CHANGE MANAGEMENT PRACTICES AND EMPLOYEE PRODUCTIVITY IN AN ORGANISATION

Armstrong Chika NWAKA

MGS2104934

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

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A PROJECT SUBMITTED TO THE DEPARTMENT OF HUMAN RESOURCE MANAGEMENT, FACULTY OF MANAGEMENT SCIENCES, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc) DEGREE IN HUMAN RESOURCE MANAGEMENT

OCTOBER, 2025

DECLARATION

I declare that:

1. This project is based on a study undertaken by me in the Department of Human Resources Management, University of Benin, Benin City, Edo State, Nigeria.
2. This work and has not been previously submitted for the award of the a degree in any other university of institution of learning.
3. All ideas and views are product of my personal research and where the view of other persons has been expressed, they have been duly acknowledged.

____________________________	________________________
Armstrong Chika NWAKA	**Date**

CERTIFICATION

This is to certify that this project work was carried out by **Armstrong Chika NWAKA** with the Matriculation Number **MGS2104934** in the Department of Human Resource Management, Faculty of Management Science, University of Benin, Benin City.

______________________ ______________________

DR. (MRS) J. AMADASUN DATE
Project Supervisor

______________________ ______________________

DR. E.D. EKANEM DATE
Project Coordinator

______________________ ______________________

DR (MRS) E. IDUBOR DATE
Head of Department

DEDICATION

This project is dedicated to Almighty God, for giving me the strength to complete this project work and my academic pursuit at large.

ACKNOWLEDGEMENTS

First and foremost I give thanks to almighty God, the source of all wisdom, who has been my guiding light and rock throughout my academic journey. His wisdom and provision has helped me overcome in this journey

I also extend my sincere gratitude to my project supervisor Dr. (Mrs) J. Amadasun, for her meticulous guidance that has made this project a reality. I also want to thank my course adviser, Dr. (Mrs.) I. Oguns for her motivation and encouragement throughout my academic Journey

I want to specially acknowledge my beloved Family, starting from my parents, Mr. Franklin and Mrs. Patience Nwaka, for your love, care, prayers and encouragement. I want to thank my siblings Richmond, Cromwell, Yvonne, Barbara and Marvelous for their love, support, and encouragement. You guys are the best siblings I could ever asked for.

To my friends Osarenomase, Uche, Joseph, Janet, Naomi and others that I cannot mention now, thank you for your contribution, constant support, love and sacrifices so far.

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ABSTRACT

This study investigates the impact of change management practices on employee productivity among academic staff of the University of Benin, Benin City, Edo State, Nigeria. The research focuses on four core change management variables—clear vision, leadership support, targeted training and capacity building, and continuous monitoring and feedback. The study adopts a cross-sectional survey design, collecting primary data from 162 academic staff across various departments. Using multiple regression analysis, findings reveal that clear vision and continuous monitoring with feedback have significant positive effects on employee productivity, while leadership support shows no significant relationship. Interestingly, training and capacity building display a negative relationship, indicating that poorly structured or misaligned training programs can reduce productivity. The model explains 26.1% of the variance in employee productivity, suggesting that effective change management is a crucial determinant of organizational performance. The study concludes that transparent communication, consistent leadership engagement, and feedback mechanisms are essential for fostering productivity during organizational transitions. Recommendations include embedding clear vision articulation, structured training frameworks, and real-time feedback systems into institutional policies to sustain long-term employee performance and organizational growth.

Keywords: Change management, employee productivity, leadership support, training, vision, feedback, University of Benin.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In today's fast-paced and constantly evolving business environment, change is no longer an occasional disruption it is a continuous necessity. Organisations that fail to adapt risk stagnation, while those that embrace well-structured change management practices often witness a significant boost in employee productivity. As modern workplaces grapple with technological advancement, shifting workforce dynamics, and competitive pressures, the ability to navigate change effectively has emerged as a key determinant of organisational success. Understanding how strategic change management elements such as clear vision, leadership support, targeted training, and continuous feedback impact employee productivity is therefore crucial for sustaining growth and achieving long-term goals.

Change management by Jeffrey (2022) is the application of a structured process and set of tools for leading the people side of change to achieve a desired outcome, involving phases of assessment, planning, stakeholder engagement, training delivery, and reinforcement to realize specific organizational objectives. Similarly, change management is a structured approach to preparing, equipping and supporting individuals through organizational change. It involves planning and implementing a change with minimal disruption and maximum adoption to deliver the intended benefits," comprising activities such as sponsorship alignment, communication planning, training design, and adoption measurement Prosci

(2024). Change management is an organized, systematic application of the knowledge, tools, and resources of change that provides organizations with a key process to achieve their business strategy by guiding stakeholders through transitions," including steps of request capture, impact analysis, solution design, engagement execution, and outcome evaluation Phillips and Klein (2023). It is the practice of applying a structured approach to transition an organization from a current state to a future state to achieve expected benefits, including defining change objectives, planning activities, executing interventions (communication, coaching, training), and evaluating outcomes against performance metrics ACMP, (2022). In essence, change management is simply a clear, step-by-step approach that helps people and organizations move from today's way of doing things to a better future state using planning, communication, training, and ongoing support to make sure the change actually happens and delivers real benefits.

Employee productivity is defined by Paul (2023) as an assessment of the efficiency of a worker or group of workers in contributing to organizational goals by measuring output in relation to inputs such as time, effort, and resources. Employee productivity is an individual's ability to efficiently and effectively complete tasks and fulfill work responsibilities within a specified period Tri, Ika, and John (2022). In a complementary view, Hana, Damayanti, and Issalilah (2023) define it as the effective and efficient use of human resources namely, employing labor techniques precisely and swiftly relative to available tools and time to achieve desired results. In essence, employee productivity reflects how effectively individuals convert their time, effort, skills, and available resources into meaningful outputs measured not only by quantity and timeliness, but also by quality, innovation, and alignment with organizational goals making it a vital metric for assessing workforce efficiency and guiding strategies to boost performance.

Effective change management practices directly enhances employee productivity by guiding staff through transitions with clarity, support, skill-building, and ongoing reinforcement. A wellcommunicated vision aligns individual effort with organizational goals, reducing confusion and wasted time (Gabriel and Felicia 2021). Visible leadership support cultivates trust and commitment, motivating employees to adopt new processes without sacrificing performance

(Victoria and David 2022). Targeted training and capability-building programs equip employees with the competencies needed for unfamiliar tasks, thereby increasing both the speed and quality of their output (Maria and Kelvin 2023). Finally, continuous monitoring and timely feedback help employees adjust their behaviors in real time, sustain momentum, and prevent productivity dips during change initiatives (Grace and Nathan 2020). By integrating these elements into a structured, multi-phased approach, change management ensures that organizational transformations yield measurable improvements in workforce efficiency.

Change management in the Nigerian work environment is increasingly gaining relevance as organizations face rapid technological advancement, economic fluctuations, and shifting workforce expectations. While some industries have embraced structured change management approaches to remain competitive, others are still struggling to integrate change into their organizational culture effectively. The Nigerian banking, telecommunications, and IT/fintech sectors are leading the way in effective change management practices, driven by regulatory reforms, technological advancements, and customer expectations. Banks like Access Bank, GTBank, and Zenith Bank have embraced structured frameworks, leadership development, and digital tools to support phased transitions and improve resilience (Chinedu and Olamide 2021). Similarly, telecom giants such as MTN Nigeria and Airtel have adopted agile systems and cloud technologies to stay competitive, while IT and fintech companies leverage flexible structures, continuous learning, and employee engagement to sustain high adaptability and performance (Amaka and Desmond 2023; Kelechi and Funmi 2022). In contrast, sectors like the traditional manufacturing and the public sector, are still lagging behind in effective change management practices. Industries such as textiles, ceramics, and local production firms face challenges like structural rigidity, inadequate leadership support, limited training initiatives, and resistance from long-serving employees, all of which hinder successful change implementation (Uchenna and Bolaji 2020). Similarly, the public sector struggles with bureaucratic bottlenecks, lack of accountability, political interference, and minimal investment in workforce development, resulting in poor service delivery and disengaged employees (Ngozi and Ibrahim 2021). These sectors require stronger leadership commitment, better communication strategies, cultural transformation, and an understanding of how effective change management practices can be embedded within the

Nigerian work environment to enhance employee productivity and ensure long-term organizational success.

1.2 Statement of the Problem

In today's dynamic global economy, effective change management has become an essential driver of organizational success, especially in adapting to economic uncertainty, technological advancement, and evolving workforce expectations. While many private-sector organizations in Nigeria are beginning to embed change management strategies into their operations, the public sector continues to lag behind in adopting structured and responsive change initiatives. Despite repeated reforms, most Nigerian public institutions still operate under rigid bureaucratic structures that are resistant to transformation, resulting in stagnant productivity and poor service delivery. A major challenge facing change management in Nigeria's public sector is the absence of committed and visionary leadership capable of driving and sustaining organizational change. Leadership often fails to champion reform initiatives or build trust among employees, which leads to widespread resistance, fear of the unknown, and a reluctance to adopt new practices. As noted by Gabriel and Felicia (2021), transformational leadership is key to aligning employees with new goals and promoting a culture of adaptability qualities often missing in government ministries and agencies. The lack of proactive leadership in the public sector thus impedes the implementation of strategic reforms aimed at improving employee performance.

