

Impact of Change Characteristics in Planning for Future Professional Career

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Abstract

The study examined the impact of the characteristics of change in the planning of the professional future for the students of Imam Abdul Rahman bin Faisal University - focusing on the Faculty of Applied Studies and Community Service. The research problem lied in the attempt to identify the extent to which students realized the extent of change in their environment and its impact on planning for their professional future, and on the characteristics of change affecting the process of planning the vocational future of the students in addition to determining the most influential variables on the attitudes of students in planning their future career. The research was based on a number of hypotheses, including that there is a statistically significant relationship between the students' awareness of the inevitability of change and the good planning for a good job after graduation. The research was based on the analytical descriptive methodology and the case study method. The time limits ranged from 1437-1440 AH. One of the main findings of the research is that students are aware of the different characteristics of change and that some students are interested in starting a special job away from the traditional job. Based on the findings of the research, a number of recommendations were made, including; the need to link the courses to the reality in the labor market, the importance of continuous communication between the university represented by the college and employers to continuously introduce the college graduate and provide a good mental image, It is also recommended to provide students with opportunities for employment beyond traditional jobs produced by business incubators in the Kingdom through the vision of the Kingdom 2030 and the National Transition 2020 Program, which can contribute to the provision of jobs and specifications, and increase opportunities for graduates in various academic disciplines.

Keywords: change management, career future, change characteristics and planning.

INTRODUCTION

Change has become the dominant feature of our society at the present time, through the many changes associated with economic, social, political and technological ... etc [1-3].

variables. This rapid change has a great impact on many sectors of society and one of the most important sectors is (the student sector) [4]. There is a challenge in how this group is ready to meet these variables by preparing them well and planning for their professions and careers after graduation, made by state program of national transfer (2020) and vision of the Kingdom of 2030, which showed that the Kingdom is on the verge of a big boom through the shift from dependence on oil as a major resource to diversify sources of income. This vision was based on the interest of the youth component, which represents the largest and most important part of the students. For all this, the interest of the research team lied in identifying the readiness of students to this challenge, by recognizing their coming role and their readiness to take over this role and how they can plan for their future under these variables.

RESEARCH PROBLEM

Many students suffer from the problem of how to plan for the future, begging from the selection of appropriate specialization, ending in the search for a suitable job. The research team noted that many students do not have a clear plan for their career despite the many variables and challenges that face them after graduation; this is represented by the high unemployment rate. If we add to this challenge, that the students face another factor, the speed of change that has become the feature of our time, we will find that the suffering will increase. For all this, the research team discussed the main motives of the students and their readiness to face the future.

What is the effect of the characteristics of change in the planning of the professional future for students of Imam Abdul Rahman bin Faisal University?

The following questions arose from the main question

- 1- How well do students perceive the inevitability of change?
- 2- The extent to which students understand that change in different career paths is possible.
- 3- The change may occur by planning or without planning.

Research Hypothesis

The research was based on the following assumptions:

- 1- There is a statistically significant relationship between students' perception of the inevitability of change and good planning for a good job after graduation.
- 2- The speed of change in economic variables has an impact on the planning process of the professional future.
- 3- The speed of change in social variables has an impact on the professional future planning of students.
- 4- There are statistically significant differences in the treatment of both male and female students for the effect of change characteristics in the planning of their professional future.

Research Objectives

The aim of the research is to identify the impact of the characteristics of change in the planning of the professional future of the students by:

- 1- Identifying the characteristics of change that affect the student planning process for their professional future.
- 2- Reach findings that help students to plan well for the career future.
- 3- Precise identification of the variables most influencing the students' attitudes towards proper planning for their professional future.

Research importance

Most researches focused on the role of leadership and its methods in the process of change, as well as on the impact of change on organizations, while this study focused on addressing the impact of a significant segment of society on the change and its different characteristics. This importance is demonstrated by the lack of research in the Arab library.

Research Methodology

The research was based on the analytical descriptive methodology and the case study, by studying a segment of students and identifying their views on how they plan their professional future.

