Employees' Perception on Change Management in Educational Institutions

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Abstract

This study investigates the variations on the perception of teachers in public schools on the change management in respect to their demographic characteristics. A structure questionnaire was used for data collection from 744 teachers in Erzincan city, Turkey. The independent sample T Test and ANOVA were employed for the analysis of data with the aid of SPSS 23.0 version. The study found that there is a significant difference on the perception of teachers in respect to their affiliation with union, branch of subject teaching, and educational status on the change management. The study suggests that educational institutions, especially public schools should pay close attention to their staff and carry them along in planning and execution of any change, and finally the limitations and direction for future studies were highlighted in the study.

Keywords: Change management; Organizational change; Teachers; Educational institutions.

Introduction

The ability to predict the events and to adapt to market situations is a prerequisite for a successful and sustainable operation of any organization (Gibbons et al. 2020; Jan & Veronika, 2017). Some studies opined that it's highly important for an organization to be able to respond to the dynamism of the market and keep pace with the market environment (Civelek et al. 2016; Dobrovic et al. 2016; Koraus et al. 2017). The sustainability of market competitiveness might be easy, and every organization must be prepared for change so as to be able to effectively respond to the market demand (Koisova et al. 2017; Rajnoha & Lesnikova, 2016). Thus, the key to any firm survival in the present highly competitive environment requires a successful change management. Though, various kind of change are highlighted in the literature, among which are: workforce demographics, changes in market conditions, technological innovations, shortages of talent, economical changes, and increased focus on quality and customer (Gibbons et al. 2020; Jan & Veronika, 2017; Rajnoha & Dobrovic, 2017).

Though, concept of change is common in business, but the perception of the concept remains different among scholars. For instance, Kubickova & Rais (2012) described it as "a

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continuous, ambiguous and partially unpredictable process through which the company copes not only with changes in the market but also with changes within the company". As for Rocha et al. (2015), it was defined as the means of maintain and create competitiveness, viability, productivity, and innovation in the organization. Meanwhile, Garg & Singh (2006) sees organizational change as a visible change in an organization in the areas like structure, technology, systems, strategies, and corporate culture. Change management in this sense according to Jan & Veronika (2017) is seen as a "systematic approach that helps organizations and individuals cope with change and its effects" (p. 7).

A change activity that misses the mark concerning assumptions frequently prompts a large group of negative feelings, including tension, disarray, dissatisfaction, exhaustion, pessimism, a feeling of misfortune, and opposition (Kiefer, 2005). Unfavorable outcomes of a bombed activity additionally incorporate higher non-attendance and turnover rates, decreased efficiencies, and lower levels of execution. Hence, a change activity that is half-baked and executed can harm representative resolve and ensuing conduct. Bovey and Hede (2001) saw that, a probably motivation behind why profound and complete change endeavors fizzle is that ranking directors will in general concentrate only on the full scale level hierarchical issues (for example market influences and procedures, circulation of formal hierarchical

force, reward frameworks, and authoritative design) and don't dedicate enough regard for singular level factors (for example work important perspectives, and trust in capacities). Likewise, Madsen et al. (2006) places that the miniature level elements of hierarchical change are frequently more hard to oversee than the large scale level authoritative issues. However there is general arrangement in the writing that a change activity can't prevail without the eagerness or purchase in from the representatives. Thusly, regardless of how convincing the senior administration's vision for the change might be, the activity will crash and burn if the workers are not open to the change or accept that the activity won't be effective.

The senior supervisory crew is in a situation to impact the change setting just as the change cycle. For instance, before actualizing the change, directors can make the authoritative and social designs that help increment workers' occasions to take an interest in dynamic cycles and progressing change endeavors. Workers can likewise be given the help and assets that are needed to exhibit the recently wanted practices. Studies have demonstrated that workers who feel that they are engaged, through a feeling of occupation investment (Cunningham et al., 2002), an increment in their self-assurance, and a feeling of ecological steadiness, are more open to authoritative change endeavors (Spreitzer, 1995).

