

SUPPORT AND PERFORMANCE MANAGEMENT FOR TEACHING STAFF IN HIGHER  
EDUCATION INSTITUTIONS DURING THE TRANSITION TO HYBRID WORKING



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## Chapter 4: Findings and Analysis

### 4.1 Analysis of Research Question 1

**RQ1.** What specific types of support are needed to facilitate a smooth and effective transition from leaderships in higher education institutions during the shift to remote working?

The first research question focused on identifying different types of support that are required to facilitate smooth and effective transition to remote working approach by the faculty members. Precisely, the conducted analysis identified four main types of support which include; induction programmes to create awareness about transition, effective training programmes, enhanced communication line, and technological support. Descriptive statistics was conducted on the responses provided by the participants to the questions 3 to 6 of the questionnaire in order to understand their perceptions about the effects and availability of the four programmes during the transition process. Detailed results from the descriptive analysis are presented in the Table 1 below.

Table 1: Types of support for smooth and effective transition

Descriptive Statistics					
	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Q3: Induction programmes to create awareness about transition	43	1.49	.703	1.122	.361
Q4: Effective training programmes	43	1.65	.813	1.017	.361
Q5: Enhanced communication line	43	1.91	.921	.766	.361
Q6: Technological support	43	1.72	.666	.384	.361
Valid N (listwise)	43				

Based on the results reported in the Table 1 above, it can be noted that most of the faculty members included in the study received induction services focused on making them aware of future transition programmes to be implemented by their institutions (N=43, M=1.49, SD=0.703). Furthermore, efficiency of the adopted training programmes about transition to remote work environment was also assessed. Specifically, the reported findings indicated that most of the faculty members were not satisfied with the effectiveness training programmes (N=43, M=1.65, SD=0.813). In the context of communication as a type of transition support, the faculty members believed that the communication approach adopted by their faculty members was not highly effective and informative about the transition to remote work environment (N=43, M=1.91, SD=0.921). Technological support is another important approach that was used by the institutions to enable smooth and effective transition to the remote work environment. Precisely, the reported findings demonstrated that the faculty members frequently received technological support during the transition to remote work environment (N=43, M=1.72, SD=0.666).

**H1:** Efficient performance management and support systems during the transition period positively impacts on staff satisfaction and productivity.

A Pearson's correlation coefficient analysis was conducted to assess the relationship between years of teaching experience and ethnic group of the participants, and perceptions of the faculty members towards effectiveness of four support programmes for effective and smooth transition to remote work environment. Therefore, the independent variables in this analysis were years of teaching experience and ethnic group of the participants while the dependent variables included induction programmes to create awareness about transition, effective training programmes, enhanced communication line, and technological support. Detailed results from the Pearson's correlation coefficient analysis are presented in the Table 2 below.

Table 2: Pearson's Correlation Coefficient Results

		<b>Correlations</b>			
		Induction programmes	Training programmes	Communication line	Technological support
Years of experience	Pearson Correlation	-.042	-.014	-.011	.080
	Sig. (2-tailed)	.788	.930	.942	.609
	Sum of Squares and Cross-products	-1.047	-.395	-.372	1.884
	Covariance	-.025	-.009	-.009	.045
	N	43	43	43	43
Ethnic group	Pearson Correlation	-.176	-.030	.004	-.189
	Sig. (2-tailed)	.259	.849	.981	.226
	Sum of Squares and Cross-products	-9.093	-1.791	.256	-9.233
	Covariance	-.217	-.043	.006	-.220
	N	43	43	43	43