Research Community: The research community is Imam Abdul Rahman bin Faisal University students is the highest level (students who are about to graduate)

Sample of the research

A sample of the students of the University of Imam Abdul Rahman bin Faisal in Dammam will be taken by focusing on the Faculty of Applied Studies and Community Service because it represents the largest faculties in the university. Sample selection procedures will be addressed in text Of the research

Research limits

Spatial: The limits of spatial research is the city of Dammam, where the University of Imam Abdul Rahman bin Faisal in Dammam

Temporal: The period of research is extended in the period 1437-1440 AH.

Data collection and information tools

Initial data: The questionnaire will be used to collect primary data from the research sample

Secondary data: will be obtained from books, references, and previous studies

ANALYSIS METHODOLOGIES

The research depends on the statistical data package (SPSS) by identifying the averages, deviations, differences and some other statistical methods that will help verify the validity of the hypotheses

Theoretical framework

Change is the course of life and its main feature, in which development is for the best. Change involves education, which is a cumulative value of man towards knowledge, while learning is a process of continuous change and development to increase human value. Man cannot develop if he resists change and purposeful development.

Several studies have indicated a strong relationship between resistance to change and the development and reform of companies. The more their departments and employees resist development and reform, the more likely they are to fail and exit from the market because of their lack of coping with the variables surrounding them or away from them.

Definition of change

Linguistically, change means to make a better substitute or something other than what it was changed is defined as the transformation from the current reality of an individual or organization to the reality of other desired, desirable access to it within a specified time by methods and ways known to achieve certain goals.

French defined change as a long-term effort and activity aimed at improving the organization's ability to solve its own problems and modernize itself through a collaborative and effective joint management of the organizational environment that emphasizes collective action [5].

As for organizational change, it can be defined as a process of significant change in the behavioral pattern of employees, and a radical change in organizational behavior to comply with the requirements and environment of an internal and external organization.

We note the multiplicity of definitions of change, management of change and organizational change; although all definitions have the same meaning in terms of the fact that it is necessary for the development and transformation of a new reality [10].

Goals of change

The main objectives of change can be summarized in the following points:

- 1- Increase the organization's ability to survive, grow and adapt to the surrounding environment.
 - 2- Increase the degree of cooperation between the functions of the Organization in order to achieve the objectives.
 - 3- Help individuals diagnose their problems and motivate them to bring about the desired change.
 - 4- Encourage individuals to achieve organizational goals and career satisfaction.
 - 5- Detecting, managing and directing conflict in a way that serves the organization.
 - 6- Building an atmosphere of trust and openness among individuals.
 - 7- Empowering managers to the organization to use management objectives rather than traditional management.
 - 8- Provide the organization with information to help solve the problems it faces [6].
- 3- Improve the quality of products or services in line with international standards, and work on new products
 - 4- Work to achieve greater customer satisfaction and work to minimize their complaint
 - 5- Reach a large segment of customers and meet their needs
 - 6- Access to world markets and cross borders
 - 7- Increase the value of the organization in the market [8].

Change properties

- 1- Change is inevitable.
- 2- Change is an optimistic movement as organizations jump from an existing situation towards a targeted situation [11].
- 3- Change is a continuous process with or without planning.
- 4- Change is a cross-cutting process for the whole organization. The partial change affects the entire organization [10].

The research team focused on the characteristics of the change because the characteristics are what distinguish one topic from the other. The three characteristics of the first study and research were focused upon, on several characteristics of the study variables and this was discussed in the field study.

Reasons for change in the organization

The causes of change in organizations can be divided into general and specific reasons. The main reasons for the change are

- 1- **Economic reasons**: economic globalization, economic problems. The transformation from the domestic economy to the global economy, the dominance of the market economy, the intensification of competition, changing market conditions.
- 2- **Technological reasons**: the evolution of information and communication technology, the transformation of high-tech technology [7].
- 3- **Social reasons**: conflicts, social calamities
- 4- **Political, legislative and legal reasons** [12].

The main reasons for the **special change** can be summarized in the following points:

- 1- Dissatisfaction with the current situation of the organization and the feeling that change is a must.
- 2- Ambition to achieve a better position that achieves the objectives of the organization and the individuals working in it

Indicators of need for change in organizations

There are many indicators and signs that indicate to the organizers that there is a need to change and we can summarize the most important indicators and indicators in the following points:

- 1- Low profits and the Organization's inability to compete
- 2- Low morale of employees
- 3- Frequent leakage and resignations especially for competencies
- 4- Frequently complains of customers and employees of the organization
- 5- Frequent absence and widespread delays and organizational delays
- 6- Frequent committees and meetings, and the high volume of office 7-Delay in making decisions, and failure to achieve the goals set.
- 7- Centralization, lack of delegation and lack of confidence in staff
- 8- The administrative routine and the weakness of creativity and the lack of individual and collective initiatives [10].

