p=0.000). The results revealed that a unit increase in effective leadership change will lead to a 0.643 increase in employee performance. This means that leadership change has effects on employee performance. The study results from the regression analyses showed that there was statistically significant positive of leadership change on employee performance (b=.527, t=6.970, p=0.000). These findings are consistent with those of Wanza and Nkururu (2016), and Karanja (2015), who found that change in leadership and technology affect the performance of employees positively.

**Effect of change in technology on employee performance in University of Education, Winneba.**

The second research question sought to examine the effect of change in technology on employee performance in University of Education, Winneba. Regression analysis was done to examine the effects of technological change on employee performance in University of Education, Winneba.

Model summary results are shown in Table 11.

**Table 11: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
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1	.584 <sup>a</sup>	.341	.336	5.78823	1.918
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a. Predictors: (Constant), Technological\_change

b. Dependent Variable: employee performance

The model summary in Table 10 shows the R value was 0.584, indicating that there is a positive relationship between technological change and employee performance. The value of R<sup>2</sup> of .341 implies that technological change explains 34.1% of the variations in employee performance in University of Education, Winneba while other factors not studied in this research contribute 72.2% of the employee performance in University of Education, Winneba. ANOVA results are shown in Table 12.

**Table 12: ANOVA<sub>a</sub>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2182.534	1	2182.534	65.143	.000 <sup>b</sup>
	Residual	4221.458	126	33.504		
	Total	6403.992	127			

a. Dependent Variable: employee performance

b. Predictors: (Constant), Technological\_change

Source: Field Survey, Ankomah (2019)

The results of ANOVA revealed that the entire model was significant with the F ratio = 65.143, p value 0.000 < 0.05. The results of ANOVA revealed that the regression model was the best fit for predicting the effect of technological change on employee performance

Coefficients results are shown in Table 13.

**Table 13: Regression Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	6.970	2.594		2.687	.008		
Technological change	.891	.110	.584	8.071	.000	.534	1.000

a. Dependent Variable: Employee\_performance

Source: Field Survey, Ankomah (2019)

The regression equation becomes:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon \text{ becomes:}$$

$$Y = 6.970 + 0.891 X_1 + \varepsilon$$

The above equation implies that with the constant at zero, employee performance will be 6.970. The beta value is (b=.584, t=8.071, p=0.000). a unit increase in technological change will lead to a 0.891, increase in employee performance. This means that technological change has effects on employee performance. The study results showed that there was statistically significant positive technological change on employee performance (b=.584, t=8.071, p=0.000)..

The study results are consistent with that by Al-Jaradat, O., Nagresh, M., Al-Shegran, A., & Jadallah, N. (2013), found a positive relationship between the areas of change (organisational structure, technology, leadership) and the performance of workers. The results



further concurred with a study by Ahmed, Rehman, Asad, Hussain and Bilal (2013), Kansal and Singh (2016) who found that technological change have significant positive effects on employees' performance.

**Effect of change in organisation structure on employee performance in University of Education, Winneba.**

The third research question sought to examine the effect of change in organisation structure on employee performance in University of Education, Winneba. The respondents were asked to indicate the extent to which they agree or disagree with the following statements. Do you (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree using 5-points likert scale.

Regression analysis was done to examine the effects of change in organisational structure on employee performance in University of Education, Winneba.

**Table 14: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.992 <sup>a</sup>	.985	.985	.87997	1.874

a. Predictors: (Constant), Organisational\_Structure

b. Dependent Variable: Employee performance

Source: Field Survey, Ankomah (2019)

The model summary in Table 14 showed the R value was 0.992, indicating that there is a positive relationship between effects of organisational structure (independent variable) and employee performance.

The value of  $R^2$  of .985, this implies that the simple linear model with effects of .as the independent variable explains 98.5% of the variations in employee performance in University of Education, Winneba. This means that when effects of organisational structure were used the employee performance in University of Education, Winneba contributed 1.5% of the employee performance in University of Education, Winneba.

ANOVA results are shown on Table 15.