Several studies have demonstrated in the literature that most of the change process failed (Beer & Nohris, 2000; Decker et al. 2012). For instance, it was revealed in the study of Beer & Nohria (2000) that "the brutal fact is that about 70 of all changes initiatives fail" (p. 88), while Decker et al. (2012) posited that "failure rate may be as high as 93%". Meanwhile, some studies agreed on resistance of employees to organizational change as one of the determinants of organizational change failure (Edmons, 2011; Lines et al. 2015; Rajnoha et al. 2016). These studies in addition found "fear from the unknown" as one of the reason for employees resistance to organizational change (Edmonds, 2011), while Lines et al. (2015) identified management factors (e.g. size and duration of change, the change scope, speed of implementation, creation of formal change agents, and employees level of involvement in implementation) as an antidote to reduce employee resistance change.

Meanwhile, previous studies have failed to empirically investigate the variability of the employee perception on how it can affect the change management. Whereas, this aspect is crucial in the success of organizational change, thus this study will attempt to fill the gap by examining the variation of the employee perception in respect of the organizational changes within the context of educational institutions.

Literature review

Business as such has a negative picture in our country, particularly among more established ages. This is caused fundamentally by recorded and social reasons. Notwithstanding, Smékalová et al., (2014) saw that the innovative climate and admittance to business for more youthful ages is step by step changing to the better. Accordingly, it is difficult to be serious available these days. The elements of the climate, a continually developing rivalry, and, to wrap things up, the nonstop advancement expect associations to change. The idea of change is normal in business. Be that as it may, the inquiry is the thing that the organizational change implies. Numerous creators portray this idea from various points. The investigation of Kubíčková and Rais (2012) characterizes change as a ceaseless, questionable and halfway erratic cycle through which the organization adapts not exclusively to changes on the lookout yet additionally with changes inside the organization. Rocha et al. (2015) comprehend the change as looking for approaches to keep up and create intensity, practicality, profitability and development in the organization. Garg and Singh (2006) contend that an organizational change is related with an obvious change of association in the regions, for example, innovation, organizational construction, frameworks, procedures just as corporate culture.

The choice to change something comes from an assortment of reasons. The requirement for change can be simply the aftereffect of necessities of the actual organization. For this situation, we talk about inward factors that cause the change. Once in a while change is the consequence of the outer climate, for example, serious pressing factor. Regardless of whether the purpose behind change comes from within or the external climate, the objective of all changes is to acquire some improvement and progress a specific region. Elearn (2007) contends that behind each change, there ought to be disappointment with how things work. Thusly, organizations should thoroughly consider it and consider whether the change is truly vital. Organizations ought to decide their position, where they might want to be, and when they would be the point at which the change truly happens. The upgrade for change is the monetary climate that is known for its insecurity. Insecurity is a main

impetus behind changes. Components like "individuals", "frameworks", "structure" resemble plates that pivot on top of the sticks – there is consistently the peril that one of the plates will be shacked, taking steps to fall and that requires a speedy stunt to keep up its position (Bold, 2010).

"Change management" is a precise methodology that helps associations and people adapt to change and its belongings. Indeed, this is an essential cycle that permits organizations to utilize new systems (Jan and Veronika, 2017). "Change management" has at any rate three distinct viewpoints, including: adjusting to change, controlling change, and affecting a change (Tamilarasu, 2012). The change cycle experiences a progression of stages, and in this cycle, organizations meet with different sorts of deterrents. Basic errors in any of the stages can have a staggering effect, easing back energy and refuting hard-won additions. As indicated by existing investigations, Decker et al. (2012) made top notch of "critical failure factors of changes" (CFFs). This rundown shows that there are in any event 60 basic disappointment components of changes. The authors have assembled the CFFs into four potential classifications. The main classification is measure CFFs, the subsequent classification is organizational CFFs, the third class is center around individuals CFFs and the last class is correspondence culture CFFs. The achievement of changes influences numerous credits. Decker et al. (2012) completed order dependent on their survey of the execution and organizational change writing. In their commitment, they state diverse basic disappointment factors.