Types of change:

Types of change are divided into major and secondary types. The main types of major change are:

1-Strategic change

- This change is related to the strategic issues of the organization and is defined as the strategic vision that includes the mission, objectives, and philosophy of the organization towards growth, quality, and innovation, as well as the values of the employees and the needs of the beneficiaries.
- Strategic change occurs within the factors of the external environment, the internal resources of the organization, the potential, culture and prevailing systems.
- Implementation of strategic change requires an analysis of all internal and external factors within the organization [11].

2-Career change

- Career change is related to new systems, procedures, organizational structure, and techniques that influence the organization of work within departments, which have a significant impact on individuals.

- Leaders, administrative bodies and individuals should be well informed about the technical and administrative methods and ways in which individuals change.

3-Developmental change

- Is the simplest change in organizations, where the new situation is described as an improvement and development of the old situation, not including solutions that require a profound change in the organization.
- The developmental change aims at keeping pace with the surrounding conditions or improving operational processes.
- This change requires a plan to be implemented according to a specific timetable and budget by sharing information on the causes of increased performance in the organization.
- The manager must motivate employees to participate, express opinions and give ideas

4-Transformational change

It is one of the most complex types of change, and it occurs when managers realize that there is a problem that needs to be addressed or an opportunity to be seized [10].

This category includes:

- 1- Preparing and employing techniques and computers that require a major change in the behavior of individuals.
- 2- Organization and restructuring process in the organization.
- 3- Offering new products or new services

Other types of change

1-Change according to planning: and is divided into:

- **Planned change:** is the administrative action intended to make a certain adjustment and calculated in the organization or in one of its components according to a time plan and based on the thinking and appreciation of the cost of change and its requirements and the benefit of it [9].

- **Unplanned or random change:** a process in which the organization conducts an emotional or reaction to an emergency due to pressure on it which may result in uncalculated results

2-Change by inclusiveness

- **Mass Change:** A change that covers all or most aspects and areas

-**Partial change:** This change is limited to one side, and the problem is that there may be a state of imbalance in the organization, which reduces the effectiveness of change, for example, change machines or equipment requires a change in production processes and marketing methods and training workers.

3-Change by the source of the driving force

- **Internal change:** Any change that occurs within the organization for internal reasons such as low productivity or lack of interaction with the competitive environment, leading to a radical change in the level of goals or processes [9].
- **External change:** is the change that occurs in the external environment factors of the organization and then moves into the organization .Change by Change Levels

Change according to the level of change

Organizational change-

- Change in the level of work style
- Change at the level of personal relationships
- Change in the level of interaction between the employee and the job [12].

Areas of change:

The following is a table showing the form of changes associated with different areas of change

Table (1) Format changes in areas of change

Domain	Format of changes
Technological	change of machinery/change of technology/change of raw materials
Organizational	Organizational units / new units / merge existing units
Human	selection/training/ changing ideas, attitudes, values, motivations, and ambitions
Activities and work	New activities / activities canceled / activities merged
Policies	Cancellation Policy / Policy Modification / Add Policy
Ways and procedures of work	Methods and procedures of work Simplification of ways / Modification of ways/introduction of new methods

Source: [10].

There are some administrative steps that are also associated with the area of change and can be illustrated in the figure below

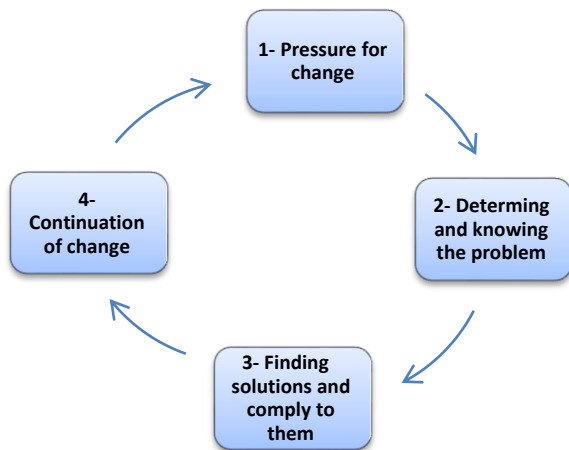


Fig. 1: Administrative steps associated with the change field
 Source: [10].

