Original Article

Opinions of physical education teachers about competencies of administrators on change management in educational institutions in Turkey

YUNUS EMRE KARAKAYA

Department of Exercise and Sport Science, University of Utah, Utah, USA.

Published online: December 30, 2014

(Accepted for publication December 26, 2014)

DOI:10.7752/jpes.2014.04098;

Abstract:

Nowadays the process of rapid change affects education as well as many areas. This process of change requires the need to review some factors again such as educational institutions, management activities, teaching and learning activities, and school-environment relations. This study is aimed to determine the competencies of administrators on change management in accordance with the opinions of physical education teachers in educational institutions in Turkey. The sample group of the study consists of 220 physical education teachers from primary and secondary education schools. In this study the form of scale, developed by Göksoy (in 2010), was used to obtain views of the sample group. At the end of the study, some significant differences were found in the sub-component of communication in terms of gender and age variables. Some significant differences were found in the sub-components of communication, facilitation and support and vision in terms of tenure variable. No significant differences were found in the sub-components of “Education and Participation to Decision Making” with regards to the variables. In conclusion, administrators, teachers and other employees should be taken into the process of change through in-service trainings, seminars, and courses so that they would develop feeling of seeing themselves as part of a team.

Key words: change, change management, educational institutions, physical education teachers, Turkey

Introduction

There have been great changes in the field of management as a result of economic and technological changes in the world (Aktan, 1997:1). Along with globalization, change becomes a way of life for all kinds of institutions, therefore the success on change management and the development of institutions is considered fundamental (Tekin, 2006: 3; Mukherji, 1998: 265). Change is inevitable for organizations as well as change of nature, life and societies. To direct and control the contributions of change to the organization can be possible to the extent of knowledge and skills of managers of the organization (Argon & Özcelik, 2008: 71). However, despite all the efforts of managers most of change attempts fail and managers and employees perceive the change differently (Strebel, 1999: 138).

Change can be defined as a process that represents the transition from one situation to another situation, and may be planned or unplanned and can cause negative results as well as positive results (Dolasır, 2005: 1). According to Sadler (1999), change takes place mainly in three areas. These areas are “structural changes”, “new system and methods” and “cultural changes”. Hussey (1998) states the powers that cause organizational change as “the acceleration of technological changes”, “the increasing competition and globalization”, “growth and diversification of customer demands”, the change of social structure and population of countries”, and “privatization of state-owned companies”. Helvacı (2001), defines change management as a system that provides significant changes for structures, policies and culture of organizations while forming strategies and processes that have a responding character to the change. The presence of a leader in the process of change is absolutely necessary (Fullan, 2002:16-20; Stoll & Bolam 2005: 50-64).

Education and change

Educational organizations play a privileged and important role in the change and development of societies. Educational organizations both affect the environment and influenced by the environment and also carry the function of educating individuals by performing the process of change. Changes at the national and international levels show themselves in various ways in education system and affect the individuals in the process directly or indirectly (Ceyhan & Sumak, 1999). Today, world is in a period that roles of educational managers have been changing. Educational managers are expected to be the leader of school in the proper sense and this situation is very important for constructing the desired changes in educational institutions (Fullan, 1992). Managers must be aware of their responsibility and sensitivity about this issue during change and renewal

process (Donmez, 1999). Managers who want to keep alive the change in his/her educational institutions should be able to predict possible obstacles and should take necessary precautions. For this reason, managers should understand the meaning of role of management as required by the change and they should make themselves ready for this situation. During the process of change, if the principles of change are known and understood well, and reactions and oppositions are perceived normally then the success on change management and change in educational institutions will increase at that rate. (Goksoy, 2010: 9, 40). However, various problems can take place during the process of change management in education. Also, insufficiencies of employees to supply the demands of change shouldn't be ignored.

Aim of the study and its importance

In those days of rapid change, the pace of change affects both educational institutions and educational systems. This process of change reveals the need to revise some factors such as educational institutions, management activities, teaching-learning activities and school-environment relations. The aim of this study is to determine the competencies of administrators working in educational institutions on change management in accordance with the opinions of physical education teachers. The research is important for collecting data about the degree of change implemented by administrators in their institutions, and also it is important in terms of increasing the efficiency of change practices. The results of the study are expected to contribute to field of education and to the sports area.

