

# The Impact of Flexible Work Arrangements (FWA) on Employees Performance in the Saudi Education sector



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*This study examines the impact of three flexible work arrangements (part-time, flexible hours, and remote work) on employee performance. Under the Saudi vision and the changes necessitating adaptability, give solutions that enhance the performance of Saudi education sector employees. Numerous prior research has examined the correlation between these characteristics and employee performance. A total of 107 respondents filled out a questionnaire to collect quantitative data for the quantitative research approach. While the examination of the results revealed that not all of the study's assumptions support the employee's performance, this does not invalidate the employee's performance. The findings indicate that flextime positively influences employee performance. In contrast, neither part-time nor telework contributed to the employee's performance.*

**Keywords:** education sector, part-time, flextime, teleworking, employee performance

## Introduction

Flexible work arrangements (FWA) are crucial in the workplace; presently, numerous changes impact workers' performance, and consequently, flexible work arrangements have emerged. The notion emerged in the 1970s when organizational changes necessitated greater adaptability. Since then, the demand for FWA has expanded globally due to economic shifts, increased competition, and pressure on businesses to maximize profit and customer happiness (Kalleberg, 2000). The researchers defined FWA as policies and procedures that permit employees to vary their workplace, time, or effort, i.e., when, where, and for how long they accomplish their job responsibilities (De Menezes & Kelliher, 2011; Jeffrey Hill et al., 2008; Schneider et al., 1996). FWA can reduce employee effort and time by giving them the freedom and options to respond to changing circumstances (O. P. Sharma, 2002).

In the case of the Kingdom of Saudi Arabia, the Ministry of Human Resources and

Social Development has begun implementing "flexible work" system contracts, which permit contracting between the facility and the citizen to work specific hours without obligating the facility to pay leaves or end-of-service benefits. According to the regulations governing part-time employment, the work contract must be in writing. It must have a fixed period and number of working hours less than half of the normal daily working hours. Whether the work is daily or on certain days of the week, it may be renewed for a similar period or agreed upon by the two parties (Nurnina et al., 2021). In addition, there is the Telework program, one of the significant national initiatives launched by the Ministry of Human Resources and Social Development to bridge the gap between business owners and job seekers by providing job opportunities beyond traditional barriers (Beauregard & Henry, 2009).

Due to the significance of flexible work arrangements in Saudi Arabia, particularly in the education sector, this paper examines the correlation between flexible work arrangements and employee performance. Education is one of the fundamental human rights recognized by the United Nations since its founding. Various governments have continuously updated it to meet the needs of successive generations and to adapt to global changes and rapid technological advances (Netto et al., 2018). According to (Kearsley & Shneiderman, 1998), the educational system is defined as: "The general framework that includes all elements of the educational process and its human components (from students to teachers to administrative and technical staff), and physical (buildings to equipment to financial, technological, and intellectual (legislation and programs to curricula and courses)."

Education is regarded as one of the essential components of Saudi Arabia's development. The first education system was formed in 1926 when the Knowledge Directorate was established. In 1928, a decision was made to establish a council of knowledge to establish an educational system that would supervise the Hijaz region. This expanded until it became responsible for supervising all of the cities in the Kingdom of Saudi Arabia, and it grew from 4 schools to 323 schools. During the reign of King Saud bin Abdulaziz Al Saud, the Ministry of Education was founded in 1952, with planning and development assigned to it in three phases and the General Presidency for Girls. A decision was made in 2014 to consolidate the Ministry of Higher Education and the Ministry of Public Education into the Ministry of Education (Runkle et al., 2021).

Early Childhood, Public Education (Elementary school - Middle school - High school), General Education for Non-Saudis, National and foreign education (Private Schools), Special Education, Government institutes for different disabilities, Inclusive Education, Support Services Department, Distance Education and E-Learning, University and Higher Education, Vocational and Technical Education, and Scholarships are the current Stages of Education in Saudi Arabia (Runkle et al., 2021).