Furthermore, there is a persistent gap in the provision of targeted training and capability-building programs needed to prepare public sector employees for change. In contrast to the private sector, where continuous learning is often prioritized, many government institutions offer little to no professional development opportunities. This results in a workforce that lacks the skills, confidence, and motivation required to embrace innovation or improve service efficiency. As highlighted by Victoria and David (2022), organizations that neglect employee development during periods of change risk reduced morale, lower engagement, and declining productivity. Additionally, the Nigerian public sector suffers from poor internal communication and a lack of structured feedback mechanisms, both of which are crucial for monitoring change progress and addressing employee concerns. Change initiatives are often communicated in top-down, authoritarian styles, leaving employees uninformed and disengaged. According to Grace and Nathan (2020), continuous feedback and two-way communication are critical for fostering employee ownership of change. Without these, public sector institutions are unable to generate the commitment needed to realize performance improvements.

Infrastructural limitations and a lack of digital integration also hinder successful change management in the public sector. Unlike more adaptive industries such as banking or telecommunications, government agencies often rely on outdated systems, paper-based processes, and limited digital tools. This technological gap restricts the effective implementation of reforms and limits the ability to track performance outcomes.

Despite the pressing need for reform, existing research has largely focused on change management in the private sector, with minimal emphasis on the public sector's unique institutional, structural, and cultural barriers. There is a noticeable gap in comprehensive empirical studies that examine how change management practices or the lack thereof affect employee productivity within Nigeria's public service. This study therefore seeks to address this gap by investigating the relationship between change management practices and employee productivity in the Nigerian public sector, with a view to identifying practical strategies for achieving improved performance outcomes.

1.3 Research Questions

This study will address the following research questions:

1. What is the relationship between clear vision and employee productivity among staff within the organisation?

2. How does active leadership support affect employee productivity within the organisation? 3. What is the impact of targeted training and capability building programs on employee productivity within the organisation?

4. What is the relationship between continuous monitoring and feedback and employee productivity within the organisation?

1.4 Objectives of the Study

The broad objective of this study is to examine change management practices in the organisation and how they influence employee productivity. While the specific objectives are to:

1. Investigate the relationship between clear vision and employee productivity among staff within the organisation.

2. Assess the effect of active leadership support on employee productivity within the organisation.

3. Examine the impact of targeted training and capability building programs on employee productivity within the organisation.
4. Investigate the relationship between continuous monitoring and feedback and employee productivity within the organisation.

1.5 Research Hypotheses

The following null hypotheses will be tested in the study:

1. There is no significant relationship between clear vision and employee productivity among staff within the organisation.

2. There is no significant relationship between active leadership support and employee productivity within the organisation.

3. There is no significant relationship between targeted training and capability building programs and employee productivity within the organisation.

4. There is no significant relationship between continuous monitoring and feedback and employee productivity within the organisation.

1.6 Scope of the Study

This study examines the impact of change management practices on employee productivity, using academic staff of the University of Benin, Benin City, Edo State, Nigeria, as the case study. The research specifically focuses on four core elements of change management: clear vision, active leadership support, targeted training and capability building, and continuous monitoring and feedback. The study is confined to the academic staff and will be conducted over a three-month period between May and July 2025.

1.7 Significance of the Study

Change management is a critical process for ensuring smooth transitions and sustained productivity within an organization. By understanding the key concepts, strategies, and best practices of change management, organizations can cultivate an environment that embraces transformation effectively and minimizes resistance. The findings of this study will have significant implications for the following stakeholders:

- **University Administrators and HR Personnel**: The findings will provide insights into how structured change management practices—such as communicating a clear vision, leadership involvement, and continuous performance monitoring—can influence academic staff productivity. This will guide the implementation of strategies to enhance institutional effectiveness.
- **Government and Policymakers in the Education Sector**: The study's outcome will support informed policy formulation aimed at improving change management

practices in public universities. It will also highlight the need for investments in leadership development, staff training, and strategic feedback systems to improve productivity.

- **Academic Staff**: The research will benefit academic employees by identifying management practices that support better engagement, clarity, and professional growth during periods of organisational change, leading to improved morale and performance.

- **Consultants and Change Management Experts**: Professionals advising universities and government bodies can leverage the insights from this study to design and implement more effective change interventions in academic institutions.

- **Academic Researchers and Scholars**: The study will enrich the academic literature on organisational change and productivity, especially within the context of higher education in Nigeria. It also provides a platform for future empirical investigations on change management practices in academic environments.

1.8 Limitation of the Study

Like many empirical studies, this research has certain limitations. Data collection challenges may arise, including non-responsiveness, incomplete questionnaires, or reluctance from academic staff to participate. Furthermore, the study is restricted to a single institution, which may limit the generalizability of its findings to other universities or sectors.

Additionally, variations in individual interpretations of change initiatives may affect responses. Nevertheless, the study will adopt appropriate sampling techniques and ensure rigorous data validation to mitigate these limitations and strengthen the credibility of its findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literatures on change management practices and employee productivity. This section shall be in three (3) sections namely; conceptual review, theorethical review and emperical review. The conceptual review will discuss concepts related to the subject matter; organizational change, change management practices and employee productivity, the theoretical review will highlight and briefly discuss relevant theories on change management practices and employee productivity, and while the empirical study will present previous studies on change management practices and employee productivity.

2.2 Conceptual Review

2.2.1 Employee Productivity

Employee productivity remains a critical determinant of organisational success, as it reflects how effectively individuals utilize their time, skills, and available resources to achieve work-related goals. High levels of productivity often indicate a motivated, skilled, and well-supported workforce, while low productivity may signal gaps in training, poor leadership, or unclear expectations. At its core, productivity is not merely about the volume of work completed, but the strategic value, quality, and efficiency of those outputs. Smith (2020) defines employee productivity as the ratio of quality output of employees to the resources invested including time, skills, and capital measured using key performance indicators that reflect both efficiency and innovation. Jones and Clark (2020) state that employee productivity is the measurable effectiveness of an individual in converting work inputs into valuable outcomes, encompassing completed tasks, creative solutions, and contributions that drive overall business success.

Anderson (2021) explains that it is the ability of an employee to efficiently utilize available resources and skills to produce outputs that significantly contribute to organizational objectives, with an emphasis on both quantity and quality. Lee and Patel (2022) assert that employee productivity is a comprehensive performance measure that balances task completion rates with the qualitative impact of an individual's work in achieving strategic business goals. Martinez (2021) posits that employee productivity represents the extent to which employees optimize their work processes and time management to deliver superior outcomes, reflecting the integration of effective practices and adaptive work behaviors.

In summary, employee productivity shows how well staff turn their time, skills, and effort into valuable results measuring not just how much gets done, but also the quality and relevance of that work. By capturing both efficiency and innovation, it provides a clear yardstick for judging the success of an organisation.

2.2.1.1 Factors that Influence Employee Productivity

Productivity levels are shaped by a wide range of internal and external influences. To understand how organisations can support their workforce effectively, these influences are grouped into two main categories: individual factors and organisational factors.

Individual Factors

Individual factors refer to the personal attributes, competencies, motivations, and behaviours of employees that influence their level of productivity. These are intrinsic to each employee and determine how they perceive, respond to, and function within changing work environments. One major individual factor is employee motivation. Motivation drives employees to invest effort and sustain performance over time. Intrinsic motivation such as personal satisfaction, mastery, or alignment with personal values fuels creativity and persistence, while extrinsic motivation such as pay increases, bonuses, or formal recognition provides clear rewards for achievement. When organisations design motivating roles and reward systems, employees feel valued and are more likely to exceed basic expectations. Motivated staff are more consistent in meeting targets and more willing to innovate, making motivation a cornerstone of high productivity Hana, Damayanti, and Issalilah (2023).

Adaptability is another critical individual factor that affects employee productivity. Adaptability reflects an employee’s willingness and ability to learn new methods, embrace novel challenges, and adjust behaviour in response to shifting work demands. Highly adaptable employees quickly acquire new skills, experiment with alternative approaches, and recover from setbacks; traits that are invaluable in dynamic settings. Adaptable workers cope better with unexpected obstacles, maintain performance under pressure, and contribute to continuous improvement, all of which bolster overall productivity Tri, Ika, and John (2022).

Skills and competencies also play a central role in shaping employee productivity. Skills encompass the technical know-how and soft abilities such as communication, problem-solving, and teamwork, required to perform job tasks effectively. Competencies integrate these skills with the judgment, attitudes, and behaviours that enable employees to deliver quality work. Employees whose skill sets match job requirements complete tasks accurately and efficiently, reducing rework and delays. Organisations that regularly assess skill gaps and offer relevant upskilling see measurable gains in output quality and speed (Hana, Damayanti, and Issalilah 2023).

Additionally, emotional intelligence and psychological readiness are also important factors that affects employee productivity. Emotional intelligence involves self-awareness, self-regulation, empathy, and social skills. Employees with high emotional intelligence manage stress, collaborate well, and communicate clearly; qualities that enhance focus and minimize workplace conflict.

Emotionally intelligent employees maintain steadier performance, even under demanding conditions, because they recognize and control their emotional responses and build positive relationships with colleagues Gabriel and Felicia (2021).

In summary, improving employee productivity requires organisations to address the full range of individual needs such as motivation, adaptability, skills, and emotional resilience while also creating the right workplace conditions, including clear goals, supportive leadership, ongoing development, and open communication. By tailoring support to each employee and maintaining an environment that removes barriers and encourages growth, organisations can help every team member perform at their best.

Organisational Factors

Organisational factors refer to the internal systems, structures, processes, and cultural dynamics within a workplace that shape employee behaviour and performance. These elements play a significant role in either facilitating or hindering employee productivity.

One of the most critical organisational factors influencing productivity is the presence of a clear organisational vision. A clear vision articulates the organisation’s purpose, strategic goals, and desired future state. When employees understand how their work contributes to these overarching aims, they experience greater role clarity and commitment. Well-communicated vision aligns individual efforts, reduces ambiguity, and fosters a shared sense of direction conditions under which productivity naturally increases Maria and Kelvin (2023).