The reported results in the Table 2 above shows that there are non-significant negative relationships between years of experience in teaching among the faculty members and their perceptions towards effectiveness of induction programmes [ $r(43) = -0.042$ ,  $p = 0.788$ ], training programmes [ $r(43) = -0.014$ ,  $p = 0.930$ ] and communication lines [ $r(43) = -0.011$ ,  $p = .942$ ], but a non-significant positive relationship with technological support [ $r(43) = 0.080$ ,  $p = 0.609$ ]. Furthermore, are non-significant negative relationships between ethnic group of the faculty members and their perceptions towards effectiveness of induction programmes [ $r(43) = -0.176$ ,  $p = 0.259$ ], training programmes [ $r(43) = -0.030$ ,  $p = 0.849$ ] and technological support [ $r(43) = -0.189$ ,  $p = 0.226$ ], but a non-significant positive relationship with communication lines [ $r(43) = 0.004$ ,  $p = 0.981$ ]. Therefore, these results show that both years of teaching experience and ethnic

group of the faculty members do not influence their satisfaction with the effectiveness of the support programmes offered to them to ensure smooth transition to remote work environment.

#### 4.2 Analysis of Research Question 2

**RQ2.** How do universities address communication need of their staff members during the transition to remote working, and what strategies are implemented to address communication within their workforce in this period?

A descriptive statistics analysis was conducted on the responses provided by the faculty members to the questions 5, 7, 8, 10 and 13 in order to understand their perceptions about the effectiveness of strategies that the universities use to address communication needs of their staff during the transition process. A summary of the reported findings is presented in the Table 3 below.

Table 3: Descriptive Statistics on Strategies for Addressing Communication Needs

Descriptive Statistics					
	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Q5: Adoption of an effective communication line among all the involved stakeholders	43	1.91	.921	.766	.361
Q7: Frequently asking them about their feedback and experiences	43	1.72	.630	.288	.361
Q8: Frequently requiring them to provide their feedback about the performance levels	43	2.72	.882	.593	.361
Q10: Easy access to guidance and support about transition	43	2.84	1.045	.341	.361
Q13: Transition	43	1.44	.796	1.388	.361

process helped them to improve on their performance					
Valid N (listwise)	43				

With reference to the reported results in the Table 3 above, the approach that universities use for addressing communication needs of the faculty members is adoption of an effective communication line among all the involved stakeholders (N=43, M=1.91, SD=0.921). Furthermore, the universities addressed communication needs of the faculty members by frequently asking them about their feedback and experiences with the transition programme (N=43, M=1.72, SD=0.630), and frequently requiring them to provide their feedback about the performance levels (N=43, M=2.72, SD=0.882). Additionally, the universities have ensured that the faculty members could easily access guidance and support about transition (N=43, M=2.84, SD=1.045). Because their communication needs are effectively addressed, the faculty members became highly satisfied, and believed that the transition process helped them to improve on their performance (N=43, M=1.44, SD=0.796). Therefore, the reported results in this context indicated that the adopted strategies by universities to address communication needs of the faculty members helped in increasing their satisfaction and overall performance in workplace.

**H2:** Clear communication with teaching staff impacts on the successful shift to remote/hybrid teaching mode.

An independent samples t-test was conducted to determine whether there is a difference in the effectiveness of strategies for addressing communication needs between those faculty members who highly recommend and those who do not recommend their workplaces to the upcoming lecturers. A new variable was computed by calculating the average score of the responses provided by the participants to the questions 5, 7, 8, 10 and 13. Detailed results from the t-test analysis are presented in the Table 4 below.

Table 4: Independent samples t-test results for communication needs

<b>Independent Samples Test</b>										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Communication needs	Equal variances assumed	.423	.519	3.193	41	.003	.30498	.09553	.11206	.49790
	Equal variances not assumed			3.286	37.540	.002	.30498	.09281	.11703	.49293

The results indicate a significant difference between those faculty members who highly recommend ( $M=2.2462$ ,  $SD=0.32153$ ) and those who do not recommend their workplaces to the upcoming lecturers ( $M=1.9412$ ,  $SD=0.28076$ ), [ $t(41) = 3.193$ ,  $p = 0.003 < 0.05$ ]. The 95% confidence interval of the difference between means ranged from [0.11206 to 0.49790] and indicated a difference between the means of the sample, see Table 4 above. Therefore, the null hypothesis was rejected because there was difference between the sample means. These results implied that clear communication systems positively impacted ability of the faculty members to shift to remote or hybrid working environment.