The history of education in the Kingdom of Saudi Arabia can be broken down into three distinct phases: The first stage entails bolstering society's belief in education, particularly women's education, and constructing policies and an educational system. The second stage is the dissemination and expansion of education, with equal educational opportunities for both sexes and the pursuit of literacy. The third stage is obtaining quality in educational institutions, emphasizing increasing the accomplishment levels of male and female students under high standards. (Allmnakrah

& Evers, 2020).

Education is the linchpin of the Kingdom's Vision 2030 plan for constructing a thriving society. The educational and academic system of the Kingdom attempts to establish a thriving economy by producing a trained labor force and fostering economic expansion. The tenth development plan accompanies the various levels of education to produce outputs that meet labor market requirements, are bolstered by the appropriate competence, and are supplied with training that is compatible with new knowledge and technologies (Al-Subaie et al., 2020).

The education sector experienced a fall in employee performance, and the Council of Economic Affairs and Development decided to organize a committee to investigate the causes of the low effectiveness and efficiency of education sector personnel (Carpenter & Westphal, 2001). Therefore, the Minister of Education, Dr. Hamad Al Sheikh, advocated adopting an educational, organizational structure that emphasizes flexibility in performing tasks and duties. The adaptation of education programs and their present and future initiatives will contribute to market changes, which will be reflected in the performance of employees and, consequently, in education outputs and market requirements (Jovane et al., 2003). Dr. Saleh Al-Misnad, president of the Unified Arab Index Center, remarked that this decision would realign education with national goals and a long-term strategic vision, emphasizing that universities require flexibility, independence, and originality in their goals and outputs. (Boud & Falchikov, 2006).

Moreover, with the advent of contemporary technology, the future of employment and education has become a global topic of conversation, as it dominated the 2020 AD agenda of the Group of Twenty, which was held in Japan and hosted by the Kingdom of Saudi Arabia. The conversation was on how to confront the issues faced by individuals, businesses, and governments in the digital era, with proposals highlighting the significance of atypical employment, including flexible work arrangements such as remote work and part-time work (Lodge & Wegrich, 2015).

In addition, Dr. Ahmed, a consultant at the Saudi Portal for Human Resources, emphasized that flexibility is one of the characteristics of an effective system for managing employee performance. Human control affects performance, and the mechanisms must be designed to accommodate variables or even errors (Byrne & Bovair, 1997). According to these statistics, the situation becomes evident, and now comes the function of adaptability to overcome these changes and, challenges, ambiguity by providing various options and giving the individual the freedom to achieve less time and effort with high performance.

Due to the scarcity of research in the education sector, this study will enhance the understanding of flexible work arrangements that enable employees to achieve the required performance and knowledge of flexible best practices applicable to the education sector. In addition, the study gives researchers and those interested in the education sector, such as academics and policymakers, information on how to achieve excellent employee performance through the optimal flexible arrangement.

Researchers, companies, and employees are increasingly interested in understanding the significance of work flexibility, which necessitates understanding its idea and how it relates to other elements (Jeffrey Hill et al., 2008). Consequently, the research results have proved the efficacy of FWA, particularly in enhancing staff performance and productivity. In addition, its influence on job satisfaction, dedication,

and employee retention, as well as its function in work-life balance, were discovered to make employees happier and less stressed (Chow & Chew, 2006; Jehanzeb et al., 2015; Ollier-Malaterre et al., 2013). This article examines the contributions of prior studies and literature on FWA, focusing on three patterns: flexible time, teleworking, and part-time work, as well as their effects on employee performance. These are the most significant FWA patterns (Possenriede & Plantenga, 2011). In addition, it contains the hypotheses and conceptual model of this study based on these three flexibility configurations.

### **Flexible Work Arrangements (FWA)**

Flexible Work Arrangements (FWA) include more than just time-based alternatives. The researchers categorized the arrangements as flexi-time, i.e., flexibility in scheduling and working hours, teleworking, i.e., location and remote work, shifts, and part-time. (Jeffrey Hill et al., 2008; Possenriede & Plantenga, 2011). According to De Menezes and Kelliher (2011, 2017), FWA tries to overcome the tension between life and work by achieving a healthy balance. Consequently, it is vital to investigate how actions and attitudes influence the equilibrium, which influences absence and performance (Robertson et al., 2015). While Christensen and Lægread (2020); Jeffrey Hill et al. (2008); Wilthagen and Tros (2004) claimed that it is not only related to the availability of these arrangements but also gives the employee and employer mutual trust and support and most crucially, it permits employees' autonomy and control.