Field study

The research community was determined by the students of the Faculty of Applied Studies and Community Service with a focus on students of the eighth and seventh levels, where 424 male and female students were distributed. An electronic survey questionnaire was distributed. The number of respondents was 121 students. After excluding the incomplete questionnaires, 116 questionnaires were analyzed. Table below

Table 2: Number of male and female students

Number of male students	68	58.6%
Number of female students	48	41.4%
Total	116	100%

Table 3: Distribution of students by specialization

specialization	NO. Of students	Percentage
Business Administration	54	46.6
Finance	24	20.7
Information systems	16	13.8
Accounting	20	17.2
Marketing	2	1.7
Total	116	100

After the sample was identified, 30 samples were distributed to the study sample to ensure that the questionnaire was validated and approved. The Alpha Kornbach test was applied and the table below shows the results of the test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.836	.839	23

The value of alpha was 83.6%, a high value showing the persistence of the paragraphs of the questionnaire. Based on this result, the rest of the questionnaire was distributed to the sample of the study

Analysis findings

Table (4) Average Response

	N	Mean	Std. Deviation
Mean	116	3.6612	.54212
Valid N (listwise)	116		

The above table shows that most of the students' responses to the questionnaire were agreed with an average of (3.66) and it was calculated from the total mean of the responses of the respondents in the questionnaire. This value is between 3.4 - 4.19, the Interval value of the fifth Likert – Scale, as shown on the table:

Likert - Scale	Interval	Description Difference
5	4.20-5	Strongly agree
4	3.40-4.19	agree
3	2.60-3.39	Neutral
2	1.8-2.59	Disagree
1	1.79 - 1	Strongly disagree

For further analysis, we provide the following table, which shows the results of the analysis in detail, in order to comment on some of the terms that carry anomalous values compared to the rest of the responses:

Table 5: Mean and standard deviation of the study sample

Std. Deviation	Mean	
847	4.30	Change is a must
933	2.29	The change occurs due to planning and sometimes without planning
774	4.47	Change is a must of Life:
1.112	3.74	The change in the optimistic movement leads to good results
1.063	3.81	The change may cause problems
4.54	.771	I am fully aware that there will be a change that will happen in the future
3.77	1.050	I have clear plans for the post after graduation
3.81	1.86	I plan on getting a job after graduation
3.04	1.321	The University has prepared well for the post-graduate
3.89	1.036	I am aware of the existence of job opportunities as a result of the Transition Program 2020
4.18	1.043	I am fully aware that Vision 2030 will contribute to creating more jobs
3.37	1.316	There is a strong demand from employers for young graduates
3.61	1.330	I have the ambition and desire to start a special

		work away from the job
3.16	1.276	The job does not meet my expectations and desires
3.48	1.315	I am looking forward to completing my studies and obtaining higher degrees in the specialization
3.28	1.296	I prepared well for the post-graduate course by attending a number of courses in specialization I prepared well for the post-graduate course by attending a number of courses in the specialization
2.98	1.48	I attended courses in English
3.91	1.068	I have a willingness to compete with my peers in the distinguished posts
2.99	1.28	There is difficulty in competition and I do not think I will get a job
2.47	1.322	The environment is complex and I am not prepared to enter into this challenge
3.58	1.105	The many economic variables in the labor market now have an impact on my accessibility to the job
3.78	1.306	I get enough support from my family which makes me able to wait until I have the right opportunity
3.72	1.133	I have clear and specific goals for my future professional I have clear and specific goals for my future professional

As explained above, the table above shows that many of the statements mentioned in the questionnaire were approved and the terms that were not agreed upon by the respondents were as follows:

1-Attendance of English language courses

2-There is difficulty in competition and I do not think I will get a job

3-The work environment is complex and I am not prepared to enter into this challenge

The number of respondents indicated that they did not attend courses in English and everyone knows the importance of this language in our world today, as it is a key to entering the world of competition, while a number of them pointed out that the work environment is uncomplicated and that they are able to meet the challenge and competition in order to get a job