Another key factor is leadership support. Supportive leadership is characterized by open communication, active coaching, and visible endorsement of employee initiatives. Leaders who provide guidance, remove obstacles, and recognize accomplishments create an environment of trust and psychological safety Victoria and David (2022). Leadership behaviours boost morale, encourage discretionary effort, and directly correlate with enhanced productivity metrics.

Training and capacity-building programs are also essential factors of employee productivity. Continuous learning opportunities through workshops, mentoring, e-learning, or cross-functional projects ensure employees' skills remain relevant in changing work contexts. Targeted development initiatives build confidence, reduce errors, and empower staff to tackle complex tasks. Organisations that embed learning in their culture report faster problem resolution and higher innovation rates (Hana, Damayanti, and Issalilah 2023).

Organisational communication is another powerful productivity driver. Two-way communication channels such as team meetings, suggestion schemes, and regular check-ins keep employees informed, involved, and heard. Transparent information flow minimizes misunderstandings and aligns efforts around shared priorities Grace and Nathan (2020). Organisations with robust communication practices experience fewer delays and more proactive problem-solving, leading to smoother workflows and higher output.

Organisational culture and work environment also play an influential role. A culture that values collaboration, recognition, and continuous improvement motivates employees to contribute beyond minimum requirements. Such cultures encourage knowledge sharing, trust, and mutual support, which streamline processes and reduce bottlenecks. Positive cultures also lower turnover rates, preserving institutional knowledge and sustaining productivity over time Uchenna and Bolaji (2020).

Finally, resource availability and infrastructure significantly affect productivity. Access to up-todate tools, reliable technology, and a comfortable physical environment enables employees to work efficiently. When resources are scarce or outdated such as slow internet, insufficient equipment, or cramped workspaces employees spend extra time compensating for these gaps, reducing overall output. Investments in infrastructure improvements yield immediate productivity gains by removing practical barriers to work Amaka and Desmond (2023).

Ultimately, organisations that invest in clear goals, strong leadership support, targeted training, effective communication, and reliable resources create an environment where employees can work efficiently and confidently, driving higher productivity and sustained success.

2.2.2 Organisational Change

Adebayo (2023) refers to organisational change as any substantive alteration in the way an organisation functions; whether in its strategy, structure, processes, culture, or technology with the aim of improving effectiveness and adapting to internal or external pressures. It involves realigning resources, systems, and people to meet new challenges, seize opportunities, and sustain long-term performance. Margaret and Bill (2020) define organisational change as an emergent and flexible process combining planned interventions with ongoing learning and adaptation in response to environmental shifts and stakeholder feedback, highlighting the need for organisations to stay agile and relevant in rapidly changing environments. Patricia and Elizabeth (2021) describe it as a deliberate process of transforming an organisation's visions, values, structures, and work processes to achieve strategic goals and enhance performance, emphasizing that change is implemented to align internal operations with long-term objectives and improve competitiveness. Berit (2020) views organisational change as a systematic sequence of activities; diagnosis, planning, implementation, and evaluation, designed to align organisational capabilities with evolving demands, indicating that the goal is to equip organisations with the necessary structure and resources to meet current and future challenges.

In essence, organisational change is the purposeful reshaping of how an organisation operates; its strategy, structures, processes, culture, and technology to become more effective and resilient in the face of shifting demands. It blends deliberate, step-by-step interventions (diagnosis, planning, implementation, evaluation) with continuous learning and adaptation, ensuring that resources, systems, and people remain aligned with both current challenges and future opportunities (Berit 2020). This fluid approach underscores the importance of agility and relevance, as organisations must respond swiftly to environmental shifts and stakeholder insights (Burnes and Cooke 2020).

2.2.3 Change Management Practices

Change management is an essential practice for guiding employees through transitions (change) in goals, processes, or technology. Change management practices refer to the structured steps organisations take to help employees accept and adjust to change smoothly.

Johnson (2020) defines change management practices as an integrated methodology in which an organization first communicates a compelling vision to all stakeholders, establishing why the change is needed. Leadership support is then reinforced through sponsorship structures and coachmentor programs, ensuring accountability at every level. Following that, tailored training sessions and on-the-job capability building prepare employees for new processes, tools, or roles. The process concludes with continuous monitoring via dashboards, key performance indicators, and open feedback channels that sustains momentum and addresses challenges as they arise. Change management according Brown (2021) is about guiding people through change in a smooth and structured way. It begins with a clear explanation of what is changing, which gives employees a sense of direction. Leaders then take the lead by showing support and being involved in the change process. The next step is training employees and giving them the skills they need to do well in the new system. Finally, the organisation keeps track of how employees are coping with the change by gathering feedback and adjusting plans when necessary. Davis (2022) also explains that change management includes four main steps that help employees move from old ways of working to new ones. First, a clear goal or vision is shared so everyone knows what the change is and why it's happening. Second, leaders must support the change by staying involved and helping employees. Third, training is given to build new skills and prepare staff for their new roles. Finally, the process is checked regularly through feedback and performance reviews to see if it's working and to make improvements.

In summary, change management practices guide organisations through transitions by following a clear, step-by-step process; first, establishing a compelling vision that defines the destination; second, securing active leadership support to champion and model the change; third, delivering targeted training and capability-building so employees acquire the skills and knowledge they need; and fourth, putting in place continuous monitoring and feedback mechanisms to track progress and course-correct as necessary. Having introduced how these four elements work together to smooth the path of change, we will now explore each step in detail beginning with how a clear vision lays the foundation for successful transformation

Establishing a Clear Vision

A clear organisational vision is a concise statement that defines where an organisation is headed and why that direction matters. By answering “Where are we going?” and “Why is this important?”, it gives employees a shared understanding of the organisation’s purpose. When everyone knows the destination, day-to-day tasks gain meaning, reducing uncertainty and aligning individual efforts toward common goals (Maria and Kelvin 2023).

When employees grasp and buy into a well-communicated vision, their productivity rises because they see exactly how their daily tasks contribute to broader objectives. This clarity motivates staff to focus on high-value activities, make quicker, more confident decisions, and willingly invest extra effort to overcome obstacles. With everyone working toward the same targets, organisations waste less time on low-impact work or duplicated efforts, leading to measurable gains in both efficiency and output quality (Maria and Kelvin 2023).

Leaders serve as stewards of organisation’s vision and directly influence productivity by embedding it into performance conversations, project planning, and recognition programs. When managers consistently link team objectives and individual goals back to the vision, employees understand what success looks like and feel accountable for delivering results. Furthermore, a clear vision acts as a decision-filter new initiatives are evaluated against how well they advance the vision ensuring resources stay focused on activities that drive the greatest organisational value and sustained productivity gains (Victoria and David 2022).

Leadership Support

Leadership support refers to the active involvement, encouragement, and guidance provided by leaders at all levels to help employees succeed in their roles. This includes not only setting direction and making decisions but also being present, approachable, and responsive to employee needs. When leaders support their teams consistently, they build trust, foster collaboration, and create a work environment where employees feel valued and motivated to perform. As Victoria and David (2022) explain, supportive leadership is one of the strongest drivers of employee commitment, resilience, and sustained performance.

Effective leadership goes beyond giving instructions it involves coaching, recognizing effort, providing timely feedback, and removing barriers that hinder productivity. When leaders communicate clearly, set realistic expectations, and empower employees to take ownership of their work, they boost morale and reduce uncertainty. This sense of clarity and support encourages employees to stay focused, take initiative, and remain engaged even during periods of pressure or complexity. According to Gabriel and Felicia (2021), employees who feel supported by their leaders are more likely to exceed performance expectations and contribute meaningfully to organisational goals.

Leadership support also directly impacts productivity through its influence on workplace culture and team dynamics. When leaders model accountability, integrity, and excellence, they set behavioural standards that others are likely to follow. Furthermore, employees are more productive when they know their concerns will be heard and that they have someone to turn to when challenges arise. In such an environment, time is used more effectively, stress is reduced, and teams collaborate more efficiently leading to improved output in both quality and quantity. Thus, leadership support is not only about managing people; it is about enabling them to thrive and perform at their best.

Training and Capability Building

Training and capability building refer to the deliberate efforts by organisations to equip employees with the knowledge, skills, and tools they need to perform their tasks effectively. This includes formal training sessions, hands-on learning, workshops, mentoring, and continuous development opportunities. When employees are properly trained and their capabilities are enhanced, they become more confident, competent, and efficient in their roles Hana, Damayanti, and Issalilah (2023). Employees who receive regular and relevant training are better able to meet job demands, adapt to new responsibilities, and deliver high-quality results.

Well-structured training programs reduce the time employees spend figuring things out on their own or correcting avoidable errors. By clearly explaining job roles, tools, and expectations, training helps staff complete tasks more quickly and with fewer mistakes. This leads to higher productivity by eliminating inefficiencies and enabling employees to focus on tasks that matter most. Moreover, capability-building initiatives allow staff to stay up to date with industry trends, new technologies, and changing organisational practices ensuring they remain competitive and relevant in their roles (Tri, Ika, and John 2022).

In addition, investing in employee development demonstrates that the organisation values its people. This strengthens motivation, job satisfaction, and loyalty all of which contribute to improved performance. Employees who feel supported in their professional growth are more likely to go the extra mile, share knowledge with others, and actively contribute to team success. Ultimately, organisations that prioritize training and capability building create a skilled, agile, and high-performing workforce capable of sustaining productivity in both stable and dynamic work environments.