Multiple studies have demonstrated that FWA is associated with employee performance and that the nature and outcomes of these arrangements vary. A study of 104 hospital staff in Kenya found that FWA was positively associated with employee performance, with a temporary contract and part-time having a higher correlation with performance than flextime (Chukwudi et al., 2022). According to the findings of a study done in seven EU nations involving 1,064 firms, FWA delivers benefits for both individuals with flexibility and employers by reducing attrition and increasing productivity in flextime over alternative arrangements (Berkery et al., 2017). Dex and Scheibl (2002) discovered that FWA in Britain varies by industry, the quantity of work, and the kind of arrangement. It was found that manufacturing and transportation do not typically provide flexibility, while restaurants and hotels provide less than average flexibility. Moreover, according to a study by De Menezes and Kelliher (2017) on major institutions with approximately two thousand employees, informal work arrangements are positively associated with performance and vice versa for formal arrangements.

This perspective was corroborated by De Menezes and Kelliher (2011). They noted that earlier studies failed to describe how, when, and why the employee was offered these options, which contributed to this disparity. Wessels (2017) also showed that the arrangements were implemented by granting employees choice over 37 months. The study concluded that flexibility is not a fixed idea and can evolve. This is a question regarding whether or if institutions invest in FWA despite uncertain outcomes. Wessels praised the importance of planning the tasks, location, time, process elements, and patience for the success of the arrangements. This perception is also supported by a study conducted by East Anglia in 23 SMEs through interviews and the disclosure of employee perceptions. This demonstrates that the barriers erected by companies that do not support flexibility can be overcome with the permission of high flexibility

institutions. (Dex & Scheibl, 2002).

## Employee Performance

Employee performance comprises actions that accomplish the primary responsibilities and tasks outlined in the job description. (Combs et al., 2006). Consequently, employee contributions are utilized to evaluate effectiveness in reaching goals, reward employees, and establish an action plan (Lansbury, 1988). Whereas the normal indicator is performance-based outcomes, which assesses, for instance, the costs and benefits of employees' performances, this indicator is performance-based (Linn & Baker, 1996). De Menezes and Kelliher (2011) found that employee performance in terms of outcomes is positively correlated with job satisfaction and negatively correlated with absenteeism.

Several indices of employee success in a flexible work environment are presented, including productivity, job satisfaction, customer satisfaction, and staff turnover (Bradley & Roberts, 2004; Chow & Chew, 2006). Moreover, Combs et al. (2006) found that to attain high performance, we must increase employee participation and flexible work arrangements, which directly affect employee empowerment and performance.

### The impact of part-time on employee performance

A part-time job is a flexible choice that deviates from the standard weekly work schedule (Baltes et al., 1999). It is linked to lower-income, a weaker occupational standing, and fewer employment possibilities (Barnett & Hall, 2001; Manning & Petrongolo, 2008). Several studies have demonstrated the negative impact of part-time employment on employee performance, as uncertainty regarding the person's ability to fulfill all job criteria at a part-time position (Baltes et al., 1999). Despite what others claim, part-time workers are less productive since they do not acquire enough training and professional advancement (Al Omar et al., 2011; Webber & Williams, 2008).

Several studies, however, demonstrate a positive correlation between employee engagement and performance. Marchese and Ryan (2001) discovered that part-time worker like peak periods and perform at their peak. According to a study by Künn-Nelen et al. (2013), companies with part-time employees are more productive than organizations with full-time employees. The two most profitable industries are services. In addition, the researcher's study revealed that part-time work aided women in achieving a better work-life balance and increased productivity (Garnero et al., 2014). In addition, a survey of hospitals in France, Denmark, and the United Kingdom found that part-time work helped reduce stress and absence (Branine, 2003). A study of 130 retail employees in Istanbul found that job satisfaction and performance are high in part-time positions (Al & Anil, 2016). The third theory is derived from these earlier investigations.