**Table 15: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6306.425	1	6306.425	81.191	.000 <sup>b</sup>
	Residual	97.568	126	.774		
	Total	6403.992	127			

a. Dependent Variable: employee performance

b. Predictors: (Constant), Organisational\_Structure

Source: Field Survey, Ankomah (2019)

The results of ANOVA revealed that the entire model was significant with the (F ratio = 81.191, p value  $0.000 < 0.05$ ). This is an indication that the model can be relied upon. Table 15 presents the regression results<sup>a</sup>

**Table 16: Regression Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.962	.304		3.163	.002		
Organisational_ Structure	1.104	.012	.992	90.245	.000	.423	1.000

a. Dependent Variable: Employee\_performance

Source: Field Survey, Ankomah(2019)

The regression equation becomes:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

$$Y = 0.962 + 1.104 X_1 + \varepsilon$$

The above equation implies that, taking all the factors into consideration, with the constant at zero, employee performance will be 0.962. Further, when all other independent variables are at zero, a unit increase in effect change in organisational structure will lead to a 1.104 increase in employee performance. This means that change in organisational structure has effects on employee performance. The study results show that there was positive and statistically significant relationship between change in organisational structure at p value  $0.000 < 0.05$  and at P value  $0.000 < 0.05$ . The results concurred with Khosa et al. (2015), who found that change in organisational structure had a positive significant impact on employee's performance. The findings are in line with Karanja (2015) revealed that

organisational structure has statistically significant positive effects on employee performance.

The findings are shown on table 21.

**Table 17: Employee Performance**

Variable	Strongly disagree; %	Disagree; %	are uncertain %	Agree %	Strongly agree %
Technological changes affected skills and performance of the employees	0.0	10.9	14.1	60.2	14.8
There is teamwork	9.4	18.0	21.9	38.3	12.5
Increased output	5.5	19.5	26.6	35.2	13.3
Developed skills	4.7	9.4	27.3	39.1	19.5
Change has led to the outstanding performance of the institution	5.5	14.1	25.8	37.5	17.2
There is effective and efficient performance	5.5	10.9	28.9	40.6	14.1
My leaders always provide supportive guidance and assistance to increase my work performance.	9.4	14.1	25.0	40.6	10.9
Any changes implemented in my organisation will affect my motivation and work performance.	6.3	14.8	18.8	46.1	14.1

Source: Field Survey, Ankomah (2019)

The study wanted to ascertain whether technological changes affected skills and performance of the employees. On this question, majority of the respondents (60.2%) agreed, 14.8% of the respondents strongly agreed, 14.1% was neutral, 10.9% of the respondents strongly disagreed, while none of the respondents disagreed.

The study wanted to find out whether there is teamwork. Majority of the respondents (38.3%) agreed, 12.5% of the respondents strongly agreed, 21.9% was neutral, 18.0% of the respondents strongly disagreed, while 9.4% of the respondents disagreed. Moreover, the researcher wanted to establish increased output. Majority of the respondents (35.2%) agreed, 13.3% of the respondents strongly agreed, 26.6% was neutral, 19.5% of the respondents strongly disagreed, while 5.5% of the respondents disagreed.

The study wanted to ascertain whether developed skills on this question majority of the respondents (39.1%) agreed, 19.5% of the respondents strongly agreed, 27.3% was neutral, 9.4% of the respondents strongly disagreed, while 4.7% of the respondents disagreed. The study wanted to find out whether change has led to the outstanding performance of the institution on this question majority of the respondents (37.5%) agreed, 17.2% of the respondents strongly agreed, 25.8% was neutral, 14.1% of the respondents strongly disagreed, while 5.5% of the respondents disagreed.

Moreover, the researcher sought to establish whether is effective and efficient performance on this question majority of the respondents (40.6%)

agreed, 14.1% of the respondents strongly agreed, 28.9% was neutral, 10.9% of the respondents strongly disagreed, while 5.5% of the respondents disagreed. The study wanted to ascertain whether leaders always provide supportive guidance and assistance to increase my work performance. On this question majority of the respondents 40.6% agreed, 10.9% of the respondents strongly agreed, 25.0% was neutral, 14.1% of the respondents strongly disagreed, while 9.4% of the respondents disagreed.