There were words whose answers tended to disagree. The most important words were (the university prepared well for the postgraduate level). This indicates that the university did not play a good role in preparing the postgraduate student. This is the view of an estimated number of students. University and faculty further studies on the view of this class of students. This variable was subjected to a comparative mean analysis, specifically the one-way ANOVA test, by looking for the relationship between this term and some independent variables. The focus was on the specialization variable to identify the specialties that the faculty did not provide the necessary preparation and preparation for the labor market, the result of this analysis is shown in the table below:

Table (6) Descriptive: the relationship between specialization and the role of the university in the preparation of the labor market

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Business Administration	54	3.26	1.334	.182	2.90	3.62
Information systems	16	1.88	.719	.180	1.49	2.26
Accountancy	20	3.55	1.099	.246	3.04	4.06
Finance	24	3.00	1.351	.276	2.43	3.57
Marketing	2	2.00	1.414	1.000	-10.71	14.71
Total	116	3.04	1.321	.123	2.80	3.29

Where the result of the analysis, that there is one specialty that students see that the faculty did not prepare it well for the post-graduation, the specialization of information systems. The value of Anova as shown in the table below:

Table (7) Relationship between specialization and the role of the university in the preparation of the labor market through Anova

The university has prepared a good postgraduate course

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.714	4	7.929	5.205	.001
Within Groups	169.070	111	1.523		
Total	200.784	115			

The value of (sig 0.001) is less than (5%) and indicates that there is a statistically significant relationship between the two variables

Of the terms also tend to disagree, albeit at a lower rate than those mentioned above:

1. There is a demand from employers for young graduates.
2. I have the ambition and desire to start a special job away from the job.
3. The job does not meet my aspirations and desires.
4. I am looking forward to completing my studies and obtaining higher degrees in the specialization.
5. I have prepared well for the post-graduation period by attending a number of training courses in the specialization.
6. The many economic variables in the labor market now have an impact on my accessibility to the job.

We note that some of those who disagreed indicated that they did not want the job and wanted to start a special job. This is consistent with the statement that there is a conviction among the students that the employers do not accept the newly graduated young man. Postgraduate studies for an estimated number of students and this is evidence of their keenness to search for a job or looking forward to the

beginning of new work, it also became clear through the study that the estimated number of students did not attend training courses in the specialization.

A comparative study was conducted by focusing on one way ANOVA analysis to identify the relationship between specialization and some questionnaire variables.

The first relationship that was measured is the relationship between specialization and job orientation or the tendency toward self-employment. The value of (sig 0.125) indicates that there are no statistically significant differences between the different disciplines and the orientation of the job or the search for a special project.

Table (8) Relationship between specialization and job orientation through Anova

Job does not meet my aspirations and desires

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.674	4	2.918	1.845	.125
Within Groups	175.533	111	1.581		
Total	187.207	115			

But by checking the results of the (Descriptive) as shown in the table below we will find:

Table (9) Relationship between specialization and job orientation (Descriptive)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Business Administration	54	3.33	1.360	.185	2.96	3.70
Information systems	16	2.50	.730	.183	2.11	2.89
Accountancy	20	3.30	1.129	.252	2.77	3.83
Finance	24	3.17	1.373	.280	2.59	3.75
Marketing	2	2.00	1.414	1.000	10.71-	14.71
Total	116	3.16	1.276	.118	2.92	3.39

The analysis shows that there are three specializations in which students have the desire to work in areas other than the traditional job of business administration, accounting, and finance. But there are two specializations in which students tend to search for jobs, namely information systems, and marketing.

Table (10) Relationship between specialization and desire to start a special job away from the already known jobs

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Business Administration	54	3.80	1.351	.184	3.43	4.17
Information systems	16	3.19	1.167	.292	2.57	3.81
Accountancy	20	3.55	1.276	.285	2.95	4.15
Finance	24	3.63	1.377	.281	3.04	4.21
Marketing	2	2.50	2.121	1.500	-16.56-	21.56

Total	116	3.61	1.330	.124	3.37	3.86
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We note that the values of the averages indicate that the specialties of business administration, finance and accounting are chosen by graduates to start a special job away from the ordinary job and this is consistent with the table () above.