*H1: There is a positive relationship between part-time and employee performance*

### The impact of flexi-time on employee performance

Flexitime is a sort of flexible scheduling associated with this time of work (Wessels, 2017). It is one of the most prevalent types of FWA, allowing the employee to manage time according to his needs (Hill et al., 2010; Klumb & Baltes, 1999). This means the

individual can alter daily, weekly, compressed, and annual work hours. Moreover, the person can labor on demand and receive hourly pay, such as education and healthcare employees (Adams et al., 2007; Allmnakrah & Evers, 2020). According to Bakker et al. (2008), when employees have control over their time, they are more motivated to contribute high performance. This was also demonstrated in a study conducted in South Africa, where time flexibility reduced work pressure and improved the balance between work and personal life. As a result, employees felt that time helped them be more productive and achieve higher performance levels (Jovane et al., 2003; Kalleberg, 2000). Similar results were demonstrated by research conducted in other nations and businesses (Solanki, 2013; Webber & Williams, 2008).

The same conclusion was reached by Kattenbach, Demerouti, and Nachreiner based on a global sample of numerous nations (Hill et al., 2010): flexitime negatively affects performance. In this regard, (Kearsley & Shneiderman, 1998; Klumb & Baltes, 1999) discovered that the advantages of flexitime diminish as the number of basic hours decreases. Iii et al. (1996) suggested that a system of time flexibility improves employee productivity and performance through time independence, Iii et al. (1996) disagreed. Consequently, we defined the first hypothesis as follows:

*H2: There is a positive relationship between flexitime and employee performance*

### **The impact of teleworking on employee performance**

Teleworking, This category offers the option to select a workplace (Nilles, 1998). Therefore, it can perform job duties in various locations, such as the home or a café. In our times, the provision of distance education platforms has necessitated the adoption of remote work in the Kingdom of Saudi Arabia to ensure the continuity of education during emergencies, such as the spread Covid 19 (Kibuku et al., 2020).

Therefore, the greatest benefits of this type are a quick reaction to demand and low prices (Ng et al., 2014). Liedtka (2000) viewed it as a wise strategic move instead of a mere possibility. While Bailey and Kurland (2002) suggested that it is difficult and unclear to determine the performance and effort of remote workers as well as the quantity of time spent, this is not the case.

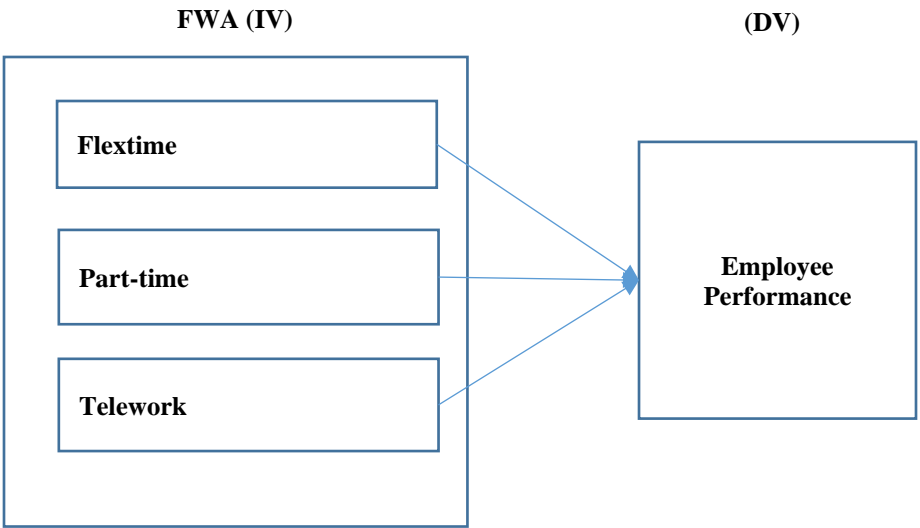
In contrast, numerous research has demonstrated the beneficial effect. Working remotely increases the employee's accountability and action (Jaakson & Kallaste, 2010; Jehanzeb et al., 2015). Telework has also boosted employees' concentration and, consequently, their productivity (Van Ommeren et al., 2000). In addition to self-management of performance and evidence of competencies and dedication (Raghuram et al., 2003). While research by Mekonnen (2013) indicated that remote workers produced more than employees at the company headquarters, remote workers produced more than employees at the company headquarters. In addition, Madsen (2011) underlined that teleworkers have fewer conflicts between home and work, which has enhanced their productivity. Thus, the following is the second hypothesis:

*H3: There is a positive relationship between (teleworking) on employee performance.*

### **Conceptual Framework**

As shown in the figure below, the conceptual framework illustrates the relationship

between Flexible work arrangements, including flextime, teleworking, and part-time, as independent variables to impact Employee Performance, which is the dependent variable.