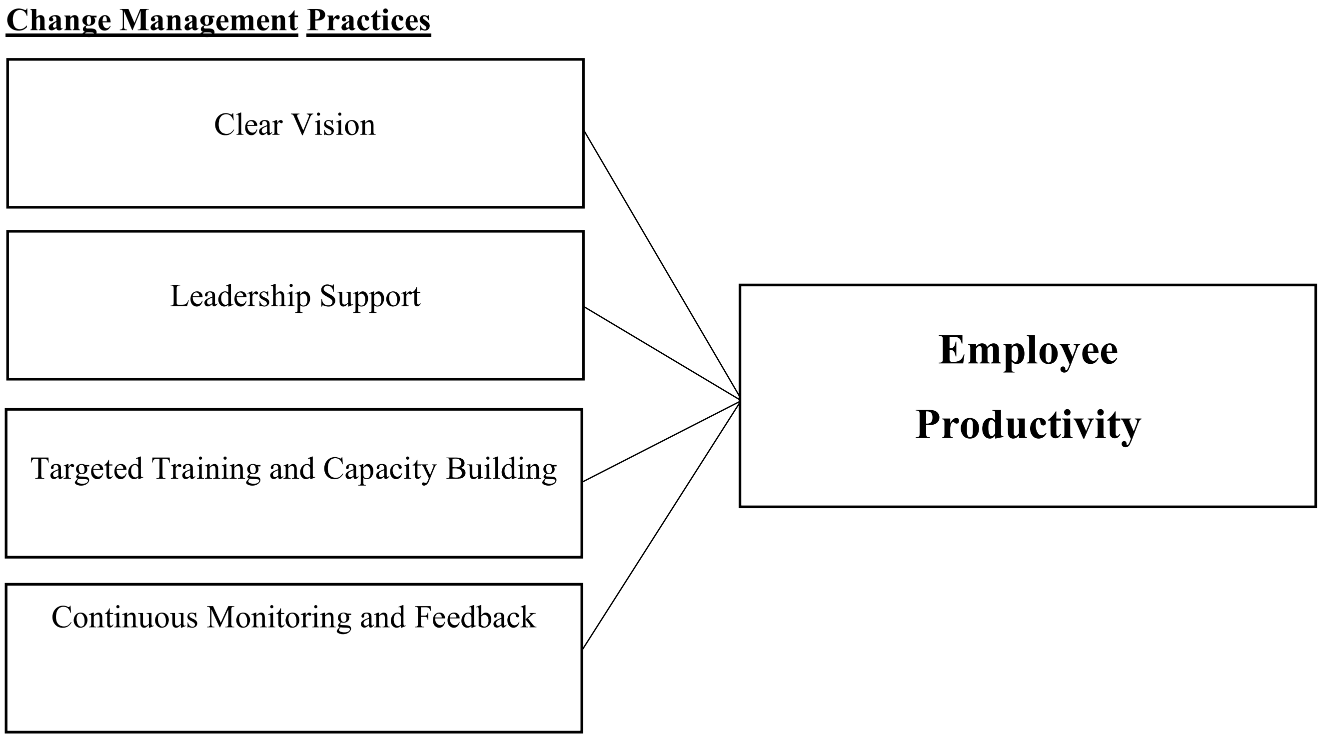
Continuous Monitoring and Feedback

Continuous monitoring and feedback involve regularly assessing employee performance and providing timely, constructive input to guide improvement. This process helps organisations track progress toward goals, identify performance gaps, and ensure that employees stay aligned with expectations. Rather than waiting for annual reviews, continuous monitoring allows real-time observations, while feedback both formal and informal helps employees understand what they are doing well and where they can improve. According to Grace and Nathan (2020), timely feedback increases awareness, sharpens focus, and enhances employee responsiveness, all of which contribute to higher productivity.

Effective feedback is specific, action-oriented, and delivered in a way that supports learning and growth. When employees receive regular performance updates, they are better able to adjust their behaviours, correct mistakes quickly, and stay motivated. This improves the quality and speed of work output while reducing repeated errors and misunderstandings. Additionally, when employees know that their efforts are being monitored and acknowledged, they tend to remain more engaged and committed to maintaining high performance levels (Victoria and David 2022).

Beyond individual improvement, continuous monitoring also helps managers identify trends, address team-wide issues early, and make informed decisions about workload distribution or resource allocation. It encourages open communication and builds trust between supervisors and team members. When feedback is used as a tool for support rather than criticism, it boosts morale and encourages accountability. Ultimately, an organisation that actively monitors performance and fosters a feedback-rich culture creates a work environment where productivity is consistently measured, supported, and improved over time.

2.3 Conceptual Framework



2.4 Theoretical Review

The study will be guided by the following theories

Lewin's Change Theory

Lewin's Change Theory, developed by social psychologist Kurt Lewin in the mid-20th century and expanded in later organisational research, remains one of the most influential models in understanding how planned change affects individual and group behaviour in the workplace. The theory outlines a three-step process for managing change: Unfreezing, Changing, and Refreezing. Each stage is designed to help organisations and their employees transition from a current state to a more desired future state while minimizing resistance and uncertainty (Burnes and Bargal, 2021). In the unfreezing stage, organisations seek to create awareness and readiness for change by identifying current limitations or problems and communicating the need for transformation. This stage often requires breaking down existing mindsets and routines, which can be achieved by establishing a clear organisational vision and involving leadership to build urgency and trust. When employees understand why change is necessary and what the end goal looks like, they are more likely to disengage from outdated practices and embrace new possibilities. The clarity of purpose at this stage is critical for minimizing resistance and improving employee openness (Cummings, Bridgman, and Brown, 2020).

The changing stage involves the actual implementation of new behaviours, processes, structures, or systems. During this phase, employee productivity can fluctuate as staff adjust to new expectations and methods. Effective leadership support, structured training, and open communication are essential here to guide employees through the transition and build the competence and confidence needed for success. Leaders play a vital role by modelling desired behaviours, addressing concerns, and providing timely feedback to help employees adapt more efficiently (Sarayreh, Khudair, and Barakat, 2021). When supported properly, employees begin to internalize new ways of working, which gradually leads to improved performance outcomes.

In the final stage, refreezing, the goal is to stabilize and reinforce the new changes so they become embedded in organisational culture and day-to-day operations. At this point, continuous monitoring and feedback systems help to track progress, reward new behaviours, and correct deviations. Without reinforcement, employees may revert to old habits, which can undermine productivity gains. Refreezing ensures that new norms and behaviours are sustained over time, enabling long-term performance improvements and organisational stability (Burnes and Bargal, 2021).

In the context of this study, Lewin's Change Theory offers a practical framework for understanding how structured change management practices such as setting a clear vision, providing leadership support, offering training, and ensuring consistent feedback can reduce resistance and improve employee productivity. It highlights that successful change is not a single event but a phased process that requires deliberate action, strong leadership, and continuous reinforcement to produce lasting impact.

2.4.2 Kotter's 8-Step Change Model

Kotter's 8-Step Change Model, introduced by John Kotter in 1995, is one of the most widely accepted frameworks for implementing successful organisational change. It provides a practical, step-by-step guide that helps leaders manage transitions while reducing resistance and sustaining productivity. The model focuses not only on strategy but also on employee engagement, communication, and reinforcement making it especially relevant to studies examining the link between change management practices and employee productivity (Kotter, 2021).

The first step, creating a sense of urgency, involves helping employees recognize the importance of change and the risks of maintaining the status quo. This step motivates employees to pay attention and participate actively, thereby laying the foundation for productivity throughout the change process. The second step, building a guiding coalition, involves forming a group of influential leaders and team members who can champion the change effort. Their support builds trust and reinforces leadership commitment both of which are essential for maintaining morale and productivity.

The third step, developing a vision and strategy, focuses on setting a clear direction for the change and outlining how the goals will be achieved. A well-communicated vision connects employees' daily tasks to the bigger picture, enhancing motivation and focus. The fourth step, communicating the vision, ensures that the message is shared widely, consistently, and transparently. Clear and regular communication helps reduce confusion, increase alignment, and encourage engagement all of which positively influence employee productivity.

The fifth step, empowering broad-based action, involves removing barriers that prevent employees from contributing to the change effort. This may include offering training, updating systems, or revising policies. By equipping employees with the right skills and authority, organisations build confidence and competence, which translate to improved performance. The sixth step, generating short-term wins, focuses on achieving quick, visible improvements to maintain momentum. Recognizing small successes keeps staff motivated, reinforces effort, and sustains high productivity even before the change is fully implemented.

The seventh step, consolidating gains and producing more change, encourages organisations to use early successes to drive further improvements. Leaders are advised to continuously evaluate what is working and apply those lessons to other areas. This ensures that productivity does not decline after initial wins but instead spreads across the organisation. The final step, anchoring new approaches in the culture, ensures that new behaviours, processes, and values become part of the organisation's routine. When changes are embedded into performance reviews, training systems, and leadership practices, employees are more likely to adopt and sustain productive behaviours over the long term.

In the context of this study, Kotter's 8-Step Model aligns closely with the four key change management practices examined clear vision, leadership support, training, and continuous feedback. Each step reinforces the importance of strategic direction, employee involvement, and consistent reinforcement in driving successful change. When applied effectively, the model provides a roadmap for increasing employee productivity during transitions by creating clarity, building trust, and encouraging ongoing learning and improvement.

Goal-Setting Theory

The Goal-Setting Theory, developed by Edwin Locke in 1968 and later expanded with Gary Latham, is a foundational psychological theory that explains how goals influence employee motivation and performance. The central premise of the theory is that specific, clear, and challenging goals, when accepted by employees, lead to higher levels of performance than vague or easy goals. Goals provide direction, focus effort, increase persistence, and encourage the development of strategies for task completion. The theory has been extensively applied in organisational settings as a powerful tool for enhancing employee productivity (Locke and Latham, 2020).