Method

The main mass of this study consists of physical education teachers working in primary and secondary education institutions in Turkey. The sample group consists of 220 physical education teachers selected by a random method from 8 provinces (Tokat, Duzce, Mus, Sakarya, Malatya, Kocaeli, Sanliurfa and Mardin) of Turkey.

The validity and reliability test, designed by Goksoy (2010), was applied to the sample group in order to determine the levels of the methods implemented by school managers to reduce the resistance to the change in educational institutions. And the "The Levels of Methods Implemented by Primary School Administrators to Reduce the Resistance to the Change" scale was used in the study. The scale consists of four sub-components such as "education and providing participation to the decision making process" (18 items), "communication" (6 items), "facilitation and support" (6 items) and "vision" (8 items). Statistical analyzes were conducted about the data obtained from the study by using SPSS for Windows 17.0 software package program. As a result of the reliability of the scale, General Cronbach's Alpha value has been identified as .834. For the correct interpretation of the research data, five point interval scales are identified as; "Never" (1.00- 1.80), "Seldom" (1.81-2.60), "Sometimes" (2.61-3.40), "Often" (3.41-4.20) and "Always" (4.21-5.00). Frequency and percentage calculations were conducted in order to determine distribution of the sample group with regards to socio-economic variables and a normality analysis was carried out to determine whether the data provides normal distribution or not. It was decided to carry out parametric tests due to the normal distribution of the data. For dual group comparisons, Independent Samples T test was applied and for multiple-group comparisons, One-Way ANOVA test was applied. Tamhane's T2 test, one of Post Hoc tests, was used in the study, because group variances weren't homogenous ($p < 0.05$). The statistical significance level was regarded as Alpha (α) level of significance, which was $p < .05$.

Results

The findings obtained to reveal opinions of physical education teachers about competencies of managers of educational institutions on change management are given in the following tables.

Table 1. The t-test results of the study group with regards to gender variable.

Scale	Gender	n	Mean	SD	t-Value	p-Value
Education and Providing Participation to Decision Making	(1) Man	162	58.308	13.824	-.111	.91
	(2) Woman	58	58.551	14.404		
Communication	(1) Man	162	19.654	4.552	-1.998	.04*
	(2) Woman	58	21.034	4.499		
Facilitation and Support	(1) Man	162	20.629	5.161	.389	.69
	(2) Woman	58	20.275	6.195		
Vision	(1) Man	162	28.370	6.341	.763	.44
	(2) Woman	58	27.517	7.620		
Total	(1) Man	162	126.963	26.466	-.092	.92
	(2) Woman	58	127.379	30.502		

* $p < 0.05$

SD=Standard Deviation

Significant difference was found with regards to the gender variable of the study group that consists of physical education teachers at the sub-component of communication. ($t=-1,998$; $p<0.05$). No significant difference was found statistically among the sub-components of the study group like “Education and Providing Participation to the Decision Making”, “Facilitation and Support” and “Vision”.

Table 2. The t-test results of the study group with regards education variable.

Scale	Level of Education	n	Mean	SD	t-Value	p-Value
Education and Providing Participation to the Decision Making	(1)License	210	58.285	14.099	-.546	.59
	(2) Master	10	60.200	10.654		
Communication	(1)License	210	20.019	4.617	.016	.99
	(2) Master	10	20.000	3.590		
Facilitation and Support	(1)License	210	20.552	5.432	.185	.86
	(2) Master	10	20.200	5.902		
Vision	(1)License	210	28.085	6.769	-.801	.44
	(2) Master	10	29.400	4.971		
Total	(1)License	210	126.942	27.724	-.368	.72
	(2) Master	10	129.800	23.799		

* $p<0.05$ SD=Standard Deviation

No significant difference was found statistically at the sub-components of the scale in terms of education variable of the research group. ($t=-.368$; $p>0.05$)

Table 3. The t-test results of the study group in terms of variable of the status of in-service training on change management.

Scale	The Status of In-Service Training on Change Management	n	Mean	SD	t-Value	p-Value
Education and Providing Participation to Decision Making	(1) Received	10	56.200	8.676	-.782	.45
	(2) Didn't Receive	210	58.476	14.155		
Communication	(1) Received	10	18.400	3.921	-1.324	.21
	(2) Didn't Receive	210	20.095	4.591		
Facilitation And Support	(1) Received	10	20.200	4.685	-.230	.82
	(2) Didn't Receive	210	20.552	5.483		
Vision	(1) Received	10	29.000	5.849	.469	.65
	(2) Didn't Receive	210	28.104	6.741		
Total	(1) Received	10	123.800	21.316	-.489	.64
	(2) Didn't Receive	210	127.228	27.808		

* $p<0.05$ SD=Standard Deviation

No significant difference was found statistically at the sub-components of the scale with regards to the status variable of in-service training on change management. ($t=-.489$; $p>0.05$).

