

Involvement in Change and Commitment to Change: A Study at Public Schools

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Abstract

Lack of employees' involvement in change initiatives could cause employees to develop negative attitudes towards these changes, which, at the same time, could negatively influence their commitment in these changes. Since commitment is known to be a highly important factor determining success of a change initiative, exploring employees' involvement levels in changes occurring in educational organizations is thought to be significant for employees' commitment to changes. This study, which is primarily, centered around the question "What is the relationship between employees' involvement in educational changes and their commitment to these changes?" aims to reveal the relationship between teachers' involvement in educational changes and their commitment to these changes by extracting their mental models about change. The study was carried out in a highly centralized educational system where a major educational change was initiated on a national scale in 2012-2013 educational year. The study follows a causal-comparative model and was carried out with 573 teachers working in three provincial towns of Gaziantep during 2013-2014 educational year. "Commitment to Change Scale" and "Participation in Change Scale" were used as data collection tools in the study. Findings of the study have shown that teachers' level of involvement in 4+4+4 change initiative was low and their commitment to the change was relatively moderate. The study also revealed that teachers' involvement in 4+4+4 change initiative positively predicts their commitment to these educational changes.