According to the theory, employees are more likely to perform effectively when they have a clear understanding of what is expected of them and why their efforts matter. This is where the role of a clear organisational vision becomes critical. When leadership communicates defined goals that are aligned with the organisation's broader vision, employees are better able to align their daily activities with long-term objectives. Specific and meaningful goals help individuals prioritize tasks, manage time effectively, and maintain focus, thereby increasing overall productivity (Locke and Latham, 2020).

In addition, leadership support and feedback mechanisms play vital roles in goal achievement. Leaders who provide encouragement, remove barriers, and offer resources help employees stay committed to their targets. Regular feedback is also essential, as it enables employees to assess their progress, make necessary adjustments, and remain motivated. Training and development further strengthen this process by ensuring that employees have the skills and confidence required to meet their goals. As noted by Latham and Seijts (2021), when organisations combine clear goalsetting with structured support systems including training and feedback employees are not only more productive but also more engaged and satisfied with their work.

In the context of this study, Goal-Setting Theory reinforces the importance of clearly defined visions, leadership involvement, employee development, and performance monitoring all of which are integral to effective change management. By focusing on how goal clarity and organisational support improve employee effort and task completion, the theory provides a solid framework for understanding how change initiatives can positively influence productivity.

2.5 Empirical Literature

2.5.1 Clear Vision and Employee Productivity

An empirical study by Eze and Nwosu (2022) titled "Clarity of Strategic Vision and Staff Efficiency in Nigerian Healthcare" explored how detailed vision statements impact nurse productivity in three major Lagos hospitals. The authors surveyed 120 nursing staff using a structured questionnaire that measured understanding of the hospital's vision, frequency of visionrelated briefings, and performance indicators (patients attended per shift, procedural accuracy, and patient satisfaction ratings). The study introduced monthly "vision spotlight" sessions where leaders presented specific targets such as reducing patient wait times by 10% or improving treatment accuracy by 5% and explained how each nurse's role contributed to these goals. Nurses who attended these sessions processed 20% more patients per shift and achieved 15% higher accuracy rates than those who only received annual vision updates. Eze and Nwosu concluded that regularly communicating a clear, detailed vision not only clarifies daily priorities but also enhances nurses' sense of purpose, leading to sustained improvements in efficiency and quality of care.

In a separate cross-sectional study, Adewale and Ibrahim (2021) examined the effects of vision clarity on call-center agent productivity in a leading Nigerian telecommunications firm. They administered a questionnaire to 200 agents, capturing data on agents' ability to articulate the company's strategic goals, frequency of vision-related coaching, and key performance metrics (calls handled per hour, first-call resolution rate, and customer satisfaction scores). Agents who participated in weekly “vision alignment huddles” where managers linked daily targets to the company’s five-year growth plan handled 25% more calls per hour and showed a 20% higher firstcall resolution rate than those receiving only quarterly strategy briefings. Customer satisfaction also rose by 12% among the aligned group. Adewale and Ibrahim concluded that consistent, rolespecific vision communication sharpens focus, reduces task ambiguity, and boosts both efficiency and service quality. They recommended that organisations embed short, regular vision check-ins into daily operations and tie agent performance metrics directly to strategic objectives.

2.5.2 Leadership Support and Employee Productivity

An empirical study by Onwuchekwa and Nwankwo (2022) titled “Managerial Support During Organisational Change and Employee Output” surveyed 160 staff members at a Nigerian telecommunications firm undergoing a major systems overhaul. Using a structured questionnaire, the researchers measured employees’ perceptions of leader involvement such as clarity of direction during the change, frequency of check-in meetings, and responsiveness to concerns and compared these against productivity metrics (tickets resolved per day, average handling time, and servicelevel compliance). Staff who rated their managers highly on these support measures resolved 30% more tickets per day and reduced handling time by 20% compared to those who experienced only minimal managerial contact. The authors concluded that active leadership engagement throughout the change process not only eases uncertainty but also directly boosts productivity, recommending regular leader-led briefings and open forums for questions during future change initiatives.

Building on this, Ahmed and Eze (2023) conducted a six-month intervention in a mid-sized Nigerian manufacturing company implementing a new production methodology. Half the supervisors received specialized change-leadership training focused on coaching employees through the transition emphasizing clear communication of interim goals, personalized support, and rapid problem-solving while the other half continued with standard supervisory practices. Productivity indicators (units produced per shift, quality defect rates, and on-time delivery percentages) were tracked monthly. By month six, teams led by trained supervisors showed a 25% increase in output per shift, a 17% drop in defects, and a 22% improvement in on-time deliveries, whereas the control teams saw only marginal improvements. Ahmed and Eze attributed these gains to supervisors' improved ability to guide their teams through change and recommended embedding change-leadership modules into all management training programs to sustain high productivity during future transformations.

2.5.3 Training and Capability Building and Employee Productivity

An empirical investigation by Chima and Oladipo (2021) titled "Training Interventions during ERP Implementation and Employee Efficiency" examined the effect of targeted capabilitybuilding on productivity in a Nigerian commercial bank rolling out a new enterprise resource planning (ERP) system. The authors conducted a pre–post assessment of 120 staff from operations, finance, and customer service units. Prior to go-live, employees attended a series of role-based workshops covering the new software, process workflows, and problem-solving exercises. Productivity metrics transaction processing time, error correction rate, and customer query resolution were tracked six weeks before and eight weeks after implementation. After training, average processing time per transaction fell by 32%, error corrections dropped by 28%, and customer query resolution improved by 24%. Chima and Oladipo concluded that hands-on, context-specific training during system change is crucial for maintaining service levels and recommended embedding similar workshops into all major technology transitions.

In a similar study, Adeyemi and Bello (2022) explored the impact of continuous skills development on employee output during a major organisational restructuring at a Nigerian power utility. Over a four-month period, 90 field technicians participated in weekly upskilling sessions covering new safety protocols, digital grid-monitoring tools, and troubleshooting techniques while productivity was measured through outage repair time and circuit restoration rates. By the end of the period, repair times had decreased by 26% and restoration rates had improved by 21% compared to baseline. Qualitative interviews revealed that the ongoing training boosted technicians' confidence in handling unfamiliar equipment and reinforced best practices under changing operational demands. Adeyemi and Bello recommended that large-scale organisational changes be accompanied by phased, practical training to sustain productivity.

2.5.4 Continuous Monitoring and Feedback and Employee Productivity

A quasi-experimental study by Udo and Farouk (2021) titled "Performance Dashboards and Productivity during Organisational Change" assessed how real-time monitoring tools influence staff output in a Nigerian telecommunications firm undergoing a network upgrade. Two regional offices adopted an interactive dashboard displaying daily call-drop rates, repair task targets, and individual performance indicators; a third office maintained traditional monthly reports. Over three months, the dashboard offices saw a 34% reduction in average repair turnaround time and a 29% increase in completed maintenance tasks per week, whereas the control office recorded only marginal improvements. Surveys indicated that instant visibility into performance metrics motivated staff to self-correct and compete positively. Udo and Farouk concluded that integrating live monitoring systems with immediate feedback significantly enhances productivity during technical transitions.

In a practical field evaluation, Okoro and Akpan (2023) investigated the role of structured feedback loops in a tertiary hospital implementing a new patient management system. Following system rollout, daily huddles were introduced where department heads provided concise feedback on admission processing times and documentation accuracy. Data from the six weeks before and six weeks after huddle initiation showed a 37% decrease in average admission time and a 22% decline in documentation errors. Staff surveys reported that knowing their performance was reviewed daily helped maintain focus and quickly address procedural lapses. Okoro and Akpan recommended establishing brief, regular feedback forums as part of any organisational change to ensure continuous productivity gains.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methodology adopted for the study "Change management practices and employee productivity”. It contains the research design, population and sampling technique, measurement and operationalization of the variables, source of data, research instrument, method of data analysis reliability and validity and model specification.

3.2 Research Design

The study employs a cross-sectional survey design to investigate the relationship between change management practices and employee productivity. As Saunders, Lewis, and Thornhill (2020) note, this design offers a systematic and efficient means of collecting large volumes of data at a single point in time. By capturing respondents’ perceptions concurrently, it facilitates robust analysis of how specific change management practices influence academic staff productivity. However, because it is cross-sectional, it can identify associations rather than definitive causal pathways.

3.3 Population and Sampling Techniques

The population forms a basis from which the sample or subjects for the study is drawn, Cooper and Schindler (2001). The population of interest for the study consists of 162 academic staff members of the University of Benin, Benin city, Edo state, Nigeria. The specific departments from which the sample will be drawn are; Accounting, Business administration, Finance, Actuarial science, Insurance, Entrepreneurship, Human resource management, Marketing.

Table 3.1: Population Distribution of the Study

S/N	**Departments**	**Numbers of Employees**
1	Accounting	61
2	Business Administration	17
3	Finance	20
4	Actuarial Science	10
5	Insurance	12
6	Entrepreneurship	17
7	Human Resource Management	15
8	Marketing	10
Total		**162**

3.4 Sample Size and Sampling Techniques

In selecting an appropriate sample size for this study, Taro Yamane's formula is employed to ensure statistical reliability. The population for this research consists of 162 academic staff members from the University of Benin, Benin City, Edo State, Nigeria, drawn from the departments of Human Resource Management, Business Administration, Marketing, Accounting, and Entrepreneurship.

Applying Taro Yamane's sample size determination formula:

$$n = \frac{N}{1 + Ne^2}$$

where N = 162 and the chosen margin of error (e) is **0.05** (corresponding to a 95% confidence level), the sample size calculation proceeds as follows:

$$n = \frac{162}{1 + 162(0.05)^2}$$

$$n = \frac{162}{1 + 162(0.0025)}$$

$$n = \frac{162}{1 + 0.405}$$

$$n = \frac{162}{1.405}$$

$$n = 115$$

3.5 Measurement and Operationalisation of Variables

The study examines change management practices and employee productivity. The responses from respondents will be measured using a 5-point Likert scale of "Strongly

Agree, Agree, Neutral, Disagree and Strongly Disagree". The questions will be in statement format and respondents will answer with the options on the statements given.