The second relationship that was subjected to analysis is the relationship between specialization and the presence of training courses in the specialization or attended courses in English and the results were as in the tables below show:

Table (11) Anova value of the relationship between specialization and attending language or specialization courses

		Sum of Squares	df	Mean Square	F	Sig.
I attended courses in English	Between Groups	19.099	4	4.775	2.238	.069
	Within Groups	236.867	111	2.134		
	Total	255.966	115			
I prepared well for the post-graduate course by attending a number of training courses in the specialization between groups	Between Groups	15.565	4	3.891	2.432	.052
	Within Groups	177.608	111	1.600		
	Total	193.172	115			

We note that the value of sig in the two variables is greater than 5%. This means that there is no statistically significant relationship between the variables and specialization, but when considering the descriptive, as shown in the table below:

Table (12) (Descriptive) of the relationship between specialization and attend language courses or specialization:

		N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
I studied sessions in the English Language	Business Administration	54	3.28	1.535	2.86	3.70
	Information systems	16	2.13	1.088	1.55	2.70
	Accountancy	20	2.95	1.504	2.25	3.65
	Finance	24	2.83	1.494	2.20	3.46
	Marketing	2	4.00	.000	4.00	4.00
	Total	116	2.98	1.492	2.71	3.26
I prepared well for the post-graduate course by attending a number of courses in my specialization	Business Administration	54	3.41	1.394	3.03	3.79
	Information systems	16	2.44	.892	1.96	2.91
	Accountancy	20	3.60	1.095	3.09	4.11
	Finance	24	3.33	1.308	2.78	3.89
	Marketing	2	2.50	.707	-3.85-	8.85
	Total	116	3.28	1.296	3.04	3.51

We note that students in information systems specialization have the least presence of English courses with students in the field of finance. As for attending courses in the specialization, the specialization of information systems is also the least specialized, which encourages students to attend courses in the specialization. This point requires further study to identify the reasons for students' lack of interest in these disciplines not to attend language courses or specialization.

Verifying hypotheses:

The first hypothesis assumes that there is a statistically significant relationship between students' perception of deterministic change and good planning for a good job after graduation.

To verify this hypothesis, one Way Anova analysis was conducted to identify the statistical relationship between students' perception of the inevitability of change as one of the fundamental characteristics of change and the readiness and planning of the professional future. The result is as shown in the table below:

Table (13) Anova value of the first hypothesis

I have clear plans for post-graduation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.134	4	2.283	2.156	.079
Within Groups	117.582	111	1.059		
Total	126.716	115			

The value of Sig (0.079) is greater than the confidence level (0.05). This means that there are no statistically significant differences between the students' perception of the inevitability of change and the good planning for the job.

For further analysis, Spearman's test was done to determine the degree of correlation between the two variables and the correlation value below is shown. The correlation between the two variables is clearly weak by 0.210 at a confidence level of 5%

Table (14) The correlation between the two variables in the first hypothesis

		Change is inevitable	I have clear plans for post-graduation
Spearman's rho	Change is inevitable	Correlation Coefficient	1.000
		Sig. (2-tailed)	.023
		N	116
	I have clear plans for post-graduation	Correlation Coefficient	.210*
		Sig. (2-tailed)	.023
		N	116

The second hypothesis, which assumes that the speed of change in economic variables has an impact on the planning

process for the professional future. To verify this hypothesis, an analysis was conducted to identify the statistical relationship between the speed of change in economic variables and the extent of readiness and good planning for the professional future. The result is as shown in the table below:

Table (15) Anova value for the second hypothesis

		Sum of Squares	df	Mean Square	F	Sig.
The many economic variables in the market now have an impact on my ease of access between groups	Between Groups	19.288	4	4.822	4.423	.002
	Within Groups	121.013	111	1.090		
	Total	140.302	115			

The value of (sig 0.002) is less than (5%). This means that there are statistically significant differences in respondents' responses to the effect of economic variables on the impact on the professional future of students. The correlation value between the two variables was supported by the correlation value (.361 **) indicating an average correlation with force. This proves the validity of the second hypothesis.