### 4.3 Analysis of Research Question 3

**Research Question 3:** How is the management of performance levels of faculty members carried out during the transition to remote working, and what factors impact their performance in this context?

For the third research question, the conducted analysis revealed that the performance management levels of the faculty members were enhanced using different approaches. Precisely, the performance management variables are presented in the question 7 to question 12 in the

survey (see Table 5). Summary of the survey results are presented in the Table 4 below. Based on the reported results for survey question 7, the performance management of the faculty members is enhanced during the transition to remote working through frequent assessment of their feedbacks and experiences regarding the sudden transition (N=43, M=1.72, SD=0.63). Furthermore, the faculty members are occasionally required to provide their feedback on performance levels during the academic year (N=43, M=2.72, SD=0.882). The conducted analysis further revealed that the faculty members experienced a significant increase in workload whilst moving to the online teaching (N=43, M=1.79, SD=0.675). However, results for the survey question 10 show that most of the faculty members experienced difficulties in receiving guidance and support from your colleagues (N=43, M=2.84, SD=1.045).

Table 5: Factors Influencing Performance Management Levels of Faculty Members

<b>Descriptive Statistics</b>					
	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Q7: Frequent assessment of their feedbacks and experiences regarding the sudden transition	43	1.72	.630	.288	.361
Q8: Provide their feedback on performance levels during the academic year	43	2.72	.882	.593	.361
Q9: Increase in workload	43	1.79	.675	.276	.361
Q10: Difficulties in receiving guidance and support from your colleagues	43	2.84	1.045	.341	.361
Q11: Impacts of race and background struggles on transition	43	3.33	.715	-.988	.361
Q12: Level of	43	1.47	.735	1.257	.361

preparedness to deal with the sudden transitions					
Valid N (listwise)	43				

The conducted analysis further identified key factors which influenced performance levels of the faculty members during the transition to remote working. The first factor included the race and background struggles which influenced their ability to deal with the unexpected transition (N=43, M=3.33, SD=0.715). However, this factor did not influence ability of large number of the faculty members to perform effectively in remote working environment. The other factor identified from the analysis is the level of preparedness among the faculty members to deal with the sudden transitions at work (N=43, M=1.47, SD=0.735). Precisely, these results indicate that most of the faculty members were very prepared for the remote work transition, hence their performance in such work environments was not negatively affected.

**H3:** The years of experience in teaching, directly impacts faculty members on transitioning to new teaching methods.

A multiple regression analysis was conducted to assess the impacts of years of experience in teaching on the faculty members' transitioning to new teaching methods. An independent variable in this case was years of experience in teaching while the dependent variable was future view on hybrid working. Precisely, the variable "future view on hybrid working" was computed by calculating the mean values of responses provided by the participants in questions 13, 14 and 15.

Table 6: Analysis of Variance

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.358	1	4.358	7.070	.011 <sup>b</sup>
	Residual	25.270	41	.616		

	Total	29.628	42			
a. Dependent Variable: Years of experience in teaching						
b. Predictors: (Constant), Ability of faculty members to transition to new teaching method						

The results reported in the Table 6 above shows that the independent variable significantly predicted faculty members' transitioning to new teaching methods,  $F(1, 41) = 7.070$ ,  $p < 0.05$ . This indicates that the three factors presented in questions 13, 14 and 15 have significant impacts on the ability of faculty members to transition to new teaching method. Furthermore, the  $R^2 = 0.126$  depicts that the model explains 12.6% of the variance in the ability of faculty members to transition to new teaching method.