Empirically, some studies have conducted studies in relation to educational institutions. For example, some studies found that majority of primary school teachers perceived themselves as open to change and the perceptions of teachers various across the scale (Cakir, 2009; Şentürk, 2007). In addition, Akpınar and Aydın (2007) found that primary school teachers perceived the changes in education to be positive and as such adopted the reflection of these changes on the Turkish Education System but they were insufficient in the face of changes in education and they wanted to get education in this field. In relation to gender, Doğru and Uyar (2012) found that female teachers see change as a ball of problems compared to male teachers, while men behave more willingly to change, supported by Demirtaş's (2012) and Tandogdu (2007), but contradict Argon (2008). Nevertheless, most studies on organizational change are often focused on the antecedents and outcomes (Androniceanu & Ohanya, 2016; Brown & Osborne, 2012; Gibbons et al. 2020), while there is scant empirical studies on the perception of organizational change among the employees, especially in an educational institutions.

With respect to the Turkey, we have not discovered any examinations zeroed in on basic disappointment elements of organizational change. Accordingly, the introduced research manages the fluctuation of the worker insight as variables impacting the future achievement or disappointment of organizational changes. The chose factors are vital during the time spent change. The accompanying segment centers around confirming the presence of a genuinely critical distinction of means in the worker insight as it influences the achievement of organizational changes in instructive establishment in Turkey. Thus, this study will fill the gap by investigating the variations in the perception of teachers in educational institution on the change management.

Data and Methodology

This study employed structured questionnaire as an instrument for data collection. The questionnaire consists of two sections. Section one consist of Ten (10) demographic information about the respondents, while section 2 consist sixty-seven (67) items for "Scale of Organizational Change" that were adapted and modified from previous study (Sayli, 2002) to measure organizational change, and all the items were measured on 5-point likert scale ranging from 1 (strong disagree) to 5 (strongly agree). The sample population for this study composed of all teachers working in schools in the city center of Erzincan (N = 2098). Meanwhile, in congruent with literature, 5% margin error, a 95% confidence level, and 50% response distribution were considered to arrive at the selection of sample size with the aid of "Raosoft" sample size calculator which put the appropriate sample size at 325. However, large number of the teachers in the schools contacted agreed to participate and 744 questionnaires were distributed and retrieved. In respect of the data analysis for this study, both descriptive and inferential statistics such as independent sample T-Test and one-way analysis of variance (ANOVA) were used to examine the validity of the hypotheses stated in this study with the aid of SPSS 23.0 version.

Results

In order to ensure the reliability of our measurement instruments, we first examine the

reliability of the items through the examination of the Cronbach alpha (α). According to Henseler (2017), the threshold value for Cronbach alpha should be greater of equals to 0.7, hence, the organizational scale used in this study is considered to be reliable with the Cronbach alpha value of 0.992. Subsequent to the confirmation of our scale reliability, the descriptive analysis of the demographic information of the respondents was performed and the results presented in Table 1.

Table 1. **Respondents' Demographic statistics**

Variable		Frequency	%
Gender	Male	367	49.3
	Female	377	50.7
	Total	**744**	**100.0**
Age	20-30 years	134	18
	31-40 years	327	44
	41-50 years	186	25
	51-60 years	82	11
	61 years and above	15	2
	Total	**144**	**100.0**
Branches of teachers	Classroom teacher	194	26.1
	Pre-school teachers	20	2.69
	Religious/Culture A.B. Teacher	27	3.6
	Counselor	22	3.0
	Other	481	64.7
	Total	**744**	**100.0**
Marital status	Single	101	13.6
	Married	643	86.4
	Total	**744**	**100**
Children available	No	214	28.8
	Yes	530	71.2
	Total	**744**	**100.0**
No of Children	1	161	21.6
	2	274	36.8
	3	281	37.8
	4	21	2.8
	5	7	0.9
	Total	**744**	**100.0**
Service Period	0-5 years	147	19.76
	6-10 years	119	16
	11-15 years	144	19.35
	16-20 years	125	16.8
	21 years and above	209	28.09
	Total	**744**	**100.0**
Do you belong to a union?	Yes	548	73.7
	No	196	26.3
	Total	**744**	**100.0**
Educational level	Associate degree	30	4.0
	B.Sc.	644	86.6
	Graduate	70	9.4
	Total	**744**	**100.0**
The last type of institution you graduated from?	Institute of Education	44	5.9
	Faculty of Education	457	61.4
	Faculty of Arts and Sciences	146	19.6
	Others	97	13.0
	Total	**744**	**100**