Table (16) the correlation between the two variables in the second hypothesis

		The many economic variables in the market now work have an impact on my accessibility to the job	[I have clear plans for post-graduation
Spearman's rho	The many economic variables in the market now have an impact on my accessibility to the job	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	116
	I have clear plans for post-graduation	Correlation Coefficient	.361**
		Sig. (2-tailed)	.000
		N	116

The third hypothesis assumes that there are statistically significant differences in the intake of both male and female students to influence the characteristics of change in the planning of their professional future. ANOVA analysis showed that there were no statistically significant differences in the effect of gender (student or student) in their awareness of the characteristics of change (change is inevitable; change occurs by planning or without planning, change is optimistic). 0.44, 0.68, 0.104) and all these values are greater than the moral level (5%). The table below shows Anova's value.

Table (17) Anova value of the third hypothesis

		Sum of Squares	df	Mean Square	F	Sig.
Change is inevitable	Between Groups	.431	1	.431	.599	.440
	Within Groups	82.009	114	.719		
	Total	82.440	115			
The change	Between Groups	.152	1	.152	.174	.678

occurs in planning and sometimes without planning	Within Groups	99.882	114	.876		
	Total	100.034	115			
The change is an optimistic movement that leads to good results	Between Groups	3.266	1	3.266	2.679	.104
	Within Groups	138.975	114	1.219		
	Total	142.241	115			

CONCLUSIONS AND RECOMMENDATIONS:

Findings:

- 1- Students are aware of the different characteristics of change and that there is a change that will happen in the future.
- 2- There are no statistically significant differences between the students' perception of the different characteristics of the change depending on the gender variable.
- 3- Accelerated economic variables have an impact on the process of planning the professional future of students.
- 4- There is not enough interest from students to support their potential and this is reflected in their weak response to attend English courses and courses in the specialization, which may negatively affect the chances of competition and get a job.
- 5- There is interest from some students to start their own work away from the job especially students in disciplines (business administration, accounting, finance) unlike other disciplines (information systems, marketing). There are vivid models for students who have their own projects and are studying at the same time.
- 6- There is agreement among most students that employers do not prefer newly graduate students, which challenges them on how to get a job.
- 7- Students in particular in the specialization of information systems indicated that the university did not play a good role in preparing them and preparing them well for the stage of graduation.
- 8- There is a great awareness of the opportunities available in the labor market as a result of the Kingdom's implementation of the transformation program 2020 and the vision of the Kingdom 2030.
- 9- Most students have a clear idea of the job they prefer at the postgraduate level, meaning that there is good planning for the future.
- 10- In terms of students' interest in completing postgraduate studies, the findings of the analysis were different. Almost half of the sample indicated that they wanted to complete their higher studies and the second half did not show the same interest

Recommendations:

The study reached a number of recommendations, which are listed below:

- 1- To link courses to reality in the labor market to give students a real idea of what they will face in the future.
- 2- Presenting seminars and workshops that explain the continuous importance of studying change and its impact on the business environment both for students and for employers.
- 3- Continuous communication between the university represented by the faculty and employers representatives in the chambers of commerce and industry to introduce the faculty graduate and provide a good mental image.
- 4- To identify the needs of the labor market accurately through studies to prepare students in an optimal manner in line with developments in the market.
- 5- To increase the interest in training the students during their studies and increase the training dose currently offered, so that the graduate student is more prepared for the job.
- 6- Highlighting students' opportunities for traditional job opportunities offered by business incubators in the Kingdom.
- 7- Linking the study of the change course to the entrepreneurial course because of the opportunities that may be absent from the students' minds.
- 8- To shed light on the opportunities offered by the Vision 2030 and the 2020 Transition Program, which can contribute to providing more opportunities for graduates in various academic disciplines.

Future studies:

- 1- Study on job opportunities based on gender differences among students.
- 2- Study on the career opportunities that may be available as a result of interest in other courses, such as entrepreneurship.
- 3- A study on the impact of economic and social variables on the preferences of graduates when looking for a job.

CONCLUSION:

The study tried to shed light on a number of important topics that concern many parties in the society, especially the student, his family, and the university, as they are responsible for preparing the student and the state by virtue of its responsibility for the graduates and their employment. And the researchers think that it needs more study and research so that we can see the reality of the matter and provide a good vision and perception of how to help the graduate so that he can choose the job that suits him or guide him in the right direction.

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