Table 7: Analysis of Coefficients

Coefficients <sup>a</sup>						
Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.323	.250		5.294	.000
		405	.152	.384	2.659	.011
a. Dependent Variable: Years of experience in teaching						

Additionally, coefficients were further assessed to ascertain the impacts of each factor on the future view variable. The reported results in the Table 7 above show that years of experience in teaching have significant and positive impacts on the ability of faculty members to transition to new teaching method ( $B = 0.384$ ,  $t = 2.659$ ,  $p = 0.011$ ). Therefore, the null hypothesis was rejected. Precisely, the reported results in this analysis implied that years of teaching experience among the faculty members have positive impacts on their ability to transition to new teaching methods.

#### 4.4 Validity and Reliability Test

Cronbach's Alpha was used to assess reliability of the questionnaire used for data collection. Precisely, the questions in the questionnaires were structured into three main sub-scales or categories such as support management, performance management and future view. Results from the Cronbach's Alpha analyses for all the three scales are presented in the Table 8 below.

Table 8: Cronbach's Alpha Analysis

<b>Reliability Statistics</b>			
Sub-Scale Name	Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
Support management	0.421	0.189	4
Performance management	0.981	1.128	6
Future view	0.490	0.525	3

Based on the reported results in Table 8 above, the support management items on the questionnaire had Cronbach's Alpha score of 0.421 which is a poor internal consistency. Furthermore, items on the performance management sub-scale of the questionnaire had Cronbach's Alpha score of 0.981 hence an indication of excellent internal consistency. The items on future view sub-scale of the questionnaire generated Cronbach's Alpha score of 0.490, which is an indication of a poor internal consistency. On average, the entire questionnaire had a Cronbach's Alpha score of 0.631, which is an indication of a poor internal consistency hence making it not reliable.

#### 4.5 Summary

The chapter has outlined all the reported results from the conducted analysis. Precisely, the conducted analysis identified induction programmes to create awareness about transition, effective training programmes, enhanced communication line, and technological support as key

support initiatives provided to the faculty members during transition. Additionally, the universities addressed the communication needs of the faculty members during transition by offering effective communication line, frequently asking them about their feedback and experiences, frequently requiring them to provide their feedback about the performance levels, and allowing easy access guidance and support about transition. The next chapter provides detailed interpretation of the reported findings to generate new evidence for addressing the research questions and hypotheses.



## Chapter 5: Discussion

### 5.1 Discussion of Research Question 1

The first research question focused on identifying and assessing efficiency of different support required for smooth and effective transition to remote working. Precisely, the conducted analysis identified different types of support such as induction programmes to create awareness about transition, effective training programmes, enhanced communication line, and technological support. Efficiency of these support mechanisms have also been reported in a wide range of previous research. With reference to the results reported in this study, most of the faculty members acknowledged induction programmes focused on creating awareness about remote working as a key support during the transition process. Consistent findings had been reported in the previous study by Sukowski et al. (2020) which established that informing the members of the staff about the transition to remote working plans make them to feel involved in the entire process, enhance their motivation and satisfaction levels with the new work environment. Furthermore, previous analysis by Nebrida and Aldrin (2022) reported that indication and awareness creation help in maintaining strong organisational culture among employees even if they are moved to the remote environment, making them to feel connected, valued and appreciated.

Findings from the present study emphasised on the importance of training faculty members about remote working as well as providing them with appropriate technological support for effective transition and improved performance. With reference to the findings from the previous analysis by Alsarayrah and Alsarayrah (2021), faculty members transitioning to remote work environment are often bound to experience technology-related problems and glitches such as computer crash, error in software, and issues with network connectivity. Therefore,

technological support provides timely assistance to diagnose and address the possible problems which may limit smooth and effective transition, hence minimising downtime and frustration among the faculty members. Importance of enhanced communication line as a support mechanism during remote working as reported in the present study can be explained further based on the arguments by Adila, Muthu, and Yunus (2019) and Serdar (2020). Precisely, these studies reported that remote work environment is often associated with the feelings of isolation, stress and burnout. Therefore, maintaining an effective communication system with the faculty members as they transition to remote working would help in creating a sense of connection and support between them and the entire team at the university.