Moreover, the difference in the perception of the teachers in relation to the ten (10) demographic information as hypothesized for this study were examined using independent sample T Test for establishing the significance of mean difference between the male and female teachers, the marital status, children availability, and association with union. In addition, one way ANOVA was used to examine the means of difference among the age of respondents, branch, number of children, time of service, educational status, and last graduating institution. The results as presented in Table 2 shows that the observed mean difference in the perception of male and female teachers on the change management in their school is not statistically significant, owing to the p-value (0.66). Therefore, we reject the hypothesis that there is a significant mean difference between the perception of male and female teachers on the change management conclude that the difference between the male and female perception on change management is not statistically significant. Similarly, the significance difference perception of the teachers in respect to their marital status (p = 0.414) and availability of children (0.149) reveals no significance in their perception, thus we conclude that the perception of teachers on the change management in respect to their marital status and availability of children are not statistically different. Meanwhile, the perception of the teachers on the change management in respect to their affiliation with union (p = 0.013) was found to be statistically significant. Thus, we support the hypothesis that teachers' affiliation with union influences their perception on change management. This is an indication that the teachers that belong to a union and those that do not perceive differently the change management in their schools.

Moreover, the means of difference among the age group of respondents, number of children, time of service, educational status, and last graduating institution were examined using ANOVA. The results as presented in Table 2 reveals that the perception of teachers in respect to their age group (*f = 1.55, p = 0.186*) was found not to be significant, therefore we failed to support the hypothesis that there is difference in the perception of the teachers in respect to their age on change management in their school. Similarly, the number of children (*f = 1.049, p = 0.387*), time of service (*f = 1.551, p = 0.186*), and last graduating institution (*f = 0.875, p = 0.454*) were all found not to be significance which led to rejection of the hypothesis that these demographic characteristics of respondents influence their perception on change management

in their schools. Therefore, we conclude that the teachers' perception on change management do no vary in respect to their number of children, time of service, and last graduating institution. However, the branch of subject teaching (*f = 3.437, p = 0.009*) and educational status of the teachers (*f = 6.758, p = 0.001*) were found to influence their perception on the change management in their school. Since the ANOVA results shows a significance value, it is an indication that one or more group among the groups is different from others, hence we conduct a post-hoc analysis. The post hoc test shows that the perception of teachers in category of other branches was higher than other groups (Classroom Teacher, Preschool Teacher, Religious Culture A. Teacher, and Guidance Teacher). Similarly for educational status, the post-hoc test indicates that the perception of group of teachers with associate degree and bachelor's degree is higher than the graduate group of graduate graduates.

Table 2. **Hypotheses testing results**

Variable	T Test	Sig.
Gender	0.43	0.66
Marital status	0.405	0.414
Children availability	0.618	0.149
Union membership	2.011	0.013
	F test	**Sig.**
Age	1.55	0.186
Branch	3.437	0.009
Number of children	1.049	0.387
Time of service	1.551	0.186
Educational status	6.758	0.001
Last graduating institution	0.875	0.454

Discussion of findings and conclusion

As per Bold (2010), the cycle of change should be controlled and should be arranged. It is for the most part realized that arranging is one of the predominant exercises in administration. As has just been referenced, the cycle of change is experiencing a few stages, one of which is unadulterated arranging. During the time spent change, the primary issue is by all accounts incapable arranging measure or no arranging. Thusly, our first theory focuses on confirmation of connection between the factors "change planning'' and the variable the eventual outcome of the change'' (its prosperity or inability to make changes). We anticipate that between the factors, the relationship exists. That is, on account of organizational change arranging, the aftereffect of the change is positive and hence, the change is fruitful with the organization. Obviously, the inverse may occur too - the change was not planned

for advance by carrying along the employee, the change was not fruitful/it neglected to be effectively executed in the organization.

Change planning can be viewed as an important piece of the entire cycle of presenting changes. During the time spent change arranging, it is important to make an arrangement for the entire venture, consolidating the potential dangers, occasions and circumstances that may happen during the change. Through the change arranging and the arrangement, we can anticipate bothersome circumstances. Each change is extraordinary and novel, so there is no ideal system or manual that would give ideal directions on the best way to deal with the circumstance or how an arrangement should resemble. Notwithstanding, it ought to be noticed that each change is extraordinary and individual; in this way, every change requires uncommon arranging.