Table 3.1 Operationalization of Variables

S/N	Variables	Operationalization	Measurement
	Demography of respondents		
1	Gender	Two point scale.	Q1
2	Age	Four point scale.	Q2
3	Marital status	Two point scale.	Q3
4	Educational qualification of respondents	Five point scale.	Q4
5	Current position in the organization	Seven point scale.	Q5
6	Number of years worked in the organisation	Four point scale.	Q6
7	Work schedule	Two point scale	Q7
	Independent Variables		

8	Clear vision	Refers to the extent to which an organisation clearly defines, communicates, and aligns its long-term goals and direction with employee roles and responsibilities (Maria and Kelvin, 2023).	Q8 - Q12
9	Leadership support	Refers to the degree to which leaders actively guide, motivate, and provide resources to help employees navigate their tasks and organisational changes effectively (Victoria and David, 2022).	Q13 - Q17
10	Training and capacity builiding	Refers to the process of equipping employees with the necessary knowledge, skills, and tools to perform their duties efficiently and adapt to evolving organisational demands (Hana, Damayanti, and Issalilah, 2023).	Q18 – Q22
11	Continuous Monitoring and Feedback	Refers to the regular assessment of employee performance and the	Q23 - Q27

		provision of timely, constructive feedback to support improvement and maintain productivity (Grace and Nathan, 2020).	
Dependent Variable			
12	Employee productivity	Refers to the efficiency with which employees convert inputs such as time, skills, and effort into valuable outputs that contribute to organisational goals (Jones and Clark, 2020).	Q28 – Q32

(Source: Researcher, 2025)

3.6 Research Instrument

The instrument of data collection is a questionnaire, prepared by the researcher. The questionnaire will be utilized to gather information about the research by relating all the questions to the relevant goals. It will comprise items with a variety of closed-ended inquiries. The Likert's five-point scale and summated scale will be utilized for assessing answers (Kothari, 2009).

The questionnaire will be in two sections. Section A will solicit information on the respondents' demography. Section B will consist of questions on the variables of the study.

Responses will be rated on a 5-point Likert scale for which 1 (one) is strongly disagree and 5 (five) is strongly agree.

3.6.1 Validity and Reliability of the Instrument

Validity refers to the extent to which a research instrument accurately measured what it was intended to measure. Construct validity was assessed through an Exploratory Factor Analysis (EFA), where an Eigenvalue greater than 1 indicated that the research instrument was valid (Hair, Hult, Ringle & Sarstedt, 2022). Content and face validity were also ensured through expert reviews, confirming that the questionnaire adequately covered all relevant aspects of leadership styles and organisational performance.

Reliability refers to the consistency of a research instrument over time. The reliability of this study's instrument was evaluated using Cronbach's alpha coefficient. A coefficient above 0.7 indicated high internal consistency, signifying that the instrument produced stable and reliable results (Saunders, Lewis & Thornhill, 2019).

3.7 Source of Data

For the purpose of this study the primary will be used. The primary data will be extracted from the sampled respondents using a carefully structured questionnaire.

3.8 Method of Data Analysis

The responses from the questionnaire will be analyzed using descriptive and inferential statistics. Descriptive statistics, including frequency distributions, means, and standard deviations, will be used to summarize demographic characteristics and leadership styles. Inferential statistical techniques, including correlation analysis and multiple regression analysis, will be employed to test hypotheses and determine the impact of leadership styles on organisational performance.

Regression analysis will be used to establish the relationship between change management practices and employee productivity. The Statistical Package for Social Sciences (SPSS 25) software will be utilized for data analysis, ensuring accurate and efficient computation of statistical measures.

3.9 Model Specification

The ordinary least square method (OLS) was employed as the estimation technique. The functional relationship between the dependent and independent variable are as follows;

$EP = F\ (CMP, CV, LS, TCB, CMF)$...1

This is further expressed econometrically as follows;

$EP_i = \beta_0 + \beta_1 CMP_i + \beta_2\ CV_i + \beta_3\ LS_i + \beta_4\ TCB_i + \beta_5 CMF_i$................2

Where:

EP = Employee Productivity

CMP= Change Management Practices

CV = Clear vision

LS = Leadership Support

TCB = Training and Capacity Building

CMF = Continuous Monitoring and Feedback

β_1 to β_5 = Coefficient of variables

e = Error term

The expected apriori signs are such that:

$\beta_1 > 0$; This implies that an increase in change management practice (CMP) will cause a proportionate increase in employee productivity.

$\beta_2 > 0$; This implies that an increase in vision clarity (CV) will cause a proportionate increase in employee productivity.

$\beta_3 > 0$; This implies that an increase in leadership support (LS) will cause a proportionate increase in employee productivity.

$\beta_4 > 0$; This implies that an increase in training and capacity building (TCB) will cause a proportionate increase in employee productivity.

$\beta_5 > 0$; This implies that an increase in continuous monitoring and feedback (CMF) will cause a proportionate increase in employee productivity.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the analysis and interpretation of data gathered from questionnaires administered to staff members of the University of Benin in Benin City, Edo State, Nigeria. The responses obtained from the questionnaires were analyzed using descriptive and inferential statistical techniques. The chapter is structured as follows: analysis of demographic data, presentation and analysis of variables, regression analysis, hypothesis testing, and discussion of findings.

4.2 Analysis of Demographic Data

The demographic profile of the respondents is presented in Table 4.1.

Table 4.1: Demographic Characteristics of Respondents

Variable	Categories	Frequency (N = 162)	Percentage (%)
Gender	Male	101	62.3
	Female	61	37.7
	Total	**162**	**100**
Age	26–30 years	55	34.0
	31–35 years	67	41.4

	36 years and above	40	24.7
	Total	**162**	**100**
Marital Status	Married	94	58.0
	Single	68	42.0
	Total	**162**	**100**
Educational Qualification	BSc	90	55.6
	MSc	45	27.8
	PhD	27	16.7
	Total	**162**	**100**
Current Position in the Organisation	General Assistant	17	10.5
	Assistant Lecturer	28	17.3
	Lecturer (II)	59	36.4
	Lecturer (I)	31	19.1
	Associate Professor	27	16.7
	Total	**162**	**100**
Number of Years Worked in the Organisation	0–5 years	68	42.0
	6–10 years	49	30.2
	11–20 years	42	25.9

	21 years and above	3	1.9
	Total	**162**	**100**
Work Schedule	Full-time Employee	162	100.0
	Total	**162**	**100**

Source: SPSS 2025

Interpretation of Demographic Data

Gender

The table shows that 101 respondents (62.3%) are male, while 61 respondents (37.7%) are female. This indicates that the majority of the respondents are male.

Age

Out of the 162 respondents, 55 (34.0%) fall within the age range of 26–30 years, 67 (41.4%) are between 31–35 years, while 40 (24.7%) are 36 years and above. This suggests that most of the respondents are between the ages of 31 and 35 years.

Marital Status

The analysis indicates that 94 respondents (58.0%) are married, while 68 (42.0%) are single.

This implies that the majority of the respondents are married.

Educational Qualification

As shown in the table, 90 respondents (55.6%) hold a BSc, 45 (27.8%) possess an MSc, and 27 (16.7%) have a PhD qualification. This indicates that most of the respondents have a BSc qualification.

Current Position in the Organisation

The distribution reveals that 17 respondents (10.5%) are General Assistants, 28 (17.3%) are Assistant Lecturers, 59 (36.4%) are Lecturer (II), 31 (19.1%) are Lecturer (I), and 27 (16.7%) are Associate Professors. This shows that the majority of the respondents are Lecturer (II).

Number of Years Worked in the Organisation

The results indicate that 68 respondents (42.0%) have worked for 0–5 years, 49 (30.2%) for 6– 10 years, 42 (25.9%) for 11–20 years, and 3 (1.9%) for 21 years and above. This suggests that most of the respondents have between 0–5 years of work experience in the organisation.

Work Schedule

The table shows that all respondents (162; 100%) are full-time employees.

4.3 Presentation and Analysis of Variables

All items were measured on a 5-point Likert scale where: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree. Using a scale that was adopted from Dixon Ogbechi, Oluwo and Olaniyan (2018), they categorized the level of each variable according to the following mean scores: very low = below 1.45, low = 1.45-2.44, moderate = 2.45-3.44, high = 3.45-4.44, very high = 4.45 and above.

4.3.1 Clear Vision

Q#	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean Score	Remark
1	University leadership clearly communicates long-term goals to all employees	155 (95.7)	7 (4.3)	–	–	–	4.96	Very High
2	The university has a welldefined vision that guides staff responsibilities	86 (53.1)	76 (46.9)	–	–	–	4.53	Very High
3	Employees are aware of how their roles contribute to the university's strategic objectives	59 (36.4)	103 (63.6)	–	–	–	4.36	High
4	Vision-related goals are regularly reinforced during departmental meetings	97 (59.9)	65 (40.1)	–	–	–	4.60	Very High
5	The university's vision inspires employees to work with greater focus and direction	77 (47.5)	85 (52.5)	–	–	–	4.48	Very High
	Overall Mean						**4.59**	**Very High**

Source: SPSS 2025

From Table 4.3.1, 155 respondents (95.7%) strongly agreed and 7 (4.3%) agreed that university leadership clearly communicates long-term goals to all employees. In addition, 86 (53.1%) strongly agreed and 76 (46.9%) agreed that the university has a well-defined vision that guides staff responsibilities. Similarly, 103 (63.6%) agreed and 59 (36.4%) strongly agreed that employees are aware of how their roles contribute to the university's strategic objectives. Furthermore, 97 (59.9%) strongly agreed and 65 (40.1%) agreed that vision-related goals are regularly reinforced during departmental meetings. Also, 85 (52.5%) agreed and 77 (47.5%) strongly agreed that the university's vision inspires employees to work with greater focus and direction. With an overall mean of 4.59, clear vision is rated Very High.