Table 4. The ANOVA test results of the study group with regards to tenure variable.

Scale	Tenure	n	Source of the Variance	Totals of Square Roots	Avarage of Square Roots	F	p-Value	Tamphane's T2
Education and Providing Participation to Decision Making	(1) 0-5	98	Inter-Groups Intra-Groups Total	1631.386 40976.051 42607.436	407.846 190.586	2.140	.08	-
	(2) 6-10	82						
	(3) 11-15	26						
	(4) 16-20	12						
	(5) 21 and above	2						
Communication	(1) 0-5	98	Inter-Groups Intra-Groups	206.912 4365.016	51.728 20.302	2.548	.04*	1-5 2-5
	(2) 6-10	82						

	(3) 11-15	26	Total	4571.927					3-5
	(4) 16-20	12							4-5
	(5) 21 and above	2							
	(1) 0-5	98							
	(2) 6-10	82							
Facilitation and Support	(3) 11-15	26	Inter-Groups	267.392	66.848	2.312	.05*		1-5
	(4) 16-20	12	Intra-Groups	6215.318	28.908				2-5
	(5) 21 and above	2	Total	6482.709					3-5
	(1) 0-5	98							4-5
	(2) 6-10	82							
Vision	(3) 11-15	26	Inter-Groups	501.890	125.473	2.897	.02*		1-5
	(4) 16-20	12	Intra-Groups	9313.455	43.318				2-5
	(5) 21 and above	2	Total	9815.345					3-5
	(1) 0-5	98							4-5
	(2) 6-10	82							
Total	(3) 11-15	26	Inter-Groups	7949.638	1987.409	2.707	.03*		1-5
	(4) 16-20	12	Intra-Groups	157869.198	734.275				2-5
	(5) 21 and above	2	Total	165818.836					3-5
	(1) 0-5	98							4-5
	(2) 6-10	82							

*p<0.05 SD=Standard Deviation

Significant difference was found statistically at the scale sub-components of “Communication”, “Facilitation and Support”, “Vision” with regards to the tenure variable, because of the participants whose tenure is 21 and above. However, no significant difference was found statistically at the scale sub-components of “Education and Providing Participation to Decision Making Process” ($F=2.140$; $p>0.05$).

Discussion

Significant differences were found at the “communication” sub-component of the scale in terms of gender variable of the research group which consists of physical education teachers (Table 1.). Female physical education teachers reported more positive views in the sub-dimension of communication. However, no significant differences were found statistically in other sub-component with regards to the gender variable. Tanrıoğlu & Kursunoglu (2004) and Gürel couldn't find a significant relation between gender and purposes of change, participation to decision making and component of the trust to change in their researches. Aksoy (2005), in his research on evaluating the perceptions of teachers about the competencies of managers on implementing the change in their institutions, identified that male teachers found school administrators more sufficient compared to female teachers. Aksoy & Özcelik (2008), in their studies about the competencies of primary school managers on change management found significant differences in all components in terms of gender variable. While male teachers found their managers moderately sufficient in all components, female teachers only found them moderately sufficient on “implementing the change at school” and found them “highly” sufficient in other components.

No significant differences were found statistically among the research groups in terms of variable of in-service training on change management (Table 3.) This finding is interpreted as physical education teachers who work in educational institutions attach importance to the issue in the same way. In the study of Genc (2006), it has been concluded that resistance to change decreases as the number of in-service training increases.

Significant differences were found statistically at the scale sub-components of communication, facilitation and support, vision in terms of the tenure variable because of the participants whose tenure is 21 and above (Tablo 4.). No significant differences were found statistically at scale sub-components of “education and providing participation to decision making”. It is concluded that more positive views stem from vocational experience and accumulation of knowledge of the participants whose tenure is 21 and above. Genc (2006), concluded that increase in teachers' seniority level increases resistance to the change. This research is in line with his findings.