**Figure 1.** *Conceptual Framework*

**Research Design**

It is a framework of the research methods chosen by the researcher to achieve his study objectives. The research design helps to focus on the research methods appropriate to the subject of study and thus complete it successfully (Adams et al., 2007).

**Methodology**

The quantitative approach stresses objective measurements and numerical analysis of questionnaire-collected data. The quantitative technique study focuses on collecting and disseminating digital data through groups of individuals. The objective of quantitative research is to determine the relationship between an independent variable, represented by a phenomenon or concept, and a dependent variable in a specific community. Quantitative research designs are either descriptive (in which the sample is studied once) or experimental (in which the sample is studied before and after the application of the study). Quantitative research is concerned with numbers, objectives, and logic, emphasizing logic, numbers, unchanging facts, and convergent rather than divergent detail-oriented thought (Gardner & Martinko, 1996).

This research aims to examine the effect of flexible work arrangements on employee performance. This study employs a quantitative methodology to evaluate research hypotheses and establish the relationship between variables.

**Populations & Sampling**

Sampling is the process of picking selected individuals or sub-groups of a population to draw statistical conclusions and estimate the characteristics of the entire population. Researchers in



market research employ sampling so frequently that they do not need to search the entire population. It is also a time- and money-efficient strategy (G. Sharma, 2017).

The research population was selected using a random sample of Saudi education sector employees based on the researcher's location. As a result, 107 respondents were included in the sample. While the duration is approximately six months, SPSS was also utilized to analyze the research findings (Statistical Package for Social Sciences).

### **Data collection**

The data-gathering stage is crucial to the research, as it necessitates an in-depth understanding of the various data collection methods to select the most effective and appropriate technique. In this study, primary data will be obtained via questionnaires. At the same time, secondary data was obtained from a survey of the literature and previous research. According to Parfitt (2013), collecting data with a questionnaire is beneficial since it is less expensive to manage responses and requires less time than other approaches, and is suitable for respondents who are difficult to contact.

The questionnaire is one of the most prominent methods of data collection. It is known as a group of inquiries and questions that are closely related to each other to achieve the desired goal of the study. Furthermore, it is the most common method for collecting data directly from its owners. The questionnaire is one of the ways of data collection. It consists of a series of inquiries and questions that are closely related to one another to achieve the desired objective of the study. It is also the most common method for collecting data from interested parties. (Dalati & Marx Gómez, 2018).

The study questionnaire includes a fraction of demographic factors, including age, gender, length of employment, educational qualification, position, and working conditions. The questionnaire elements were rated on a five-point Likert scale (1 I strongly disagree to 5 I strongly agree). Raghuram et al. (2003); Robertson et al. (2015), A flexible work options questionnaire (FWOQ) was administered to assess the status of workers and the obstacles they face while utilizing work arrangements. This entails clarifying if they have utilized or intend to utilize any of the available FWOs, as well as evaluating which flexible arrangements allow for the modification of working hours or circumstances. Among these alternatives were flextime, remote work, and part-time employment. At the same time, employee performance is judged by aspects that reflect the employee's ability to meet the goal, high-quality productivity, and timely achievement of the goals. Citation (Janssen & Van Yperen, 2004).

### **Descriptive static of respondents' profile**

The following table (table 1) describes the profile of the respondents. As seen in the table, the percentage of women is 63 % more than that of men, who account for 36 %. In addition, 5 % of the sample population falls between the ages of 18 and 25. 47 % are between the ages of 35 and 26, 41 % are between the ages of 36 and 45, and 7 % are older than 56. This table indicates that the bulk of the sample population falls between the ages of 26 and 45.