## **5.2 Discussion of Hypothesis 1**

Hypothesis 1 proposed that efficient performance management and support systems during the transition period positively impacts on staff satisfaction and productivity. The reported results in this context showed that both years of teaching experience and ethnic group of the faculty members do not influence their satisfaction with the effectiveness of the support programmes offered to them to ensure smooth transition to remote work environment. Therefore, the alternative hypothesis was accepted. These findings are contrary to those reported in the previous study by Haubrich and Hafermalz (2022) which established that the years of experience among the faculty members often influence their levels of satisfaction with the newly adopted technologies and remote working approaches within their workplace. Based on the results from the present research, it can be noted that satisfaction with the support mechanisms offered by the universities to the faculty members during the remote working transition is not significantly influenced by their demographic characteristics such as ethnicity. A more comprehensive relationship between support systems during transition to remote working and

staff satisfaction and productivity is presented in the previous studies by Franco-Santos, Bourne, and Rivera (2014) and Rashid and Yadav (2020). Precisely, these studies reported that existence of support mechanisms during transition to remote working helps in the creation of positive workplaces which increase engagement levels and performance outcomes among the faculty members.

### **5.3 Discussion of Research Question 2**

The second research question focused on assessing effectiveness of strategies used by the universities to address communication needs of the faculty members during the transition to remote working. Results reported in this context demonstrated that the universities use strategies such as adoption of an effective communication line among all the involved stakeholders, frequently asking them about their feedback and experiences with the transition programme, frequently requiring them to provide their feedback about the performance levels and allowing easily access guidance and support about transition. Effectiveness of these strategies and their impacts on the overall satisfaction and performance of the faculty members can be explained based on evidence reported in the previous literature. Consistent with the results from the present research, previous analysis by Tanveer and Karim (2018) established that remote working limits in-person interactions hence making it difficult for the institutional leadership to gauge progress of their faculty members or assess their needs on time. Therefore, clear communication helps in ensuring that every faculty member in the remote setting is actively and continually updated about the organisational policies and that progress is made toward realisation of the organisational goals.

The present study identified existence of feedback mechanism as an important approach used by the universities to address communication needs of the faculty members transitioning to

remote or hybrid work environment. Consistent findings had been reported in the previous studies by Haubrich and Hafermalz (2022) and Nneji and Asikhia (2021) which established that frequent feedback during transitioning to remote or hybrid work helps in keeping staff members engaged and motivated to participate. Similarly, previous studies by Chabar and Hatwal (2018) and Melo and Figueiredo (2019) reported that frequent feedback mechanism helps in enhancing motivation and satisfaction levels among the faculty members as they would be continually updated about the current events. From a general perspective, most of the faculty members included in this study acknowledged easy access to guidance and support as an important success factor during the transition process to remote working. According to Sheikh et al. (2022), universities and other educational institutions can help their faculty members to transition to remote working by offering them appropriate emotional support and encouragement. However, these support systems should be easily accessible by the targeted faculty members or they should be made aware of their existence for positive results to be reported.

#### **5.4 Discussion of Hypothesis 2**

Hypothesis 2 proposed that clear communication with teaching staff impacts on the successful shift to remote/ hybrid teaching mode, an argument which was supported by the results reported from the independent samples t-test analysis. Precisely, the present study established that there was a significant positive relationship between effective communication structure and willingness of the faculty members to shift to remote/hybrid work environment. The importance of communication during the remote/hybrid transition is emphasised in the study by Melo and Figueiredo (2019) which reported that poor communication makes the involved staff members to become uncertain regarding when and where they are expected to work, hence leading to more confusions and reduced productivity. Therefore, the willingness of faculty

members to shift to hybrid/remote work environment can be compromised if appropriate communication mechanisms are not applied. Consistently, previous studies by Horsburgh and Ippolito (2018) and Sheikh et al. (2022) reported that the chances of experiencing communication gaps are often higher among the remote/hybrid teams because of the differences between office and work-from-home communication systems. Therefore, effective communication lines including group chats, video calls, or audio calls should be implemented so that the faculty members in the hybrid/remote work environment develop strong connection to the university administration and other team members.