The study wanted to find out whether any changes implemented in the organisation will affect motivation and work performance on this question majority of the respondents (46.1%) agreed, 14.1% of the respondents strongly agreed, 18.8% was neutral, 14.8% of the respondents strongly disagreed, while 6.3% of the respondents disagreed. Organisational structure enables an organisation to have common views and mission. Well-functioning organisational structure is important for an organisation going through change, because if there are flaws in the structure it will affect communication flow. With unclear roles conflicts and misunderstandings occur that lowers motivation and work morale. It can also drift different departments apart from common organisational goal, where decision making processes becomes slow and employee effectiveness disappears. A study by Al-Jaradat, O., Nagresh, M., Al-Shegran, A., & Jadellah, N. (2013), identified the impact of organisational change on employee's performance, through a case study of university libraries in Jordan. Three areas of change were addressed, the change in organisational

structure, technology change and change in leadership. The study found that change in the organisational structure is not flexible, and, therefore, this organisational structure is not appropriate for the business requirements within the University library, leading to overlapping powers and responsibilities.

### **Chapter Summary**

The chapter found that organisational change has effects on employee performance. The study found that the organisational structure, technological changes, and leadership change affect employee performance. The chapter discussed the findings in line with the research objective. The study revealed that organisational change has effects on employee performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The main purpose of the study was to determine organisational change (leadership, structure and technology) and employee performance at University of Education, Winneba, Ghana. The study also sought to identify effect of leadership change on employee performance at the University of Education, Winneba, effect of change in technology on employee performance at the University of Education, Winneba and effect of change in organisation structure on employee performance at the University of Education, Winneba.

The chapter discusses the study results, study limitations and recommendations for future research. The main objective of the study was to examine organisational change and employee performance at University



of Education, Winneba. This chapter also gives a concluding view on the findings of the study.

### **Summary of the Findings**

The objectives of this study were to examine the effect of leadership change on employee performance in University of Education, Winneba, effect of change in technology on employee performance in University of Education, Winneba, and effect of change in organisation structure on employee performance in University of Education, Winneba. The study adopted descriptive and inferential research design. The study carried was a case study and a simple random sampling used to select 128 respondents. The researcher administered the questionnaire through self-administration. Data collection was done through a research questionnaire with 128 out of 145 respondents returning their filled-out questionnaire, representing a response rate of 88.3%. The study used descriptive and inferential statistics. Analysis was carried out using Statistical Package for Social Sciences.

### **Effect of leadership change on employee performance in University of Education, Winneba,**

The study found that leadership change explained 27.8% of the variations in employee performance in University of Education, Winneba. The results revealed that a unit increase in effective leadership change will lead to a 0.643 increase in employee performance. The study results showed

that there was statistically significant positive of leadership change on employee performance.

### **Effect of change in technology on employee performance in University of Education, Winneba.**

The study found that there was a positive relationship between effects of technological change and employee performance. The further revealed that technological change explains 34.1% of the variations in employee performance in University of Education.

### **Effect of change in organisation structure on employee performance in University of Education, Winneba.**

The results found that there is a positive relationship between Organisational structure and employee performance. The study revealed that Organisational structure explained 98.5% of the variations in employee performance in University of Education, Winneba. The study further found that a unit change in organisational structure will lead to a .104 increase in employee performance. This showed that there was statistically significant positive of changes in organisational structure on employee performance at in University of Education, Winneba.

### **Conclusions**

The study concluded that organisational change has effects on employee performance. The study found that the organisational structure,

technological changes, and leadership change affect employee performance. The model illustrated that there statistically significant positive of leadership change on employee performance of University of Education Winneba. The findings provided enough evidence that technological change also has statistically significant positive on employee performance of University of Education Winneba. Technology has influenced employee's performance since it simplifies the work to be done and also making work more efficient.

The study established that organisational structure affects employee performance. The findings provided enough evidence that change in organisational structure also has statistically significant positive on employee performance of University of Education Winneba.

### **Recommendations**

Following the findings and conclusions, the study made the following recommendations.

The study recommended that in order to ensure the success of the change programme, it is appropriate to focus on organisational structure, technological change and leadership change. For the organisation to succeed, the study recommends that management of University of Education, Winneba, should educate its stakeholders (employees) about new policies, procedures and programs.

The study recommends that management of University of Education, Winneba must communicate a sense of urgency of management change and the benefits of change since change is inevitable in organisational success. Most people consider change uncomfortable and risky. Without a sense of urgency and education people tend to resist management change. To motivate the acceptability of change in an organisation, it is necessary to make people aware on the need for management change whether leadership change, organisational structural change or technological change in the institution.