Years of experience also revealed that most respondents had experienced between 1 and 5 years at a rate of 42%. Respondents between 11 to 15 years are at a rate of 17%, and 21 years and above at a rate of 13%. Respondents between 16 to 20 years are at the lowest rate of 3%. In addition, the bachelor's degree held the largest number at 69 %,



followed by the master's degree at 16 %. In contrast, the remainder of the degrees of education had very close proportions.

The table also displays the job level of the respondents, with 53% working in middle management, 32% in upper management, and 14% in lower management.

**Table 1.** *Descriptive static of respondents' profile*

Variable	Frequency	Percent
<b>Gender</b>		
Female	68	63.6
Male	39	36.4
<b>Age</b>		
18-25	5	4.7
26-35	51	47.7
36-45	44	41.1
56 and above	7	6.5
<b>Experience</b>		
1-5 years	45	42.1
11-15 years	19	17.8
16-20 years	4	3.7
21 and above	14	13.1
<b>Educational Level</b>		
Secondary school	3	2.8
Diploma	9	8.4
Bachelor degree	74	69.2
Master degree	18	16.8
Doctoral of philosophy	3	2.8
<b>Position</b>		
Top management	35	32.7
Middle management	57	53.3
Lower management	15	14.0

### 3.6 Descriptive static of Variables

This section offers the statistical analysis of the independent variables (part-time, teleworking, and flexible work schedules) and the dependent variable (hours worked) (employee performance). Using a five-point Likert scale, the variables' mean, minimum, maximum, and standard deviation were calculated. As the most commonly used scale, a five-point Likert scale was used to measure the degree of approval or disapproval of each variable's expressions. The choices were coded by assigning a numeric value to each option as follows: strongly agree = 5, agree = 4, neutral = 3, Disagree = 2, and strongly disagree = 1. The mean is derived from the scale; the higher the value on the scale, the better; for instance, the closer the value is to five, the better;

and the closer it is to zero, the worse. The statistical analysis of all variables is displayed in Table 2.

Table 2. Descriptive static of Variables

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Part-time	93	2.00	5.00	3.9812	.71782
flextime	107	1.80	5.00	3.9664	.69254
Teleworking	107	1.00	5.00	3.9322	.90828
Employee Per	107	1.00	5.00	3.6012	1.00360

As indicated in Table 2, the variables' mean, minimum, maximum, and standard deviation. The mean for all variables ranges between 3.6 and 3.9, with the variable (part-time) having a mean of 3.98, the variable (flexiTime) having a mean of 3.96, and the variable (Telework) having a mean of 3.93. Therefore, all variables demonstrated a degree of concordance regarding the impact of flexible work arrangements on employee performance.

In addition, the table displays the standard deviation of the variables, with the degree of standard deviation ranging from 0.717% for the part-time variable to 1.00 for employee performance. This suggests that respondents' opinions differ significantly.

In addition, correlation and multiple regression were presented in table 3, where employee performance served as the dependent variable and telework, part-time, and flextime served as the independent factors. The table clarifies the link between the variables, and correlation and regression are used to test the hypotheses.

Table 3. Correlations

Correlations					
Variables		DV	IV1	IV2	IV3
EmployeePer DV	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	107			
Part-time IV1	Pearson Correlation	.185	1		
	Sig. (2-tailed)	.076			
	N	93	93		
Flexitime IV2	Pearson Correlation	.460**	.564**	1	
	Sig. (2-tailed)	.000	.000		
	N	107	93	107	
Teleworking IV3	Pearson Correlation	.409**	.379**	.715**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	107	93	107	107

\*\*. Correlation is significant at the 0.01 level (2-tailed).