Change is a part of the life of all individuals and organizations. The important thing is here how to manage the change (Dolasır, 2005: 14). It is very difficult to perform a change in education system which isn't welcomed by teachers. Therefore, it seems to be a necessity to include teachers in this process when deciding to change (Erdogan, 2000: 14; Boztas, 2007).

In order to implement the change in educational institutions it is important to redefine the roles and responsibilities of administrators who work in educational institutions in line with the needs arising from change. As a result, the research has showed us that resistance to the change in education is a complex phenomenon and if there is change, there will be resistance to it. For successful fulfillment of the change, institute administrators should have basic knowledge about change. The probability of survival of educational institutions which cannot comprehend and launch the change process decreases in terms of total quality. For this reason, today all employees in educational institutions should keep pace with the change. In this context, the following recommendations can be said on the base of literature and research findings: Administrators, teachers and other employees in educational institutions should know the previous approaches on the subject in order to comprehend the logic of change. In the context of positive impact of in-service trainings, administrators, teachers and other employees should attend to seminars and courses. For an effective change, teachers should be provided with participation to decision making process and take part at all levels of the change process.

References

- Aksoy, İ. (2005). The perceptions of primary school teachers about implementation of change management in schools in terms of role of communication. Institute of Social Sciences, Master Thesis, Ankara: Gazi University.
- Aktan, C. C. (1997). Change and global management. *Ministry of Education Publications*, Ankara, Vol: 136, 1.
- Argon, T. & Özcelik, N. (2008). The primary school administrators' competencies within the framework of administrating change. Mehmet Akif Ersoy University, *Journal of Faculty Of Education*, 71, 86.
- Boztas, K. (2007). Change management in education. *Journal of Education*, e-Education, Jornal of Science and Art, 14.
- Ceyhan, E. & Sumak, M. S. (1999). The boiling frog syndrome and change management. Educational Management in Theory and Prcatice, Pegem Publications, Vol: 20. Ankara.
- Dolasır, S. (2005). Change management and sport organizations, Ankara University, *Journal of Spormetre of Physical Education and Sport Sciences*, 3 (1): 1-14.
- Donmez, B. (1999). Change and renewal. Education Program for Executive Candidates, Malatya.
- Erdogan, İ. (2000). Change management in education. Educational Management in Theory and Prcatice, Pegema Publications, Ankara, 3 (2): 14.
- Fullan, M. (1992). Successful school improvement. Philadelphia, Open University Publishing.
- Genc, M. (2006). Teachers' resistance to change in educational organizations. Institute of Social Sciences, Master Thesis, İstanbul: Yeditepe University.
- Gurel, H. (2006). Resistance to change in the organization and relation of political behavior. Institute of Social Sciences, Department of Management, Science Expertise Thesis, İstanbul: Marmara University.
- Goksoy, S. (2010). Opinions of teachers and administrators about primary school administrators' implementation levels to reduce the resistance to change. Institute of Social Sciences, Master Thesis, Bolu: Abant İzzet Baysal University, 9, 40.
- Helvacı, M. A. (2001). Assessment of qualifications of school administrators working in primary schools in turkish educational system in terms of change management. Institute of Education Sciences, Department of Educational Management and Planning, Master Thesis, Ankara: Ankara University.
- Hussey, D. (1998). Change management (Translated by Ali Çimen). Timaş Publications, İstanbul.
- Mujherji, A. & Mukherji, J. (1998). Structuring organizations for the future: analyzing and managing change. *Managment Decision*, 36 (4): 265.
- Sadler, P. (1999). Managing organizational change. Management Consultancy a Handbook for Best Practice, Kogan Page Limited 120, Pentoville Road, London.
- Strebel, P. (1999). Why employees resist towards change?. Harward Business Review. (Translated by: Meral Tüzer), Turkey Metal Industrialist Union Publications, İstanbul, 138.
- Stoll, L. & BOLAM, R. (2005). Developing leadership for learning communities. In M. J. Coles & G. Southworth (Eds.), *Developing Leadership: Creating the Schools Of Tomorrow*, Berkshire, Open University Pres, England, 50-64.
- Tanriogen, A. & Kursunoglu, A. (2004). Primary school teachers' attitudes toward organizational change. Verbal Notification at IV. Educational Science Congress, Eskişehir.
- Tekin, M.; Gulcen, H. K. & Ögut, A. (2006). Technology management in the era of change. Nobel Publications, Ankara, 3.