The study recommends that management of University of Education, Winneba, must develop/ setup a team to support change because no single person can be able to manage change alone. Change implementation is better achieved when it involves a good representation of the entire community within the organisation. The study recommends that management of University of Education, Winneba should in place a department that is in charge of change initiation, implementation and management would be so significant in proper handling of change related issues in University of Education.

### **Suggestions for the Research**

The study suggested that research should be conducted in different Institutions and examine factors contributing to organisational change in order to observe the overall impact of organisational change towards employee performance.



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## APPENDIX A

### QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire forms part of a study which aims at seeking relevant data on the topic 'Organisational change and employee performance at University of Education, Winneba, Ghana. Your candid objective response will be useful in collecting the necessary data for the successful completion of this study. Your confidentiality is fully assured in respect of the information provided. Thank you in advance for your co-operation.

#### SECTION A: BACKGROUND INFORMATION OF RESPONDENT

**Tick and write where appropriate**

1. Please tick your gender:            Male [    ]                    Female [    ]
2. Age group of respondent:
  - a) Below 20 years [    ]
  - b) 20 – 29 years [    ]
  - c) 30 – 39 years [    ]
  - d) 40 – 49 years [    ]

- e) 50 – 59 years [ ]                      f) 60 years and above [ ]
3. How many years have you been working with the University of Education, Winneba?
- a) 0 – 5 years [ ]                      b) 6 – 10 year [ ]
- c) 11 – 15 years [ ]                      d) 16 – 20 years [ ]
- e) 21 years and above [ ]
4. What is your Highest Academic Qualification?
- a) S.S.C.E /O’ Level [ ]                      b) G.C.E (A) Level [ ]
- c) Diploma [ ]                      d) Bachelor’s [ ]
- e) Master’s [ ]                      f) PhD.....
- g) Other:.....

**SECTION B: Leadership change on employee performance in University of Education, Winneba**

Please indicate the extent to which you agree or disagree with the following statements. Do you (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree?

	Statement	1	2	3	4	5
5	Change makes work easier and more effective,					
6	Leadership is one of the key driving forces for improving firm performance					
7	Effective leadership skills result in high levels of cohesion, commitment, trust, motivation, and performance					
8	Effective leadership involves motivation management, inspiration, remuneration and analytical skills that facilitate change					
9	Role of a leadership/leader is very important addressing the issue of organisational change					
10	Leadership in the university has ability to promote creativity and innovation					

11	Organisational leadership positively influenced the productivity of employees					
	My leaders provide relevant and practical reasons for any changes required in the University.					

**SECTION C: Change in technology on employee performance in University of Education, Winneba.**

Please indicate the extent to which you agree or disagree with the following statements. Do you (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree

	Statement	1	2	3	4	5
12	Technological advancement makes employees more effective and institution more efficient					
13	Technological advancement can improve employee and institution performance as well					
14	Management adopts modern technology and work in changing its operations.					
15	Employees acquires new knowledge and competencies through technological advancement					
16	Technology change can only lead to increased productivity or improve performance					
17	Technological advancement has great influence on employee performance					



**SECTION D: Change in organisation structure on employee performance in University of Education, Winneba. Please indicate the extent to which you agree or disagree with the following statements. Do you (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree**

	<b>Statement</b>	1	2	3	4	5
18	Organisational structure enables an organisation to have common views and missions					
19	A strong organisational structure creates synergy and encourages teamwork					
20	Organisational structure influences employee performance in your University					
21	Change in organisational structure enhances employee performance					
22	I believe that effective organisational structure helps improve my work performance					
23	Organisations have adjusted their management structures					
24	Technological changes affected skills and performance of the employees					

**SECTION E: Employee performance**

**Please indicate the extent to which you agree or disagree with the following statements. Do you (1) strongly disagree; (2) disagree; (3) are uncertain; (4) agree; or (5) strongly agree.**

	<b>Performance variables</b>	1	2	3	4	5
25	Technological changes affect skills and performance of the employees					
26	There is teamwork					
27	Change has increased output					
28	Change has developed skills of employees					

29	Change has led to the outstanding performance of the institution					
30	There is effective and efficient performance					
31	My leaders always provide supportive guidance and assistance to increase my work performance.					
32	Any changes implemented in my organisation will affect my motivation and work performance.					

**Thank you**