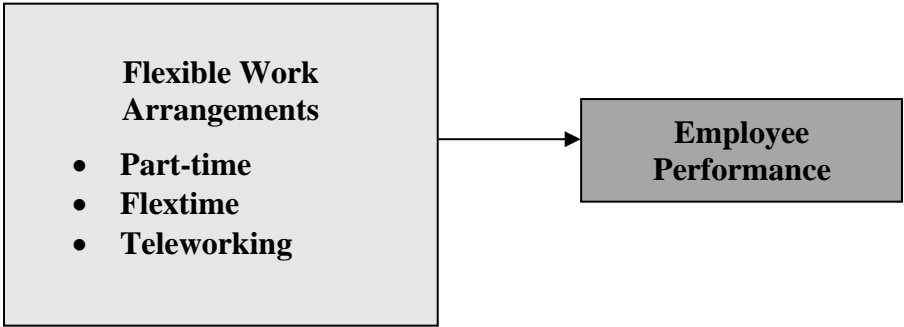
The third table shows the correlation results of the three variants of flexible work arrangements. It was evident from the results that Pearson’s coefficient (r) of each variable , the effect of part-time towards employee performance (r = .185,p< 0.01) , the

effect of flextime on employee performance ( $r = .460, p < 0.01$ ) and the effect of telework on employee performance ( $r = .409, p < 0.01$ ).

The result shows that all the variables are connected positively but significantly and positively, with only two of the variables, flextime and telework, consecutively ( $\text{sig} = .000 < 0.05$ ). While, part-time there is no significant correlation with employee performance ( $\text{sig} = 0.07 > 0.05$ ). To sum up:

- Part-time ( positive - weak - no significate) relationship with employee performance
- Flextime & Telework ( positive – medium –significate ) relationship with employee performance

Multiple regression analysis was performed to determine the three independent variables, and the contribution of each of these variables as flexible work arrangements: (Part-time, Flextime, and teleworking ) have a relationship to the dependent variable, which is the performance of the employees as shown in Figure 1.



**Figure 2.** *The Relationship between FWA and Employee Performance*

The results of multiple regressions based on statistical evaluation are shown in Table 4.

**Table 4.** *Summary of Multiple Regression Results for employee performance*

Coefficient							
Variables		Coefficient B	Standardized Coefficients Beta	T-value	R2	Adjusted R2	F-value
1	(Constant)	1.181		1.882	0.214	.188	8.100
	Part-Time	-.115	-.079	-.693			
	Flextime	.506	.342	2.075			
	Teleworking	.219	.188	1.277			

Table 4 shows the three variables of FWA clarify that 21 % ( $R^2 = .214$ ) of the variance in employee performance, which means the independent variables affected the performance of employees by 21% in the study sample. The rest may be affected by other variables.

The standardized coefficient Beta ( $\beta$ ) for Part-time is not significant and negative, displaying that there is a negative linear relationship between part-time and employee

performance ( $\beta = -.079$ ,  $p > 0.05$ ). This does not support the research hypothesis (H1) that states, “*There is a positive relationship between part-time and employee performance.*”

While the Standardized coefficient Beta ( $\beta$ ) for flextime is significant and positive ( $\beta = .342$ ,  $p < 0.05$ ), supporting the research hypothesis (H2) that states, “*There is a positive relationship between flextime and employee performance.*”

On the other hand, the standardized coefficient Beta ( $\beta$ ) for teleworking is not significant ( $\beta = .188$ ,  $p > 0.05$ ), which does not support the research hypothesis (H3) that states, “*There is a positive relationship between telework and employee performance.*”

**Table 5.** Summary of the result of hypothesis testing.

No	Hypothesis Testing	Result
H1	“ <i>There is a positive relationship between Part-time and employee performance.</i> ”	Not Supported
H2	“ <i>There is a positive relationship between flextime and employee performance.</i> ”	Supported
H3	“ <i>There is a positive relationship between telework and employee performance.</i> ”	Not Supported

## Result & Discussion

The study's results became clear to us by analyzing flexible work arrangements, Part-time, Flextime, and teleworking. Its shows that not all hypotheses are related to employee performance.

The first hypothesis, “*There is a positive relationship between Part-time and employee performance,*” showed that it does not support a relationship with employees' performance. Despite the goodness of many studies that proved that part-time support relationship with employee performance, some studies indicated the negative side of part-time on performance, as uncertainty about the employee's ability to perform all work requirements at a part-time (Baltes et al., 1999). At the same time, others indicate that part-time workers are less performing because they do not receive adequate training and career progression (Al Omar et al., 2011; Russell et al., 2009; Solanki, 2013).