### **5.5 Discussion of Research Question 3**

The third research question focused on assessing the strategies used by the universities to enhance performance of faculty members in the remote/hybrid work environment. Precisely, different approaches were reported in this study, they include; frequent assessment of their feedbacks and experiences regarding the sudden transition and the need to provide feedback on performance levels during the academic year. Generally, these approaches are focused on creating an inclusive and engaging remote/hybrid work environment. Consistent findings had been reported in the previous studies by Baroda, Sharma, and Bhatt (2018) and Samwell (2018) which identified creation of positive working environment as a key approach for enhancing productivity of the staff in hybrid or remote settings. Precisely, Baroda, Sharma, and Bhatt (2018) identified fostering open communication as an important approach for creating a positive work environment for remote or hybrid employees, findings that are consistent with those reported in the present research. Consequently, the universities should provide their faculty members with appropriate platforms that support regular conversations and allow them to share their thoughts, experiences and feelings about the newly adopted teaching methods. Such mechanisms would

build trust and motivate the faculty members to achieve both their personal and organisational goals.

Results from this study further indicated that transparency and availability of feedback channels are key strategies that the universities can use for enhancing performance of the faculty members working in remote or hybrid settings. The significance of feedback channels in hybrid or remote working is expansively deliberated in the previous studies by Graham, Woodfield, and Harrison (2013) and Khan (2021) which noted that such channels enhance engagement levels among the staff members, allowing them to share their feelings, ideas, suggestion or challenges that they had experienced in their new work environment. According to Bashir et al. (2021), transparency in the remote or hybrid setting helps in building trust among the faculty members toward their university leadership. Therefore, the universities should ensure easy access to information and allow the faculty members to express their concerns and thoughts about hybrid or remote working in order to foster a sense of belonging within the team.

### **5.6 Discussion of Hypothesis 3**

Hypothesis 3 proposed that the years of experience in teaching, directly impacts faculty members on transitioning to new teaching methods, an argument which was supported by the reported results. Precisely, the conducted analysis showed that there was a positive significant relationship between years of teaching experience and effective transitioning to new teaching models. Results from the descriptive statistics analysis showed that most of the faculty members included in this study had teaching experience of 6 years and below. Consistent findings have been reported in the previous studies by Nneji and Asikhia's (2021) and Ramli and Jusoh (2015). Precisely, these studies established that teachers who had worked in physical teaching environment are often willing to try remote or hybrid settings in order to gain more experience

from such settings and develop their teaching career profile. Therefore, this is an indication that most of the faculty members who recently join the teaching profession are willing to work in remote/hybrid settings. These findings are contrary to those reported in the previous study by Sabuhari et al. (2020) as it established a negative relationship between years or experience and willingness of teachers to work in remote settings. Therefore, the influence of years of teaching experience on willingness to accept hybrid working is not common among all the faculty members.

### **5.7 Limitations and Future Research**

A major limitation of this study is the methodological approach adopted. Precisely, this study used a quantitative research method which could not successfully collect and analyse data based on the lived experiences and perceptions of the faculty members about hybrid/remote working. Therefore, future research in this context should adopt a mixed-methods research where both qualitative and quantitative data are collected for analysis. Furthermore, this study assessed general factors influencing effective transition to hybrid or remote setting. Therefore, future research in this context should focus on specific type of communication channel, leadership approach or performance outcome.

### **5.8 Summary**

The chapter has discussed the results reported from the data analysis and answered all the three research questions. Precisely, the types of support for effective transition to hybrid or remote setting reported in this study include induction programs to create awareness about transition, effective training programmes, enhanced communication line, and technological support. Additionally, the strategies used by the universities to enhance communication with the faculty members during the transition process involve the use strategies such as adoption of an

effective communication line among all the involved stakeholders, frequently asking them about their feedback and experiences with the transition programme, frequently requiring them to provide their feedback about the performance levels and allowing easily access guidance and support about transition.



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