Mistakes and the management issues regularly emerge because of absence of time. It is by and large realized that if any undertaking is done in scramble, mistakes happen all the while. Kotter (1995) states that, the change cycle experiences a progression of stages which, altogether ordinarily require an extensive period of time. However, imagine a scenario in which the business doesn't permit enough an ideal opportunity for a change. Imagine a scenario in which the whole change measure is brisk. Would it be able to influence the ultimate result of the change? In past examinations, there was no consideration given to the reality whether the time required for change is or is certifiably not a basic factor of achievement.

We can say that arranging is firmly connected to checks. Based on the arrangement, we can check whether the change has been actualized in accordance with the arrangement, regardless of whether the normal result has been accomplished and, to wrap things up, whether the change truly works. Westover (2010) states that the basic purpose of achievement during the time spent change execution is the capacity of the pioneer to balance out and keep up the new express, that is, the condition of change. The underlying energy for the new state or the circumstance progressively dies down. There is a danger that representatives will re-visitation of the old ways. Accordingly, after the new state is set up, the solidification stage is significant, where the organization ought to endeavor to balance out changes and actualize them across the organization. A typical error or issue associated with the previously mentioned is an improper number of checks. It is then conceivable that representatives re-visitation of

their typical propensities and neglect to adhere to the directions with respect to new exercises.

This study investigates the perception of teachers on change management. Our finding is consistent with Senturk (2007) and Akpinar & Aydin (2007) on the teachers' openness to change. In addition, agreed with the study of Argon (2008) who found no significance difference in the teachers' perception on change in respect to their gender. However, our finding contradict the position of Dogru & Uyar (2012), Demirtas (2012), and Tandogdu (2007) who demonstrated in their studies that gender influences teachers' perception on organizational changes. The finding that there is no difference in the perception of the teachers in respect to their age on change management in their school implies that the teachers' age has no impact on their perception on change management in their schools. This finding is congruent with the study of Cakir (2009) who found similar result, but contradict the position of Senturk (2007) who found a significance mean difference of the perception of teacher on organizational change in respect to their age.

The main aim of this study was to investigate the variability in the perception of school teachers on change management in relation to their demographic characteristics. The demographic characteristics are: gender, age, branch of teaching, children availability, numbers of children, time of service, union affiliation, educational status, and last graduating institutions. The individual variables were examined using independent t-test and ANOVA, and it was revealed that only affiliation with union, branch of subject teaching, and educational status of the teachers affects their perception on the change management. This is an indication that the employee perception can affect the acceptability of the change; therefore, educational institutions should pay close attention to their staff and carry them along in planning for any change, so that the implementation can be successful. In our article, we focused on the variation in the perception of the employee on organizational changes. As we would like to think, these factors are essential during the time spent change, and in this way, we believe them to be basic components for the achievement of changes. In light of our exploration, the employee perception is to be positioned among the essential achievement factors.

Based on the examination, we can declare that the way toward planning the change, its checks and sufficient opportunity to actualize the change are significant components that affect the eventual

outcome of change execution. In the event that a change is painstakingly arranged ahead of time and put the employee into consideration, there is a presumption that we can anticipate that it should be effectively actualized. In any case, it should be borne as a top priority that the change cycle may experience numerous sudden circumstances ahead of time. Along these lines, it is significant for the executives to have an arrangement in the event of such circumstances. As has been appeared, each change needs adequate time for its planning and usage. Taking everything into account, we can say that the factors arranging, sufficient opportunity and checks can be considered as variables impacting the achievement pace of the change execution in the organization.

Limitation and direction for future studies

Meanwhile, this study limitation lies in the independent sample t-test and ANOVA used which measures the difference of means in the perception of the teachers in respect to their demographic characteristics without making assumption about other possible variables that could influence their perception. Thus, this study suggests that future studies should employ more robust and sophisticated techniques like "structural equation modeling" that will allow the determination of the strength and direction of the relationship between the latent variables. In addition, the only schools in Erzincan city used in this study limits the generalization of the findings, thus future studies should enlarge the geographical scope of the study. Nevertheless, this study provides an insightful contribution to the literature on organizational change, especially within educational system that would serve as a guide for the educational management to understand the perception of teachers in relation to organizational change.

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