Also, the result of the third hypothesis indicated that teleworking does not support the relationship with the performance of employees as it states, “*There is a positive relationship between telework and employee performance.*” That referred to some previous studies, such as While, Bailey and Kurland (2002), argued that there are difficulties and lack of clarity in knowing the performance and effort of remote workers and the amount of time spent.

While the second hypothesis, which is about flextime, showed that it has a positive relationship that supports the performance of employees, and this proves many studies that reached the same result. As Hill et al. (2010) find out that flextime is one of the most common types of FWA, an employee can control time according to his need. Also, a study in South Africa with the flexibility of time reduces the work pressure and increases the balance between life and work. Thus employees felt that time helped them be more productive and achieve higher performance (Downes & Koekemoer, 2011).

The same result was proven by other studies in other countries and industries (Runkle et al., 2021; Sánchez et al., 2007; Solanki, 2013).

To explain these results, as shown in a study on large institutions for about two thousand employees by De Menezes and Kelliher (2017), informal work arrangements are positively related to performance and vice versa to formal arrangements. This study indicates that part-time and telework are formal flexible work arrangements, as they require a contract in Saudi Arabia, and some regulations should be followed. The regulations in the Kingdom of Saudi Arabia indicate that a part-time contract must be in writing, with a specified duration and number of working hours, so that it is less than half of the usual daily working hours. It may be renewed for a similar period or a period agreed upon by both parties (Nurnina et al., 2021). Likewise, telework, which is one of the important national initiatives launched by the Ministry of Human Resources and Social Development to bridge the gap between business owners and their searchers, requires some regulations to be followed (Nguyen, 2021). While flextime is considered an informal flexible work arrangement, the individual has more freedom to choose the working time. Moreover, the employee can work on demand and be given hourly wages (Allmnakrah & Evers, 2020). The difference in research results led to an unclear picture of flexibility and its link to performance. This perception was supported by De Menezes and Kelliher (2011). Previous studies did not explain how the employee was given these options and when and how that caused this difference. Wessels (2017) confirmed that the arrangements were applied by giving employees freedom of options. It found that flexibility does not represent a fixed concept and may change over time also mentioned that preparing the tasks, place, time, process factors, and patience is important for the success of the arrangements. According to Bakker et al. (2008), The employee's control over time increases his performance. This has also been proven in a study in South Africa that time flexibility reduces work pressure and increases work-life balance; thus, employees felt that time helped them be more productive and achieve higher performance Downes and Koekemoer (2011). Consequently, the results proved the importance of flexibility in time. If the employees have control over their time, they can increase their performance.

### **Limitation of the study**

Effects that the researcher was unable to control constituted the study's limitations. These are flaws, conditions, or factors that cannot be controlled by the researcher and impose constraints on the approach and findings.

The nature of the questionnaire respondent or participants was such that there were more women than men, in addition to the shortage of time created by the Corona crisis, which led to the modification of the schedule. In addition, there are few prior studies in the Kingdom of Saudi Arabia, as the title of this study is believed to be the most recent of its sort in the Kingdom of Saudi Arabia.

### **Conclusion**

In conclusion, this study emphasized the influence of flexible work arrangements on employee performance. FWA can reduce employee effort and time by offering various options and freedom. According to the Minister of Education, the study focuses on the

poor performance of employees in the education sector, as it has been proposed to restructure the educational system to be more flexible to meet challenges and coincide with development to realize the vision of the Kingdom of Saudi Arabia. This study, therefore, focused on three flexible work arrangements: part-time, flextime, and telework. At the same time, numerous prior research has examined the correlation between these characteristics and employee performance.

In this study, a quantitative research methodology was employed, and data were gathered through a questionnaire, resulting in 107 replies. The SPSS analysis of the study's results revealed that not all hypotheses boost employee success. There is a positive correlation between flextime and the performance of employees. At the same time, part-time employment and telecommuting did not enhance the employee's performance. In contrast to formal flexible work arrangements, informal flexible work arrangements affect employee performance, as revealed by past research. Since part-time and telework are contractually mandated, the individual has less control over his work hours than with flextime.

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