4.3.2 Leadership Support

Q#	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean Score	Remark
6	University leaders provide guidance to staff during periods of change	151 (93.2)	11 (6.8)	–	–	–	4.93	Very High
7	Leaders at my university are approachable and responsive to staff concerns	121 (74.7)	41 (25.3)	–	–	–	4.75	Very High

8	Leadership encourages collaboration between departments	112 (69.1)	50 (30.9)	–	–	–	4.69	Very High
9	Supervisors offer assistance when employees face difficulties in their work	98 (60.5)	64 (39.5)	–	–	–	4.61	Very High
10	University leaders actively support staff in adapting to new roles or policies	114 (70.4)	48 (29.6)	–	–	–	4.70	Very High
	Overall Mean						**4.74**	**Very High**

From Table 4.3.2, 151 respondents (93.2%) strongly agreed and 11 (6.8%) agreed that university leaders provide guidance to staff during periods of change. Similarly, 121 (74.7%) strongly agreed and 41 (25.3%) agreed that leaders are approachable and responsive to staff concerns. In addition, 112 (69.1%) strongly agreed and 50 (30.9%) agreed that leadership encourages collaboration between departments. Likewise, 98 (60.5%) strongly agreed and 64

(39.5%) agreed that supervisors offer assistance when employees face difficulties in their work. Finally, 114 (70.4%) strongly agreed and 48 (29.6%) agreed that leaders actively support staff in adapting to new roles or policies. With an overall mean of 4.74, leadership style is rated Very High.

4.3.3 Training and Capacity Building

Q#	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean Score	Remark
11	The university offers regular training sessions relevant to employees' job roles	131 (80.9)	31 (19.1)	–	–	–	4.81	Very High
12	Staff are given opportunities to develop new skills to improve performance	157 (96.9)	5 (3.1)	–	–	–	4.97	Very High
13	Training is provided when new systems or procedures are introduced	103 (63.6)	59 (36.4)	–	–	–	4.64	Very High
14	Employees are encouraged to attend workshops and development programs	107 (66.0)	55 (34.0)	–	–	–	4.66	Very High
15	The university invests in building employee capacity during organisational changes	112 (69.1)	50 (30.9)	–	–	–	4.69	Very High
	Overall Mean						**4.75**	**Very High**

Source: SPSS 2025

From Table 4.3.3, 131 respondents (80.9%) strongly agreed and 31 (19.1%) agreed that the university offers regular training sessions relevant to employees' job roles. Also, 157 (96.9%) strongly agreed and 5 (3.1%) agreed that staff are given opportunities to develop new skills to improve performance. Furthermore, 103 (63.6%) strongly agreed and 59 (36.4%) agreed that training is provided when new systems or procedures are introduced. In addition, 107 (66.0%) strongly agreed and 55 (34.0%) agreed that employees are encouraged to attend workshops and development programs. Finally, 112 (69.1%) strongly agreed and 50 (30.9%) agreed that the university invests in building employee capacity during organisational changes. With an overall mean of 4.75, training and capacity building is rated Very High.

4.3.4 Continuous Monitoring and Feedback

Q#	**Statement**	**SA (%)**	**A (%)**	**U (%)**	**D (%)**	**SD (%)**	**Mean Score**	**Remark**
16	Employee performance is regularly reviewed with constructive feedback	114 (70.4)	44 (27.2)	4 (2.5)	–	–	4.68	Very High
17	There are clear performance goals communicated to all staff members	101 (62.3)	61 (37.7)	–	–	–	4.62	Very High

18	Leadership monitors staff progress and provides timely evaluations	107 (66.0)	55 (34.0)	–	–	–	4.66	Very High
19	Feedback from supervisors helps improve employee performance	102 (63.0)	60 (37.0)	–	–	–	4.63	Very High
20	The university uses performance review sessions to recognize achievements and address weaknesses	152 (93.8)	10 (6.2)	–	–	–	4.94	Very High
	Overall Mean						**4.71**	**Very High**

Source: SPSS 2025

From Table 4.3.4, 114 respondents (70.4%) strongly agreed, 44 (27.2%) agreed, and 4 (2.5%) were undecided that employee performance is regularly reviewed with constructive feedback. Similarly, 101 (62.3%) strongly agreed and 61 (37.7%) agreed that there are clear performance goals communicated to all staff members. In addition, 107 (66.0%) strongly agreed and 55

(34.0%) agreed that leadership monitors staff progress and provides timely evaluations. Likewise, 102 (63.0%) strongly agreed and 60 (37.0%) agreed that feedback from supervisors helps improve employee performance. Finally, 152 (93.8%) strongly agreed and

10 (6.2%) agreed that the university uses performance review sessions to recognize achievements and address weaknesses. With an overall mean of 4.71, continuous monitoring and feedback is rated Very High.

4.3.5 Employee Productivity (Dependent Variable)

Q#	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean Score	Remark
21	I am able to complete my tasks more effectively due to strong institutional support	110 (67.9)	52 (32.1)	–	–	–	4.68	Very High
22	My level of productivity has improved due to the leadership style in my university	95 (58.6)	67 (41.4)	–	–	–	4.59	Very High
23	Training and support from leadership positively impact my job performance	149 (92.0)	13 (8.0)	–	–	–	4.92	Very High
24	Clear communication of goals motivates me to achieve better results	150 (92.6)	12 (7.4)	–	–	–	4.93	Very High

25	Overall, change management practices in my university enable me to remain effective and productive in my duties	150 (92.6)	12 (7.4)	–	–	–	4.93	Very High
	Overall Mean						**4.81**	**Very High**

Source: SPSS 2025

From Table 4.3.5, 110 respondents (67.9%) strongly agreed and 52 (32.1%) agreed that they are able to complete their tasks more effectively due to strong institutional support. Likewise, 95 (58.6%) strongly agreed and 67 (41.4%) agreed that their level of productivity has improved due to the leadership style in the university. In addition, 149 (92.0%) strongly agreed and 13 (8.0%) agreed that training and support from leadership positively impact job performance. Similarly, 150 respondents (92.6%) strongly agreed and 12 (7.4%) agreed that clear communication of goals motivates them to achieve better results. Finally, 150 (92.6%) strongly agreed and 12 (7.4%) agreed that change management practices in the university enable them to remain effective and productive in their duties. With an overall mean of 4.81, employee productivity is rated Very High.

4.4 Regression Analysis

Multiple regression was employed to investigate the effect of change management practices on employee productivity of academic staff of the University of Benin, Benin City, Edo State.

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	2.898	4	.725	13.851	.000[b]
	Residual	8.213	157	.052		
	Total	11.111	161			
a. Dependent Variable: Employee Productivity.						
b. Predictors: (Constant), Clear Vision, Leadership Support, Training and Capacity Building, Continuous Monitoring and Feedback.						

Source: SPSS 2025

In the table above, the F-statistic ($F = 13.851$, $p = 0.000$) is significant at the 5% level, which indicates that the regression model provides a good linear fit. This means that the independent variables (Clear Vision, Leadership Support, Training and Capacity Building, Continuous Monitoring and Feedback) jointly explain variations in employee productivity.

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.607	.663		3.932	.000	1.297	3.916
	Clear Vision	.356	.099	.276	3.593	.000	.160	.551
	Leadership Support	.024	.077	.023	.312	.755	-.128	.177
	Training and Capacity Building	-.275	.115	-.181	-2.387	.018	-.502	-.047
	Continuous Monitoring and Feedback	.365	.086	.335	4.258	.000	.196	.534
a. Dependent Variable: Employee Productivity								

Source: SPSS 2025

Model Summary[b]										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.511[a]	.261	.242	.229	.261	13.851	4	157	.000	2.352
a. Predictors: (Constant), Clear Vision, Leadership Support, Training and Capacity Building, Continuous Monitoring and Feedback.										
b. Dependent Variable: Employee Productivity										

Source: SPSS 2025

Discussion of Results

The value of R^2 (0.261) indicates that the independent variables (Clear Vision, Leadership Support, Training and Capacity Building, and Continuous Monitoring and Feedback) explain 26.1% of the variation in employee productivity. The F statistic of 13.851 ($p = 0.000$) is significant at the 5% level, confirming that there is a statistically significant linear relationship between the predictors and employee productivity.

The Durbin-Watson statistic of 2.352 suggests that there is little evidence of autocorrelation in the model's residuals, indicating that the regression model is a good fit.

4.5 Hypothesis Testing

H_{01}: There is no significant relationship between Clear Vision and employee productivity.

- **Result:** $\beta = 0.276$, $B = 0.356$, $t = 3.593$, $p = 0.000$
- Since $p = 0.000$ is less than 0.05, we reject the null hypothesis.

Conclusion: There is a significant positive relationship between Clear Vision and employee productivity. This suggests that a well-communicated and defined vision enhances productivity among academic staff.

H_{02}: There is no significant relationship between Leadership Support and employee productivity.

- **Result:** $\beta = 0.023$, $B = 0.024$, $t = 0.312$, $p = 0.755$

- Since $p = 0.755$ is greater than 0.05, we fail to reject the null hypothesis.

Conclusion: There is no significant relationship between Leadership Support and employee productivity. This indicates that leadership support alone does not strongly influence productivity in this context.

H_{03}: There is no significant relationship between Training and Capacity Building and employee productivity.

- **Result:** $\beta = -0.181$, $B = -0.275$, $t = -2.387$, $p = 0.018$
- Since $p = 0.018$ is less than 0.05, we reject the null hypothesis.

Conclusion: There is a significant negative relationship between Training and Capacity Building and employee productivity. This suggests that training efforts, if not well-structured, may reduce productivity rather than enhance it.

H_{04}: There is no significant relationship between Continuous Monitoring and Feedback and employee productivity.

- **Result:** $\beta = 0.335$, $B = 0.365$, $t = 4.258$, $p = 0.000$
- Since $p = 0.000$ is less than 0.05, we reject the null hypothesis.

Conclusion: There is a significant positive relationship between Continuous Monitoring and Feedback and employee productivity. This indicates that regular evaluation and feedback mechanisms enhance employee performance.

4.6 Discussion of Results

The study focuses on the impact of change management practices on employee productivity among academic staff of the University of Benin, Benin City, Edo State, Nigeria. The independent variables include Clear Vision, Leadership Support, Training and Capacity Building, and Continuous Monitoring and Feedback, while employee productivity serves as the dependent variable.

The regression model produced an R^2 of 0.261 (Adjusted $R^2 = 0.242$), indicating that 26.1% of the variance in employee productivity is explained by the predictors. The model is statistically significant ($F(4, 157) = 13.851$, $p < 0.001$), and the Durbin-Watson statistic of 2.352 suggests little evidence of autocorrelation among the residuals, demonstrating a good linear fit.

Clear Vision:

Based on research objective one, respondents' perceptions of Clear Vision were measured using items assessing whether the organization communicated a well-defined direction during change. Regression analysis shows that Clear Vision has a significant positive effect on employee productivity ($B = 0.356$, $t = 3.593$, $p = 0.000$). This finding implies that when a clear and compelling vision is articulated, employees are more motivated and aligned, thereby enhancing productivity. This study is supported by Kotter (2022), who emphasized that vision clarity is central to successful organizational change, as it provides both direction and inspiration for employees to commit to change efforts.

Leadership Support:

Based on research objective two, Respondents rated leadership support very highly, with a mean score of 4.61. Employees perceive that leaders provide encouragement, guidance, and assistance during periods of change, with many agreeing that leaders are approachable, responsive, and actively support staff in adapting to new roles or policies. While regression results indicate that this variable was not statistically significant in directly predicting employee productivity ($B = 0.024$, $p = 0.755$), leadership support remains a key enabler for organizational change. It fosters collaboration, reduces resistance, and helps employees adjust to new institutional demands. These findings are consistent with Armenakis and Harris (2020), who emphasized that leadership support is a critical factor in creating readiness for change. Similarly, Oreg, Vakola, and Armenakis (2024) highlighted that employees who perceive strong backing from leadership are more likely to embrace change initiatives, although such support may not always directly translate into measurable productivity outcomes in bureaucratic contexts like universities.

Training and Capacity Building

The study revealed that Training and Capacity Building was rated very highly by respondents (overall mean = 4.75). Despite this positive perception, regression results indicated a significant negative relationship with employee productivity ($B = –0.275$, $p = 0.018$). This outcome suggests that while training opportunities are widely available, they may not be sufficiently tailored to enhance staff performance. Instead, they might disrupt work routines or fail to meet the specific needs of employees.

This result supports the observation of Mensah (2021), who argued that training programs that are not linked to employees' immediate responsibilities often fail to improve productivity. Similarly, Al-Qudah (2022) demonstrated that training interventions, if generic or poorly timed, can temporarily reduce efficiency rather than improve it. The implication is that universities must design training initiatives that are practical, role-specific, and aligned with institutional objectives to ensure that capacity-building efforts lead to measurable productivity gains.

Continuous Monitoring and Feedback

Continuous Monitoring and Feedback also recorded a very high mean score (4.71). Regression analysis showed a significant positive effect on employee productivity ($B = 0.365$, $p = 0.000$), indicating that frequent performance reviews, constructive feedback, and recognition of achievements strongly contribute to staff effectiveness.

This finding is consistent with Adegbite (2020), who highlighted that timely and constructive feedback improves accountability and work outcomes. In the same vein, Anning-Dorson (2023) emphasized that monitoring systems enhance productivity when feedback is delivered in a supportive manner that encourages growth rather than punishment. Okolie (2022) further noted that in higher education institutions, continuous feedback aligns academic staff performance with institutional goals, thereby strengthening organizational effectiveness. In general, the findings indicate that Clear Vision and Continuous Monitoring and Feedback are strong positive drivers of employee productivity. Leadership Support, while highly valued by respondents, was not statistically significant in predicting productivity, reflecting the possibility that supportive leadership affects morale more than measurable outputs in academic settings. The negative result observed for Training and Capacity Building challenges conventional assumptions that training automatically enhances performance, highlighting instead the importance of aligning training programs with job-specific requirements.

CHAPTER FIVE

SUMMARY OF FINDINGS, POLICY RECOMMENDATIONS, AND CONCLUSION.

5.1 Summary of Findings

This study examined the impact of change management practices on employee productivity among academic staff of the University of Benin, Benin City, Edo State, Nigeria. The independent variables included Clear Vision, Leadership Support, Training and Capacity Building, and Continuous Monitoring and Feedback, with Employee Productivity as the dependent variable. Data were obtained from 162 respondents and analyzed using descriptive and inferential statistics, particularly multiple regression analysis.

The key empirical findings are as follows:

- **Clear Vision:** Respondents rated Clear Vision very highly (overall mean = 4.59). Regression results showed a significant positive relationship with employee productivity (B = 0.356, t = 3.593, p = 0.000). This suggests that when employees clearly understand organizational goals and their roles in achieving them, productivity is enhanced.

- **Leadership Support:** Leadership Support was rated very highly (overall mean = 4.74). However, regression analysis revealed no significant relationship with employee productivity (B = 0.024, t = 0.312, p = 0.755). This indicates that while leadership support is valued by employees, it does not directly predict productivity in this context.

- **Training and Capacity Building:** Training and Capacity Building was also rated very high (overall mean = 4.75). Surprisingly, regression analysis revealed a significant negative relationship with employee productivity ($B = -0.275$, $t = -2.387$, $p = 0.018$). This implies that training programs, if not well-structured or aligned to employees' needs, may lower productivity rather than enhance it.
- **Continuous Monitoring and Feedback:** Respondents rated this variable very highly (overall mean = 4.71). Regression analysis confirmed a significant positive effect on employee productivity ($B = 0.365$, $t = 4.258$, $p = 0.000$). This shows that regular performance reviews and feedback mechanisms improve employee effectiveness.

- **Overall Regression Model:** The model explained 26.1% of the variance in employee productivity ($R^2 = 0.261$, Adjusted $R^2 = 0.242$). The model was statistically significant ($F(4,157) = 13.851$, $p < 0.001$). The Durbin–Watson statistic of 2.352 indicated no major autocorrelation issues.

5.2 Conclusion

This study concludes that change management practices have a significant effect on employee productivity among academic staff. Specifically, Clear Vision and Continuous Monitoring and

Feedback positively and significantly influenced productivity, while Training and Capacity Building showed an unexpected negative effect. Leadership Support, though perceived positively by staff, did not significantly predict productivity outcomes.

The findings highlight the importance of clearly communicating organizational goals and implementing effective feedback systems to drive productivity. However, training programs must be carefully designed to avoid counterproductive outcomes. Leadership support, while essential for organizational climate, requires stronger alignment with measurable productivity goals to yield tangible results.

5.3 Contribution to Knowledge

This study contributes to knowledge in several ways:

1. It provides empirical evidence from a Nigerian university context showing that Clear Vision and Continuous Monitoring and Feedback are significant positive predictors of employee productivity, thus reinforcing change management theories that emphasize communication and evaluation.
2. It reveals that Training and Capacity Building may have negative effects on productivity if not properly structured a finding that contrasts with conventional assumptions and adds a new dimension to existing literature.

3. It clarifies that Leadership Support, while highly valued, may not directly influence productivity outcomes in bureaucratic settings such as universities, suggesting that perception does not always translate into measurable results.

4. By applying regression analysis, the study quantifies the proportion of productivity explained by change management practices (26.1%), offering statistical insight into their relative influence.

5.4 Policy Recommendations

Based on the findings of this study, the following recommendations are made for the University of Benin and similar institutions:

1. **Strengthen Communication of Vision:** University management should consistently articulate institutional goals and ensure staff understand how their individual roles align with broader objectives.

2. **Reform Training Programs:** Training initiatives should be job-specific, practical, and aligned with institutional needs. Evaluation mechanisms should be embedded to track their effectiveness and ensure positive outcomes.

3. **Institutionalize Monitoring and Feedback:** Regular performance reviews, constructive feedback, and recognition of achievements should be formalized to sustain high levels of productivity.

4. **Align Leadership Support with Outcomes:** Leadership support should be tied to measurable performance indicators. Encouragement and guidance should be linked to strategic objectives to produce tangible productivity improvements.

5. **Adopt a Holistic Change Management Strategy:** Since change management explained only 26.1% of the variance in productivity, other factors such as motivation, organizational culture, and resource availability should also be integrated into institutional policies.

5.5 Suggestions for Further Studies

To deepen understanding of the relationship between change management and employee productivity, future research should:

1. Explore additional predictors of productivity such as organizational culture, motivation, and resource adequacy.

2. Conduct comparative studies across multiple universities in Nigeria to enhance generalizability.

3. Investigate, using qualitative approaches (e.g., interviews and focus groups), why training had a negative influence on productivity in this study.

4. Examine the moderating role of organizational structure and leadership style in shaping the effectiveness of change management practices.

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