

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

By

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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.*

## **1. Introduction**

Due to increasing dynamic environment, organizations need to make some changes in their strategy, structure, process and culture (Armenakis, Harris, Mossholder, 1993). What is most obviously observable in today's world is uncertainty and changes based on this uncertainty can be felt in infrastructure, science, technology, environment, health, medicine, education and business (Huffington, Cole and Brunning, 1997). Information which has a determining factor in today's ever changing world is gaining increasing importance and influences all social and political institutions (Gökçe, 2009). Whether for improving organizational effectiveness or adaptation to external environment, organizations change just as weather changes (Cripe, 2009), which shows that change is inevitable despite its difficulties. Apart from the difficulties it embodies in its nature, the question of how to carry out changes and how to increase employees' motivation towards change arises.

These questions could be multiplied as "why change?", "what to change?" and "how to change?". Answering these questions well before embarking upon any change effort could play an important role in the success of change initiatives. It could be asserted at this point that creating a "sense of urgency" in people who will be affected by change and getting a strong affective and cognitive support from all stakeholders both before and during implementation process will determine the direction of the change. As noted by Kotter (1995), lack of creation of a "sense of urgency" in people could lead to unrecoverable problems during the implementation process.

This process, which is defined as "unfreezing" stage by Lewin (1947) and "readiness for change" by Armenakis and his colleagues (1993), necessitates understanding of employees' mental models towards change, getting their support that then helps change initiative reach its goals. In other words, when organizational change is started as a tool to increase quality in all subsystems of organizations, reaching

this goal highly depends on how the organization uses its material and human resources effectively (Argon and Eren, 2004; p.3) and how it involves its employees in the educational change process.

During educational change, getting teachers' opinions about change and giving them an opportunity to express their opinions, cognitive, affective and behavioral reactions, influences their belief about change and their reactions (Koutselini, 2008). Various studies in the literature (Schraeder, Swamidass and Morrision, 2006; Lines, 2004; Jimmieson, et al. 2004) have revealed the relationship between employees' involvement in change process and their attitudes towards change. However, this study aims to contribute to the existing literature by a) taking teachers and educational change as the context of the study, b) studying the relationships between involvement in change and commitment to change concepts in a highly centralized educational system. The study, thus, aims to explore how involvement of teachers, who are very critical human resources of educational institutions, in change efforts influences their commitment to these changes. To achieve this aim, the context of specific education system studied in this paper will be elaborated on first and after related literature is reviewed, the interrelations between involvement and commitment will be studied.

***Educational Change Experience in Turkey***

By pointing out the importance of change in education, Sahlberg (2006) stresses out that in addition to the need for students to have competency in maths, reading, information-communication technologies, they need to have competencies such as flexibility, creativity and problem solving through modern methods of teaching. Many governments are striving to achieve these goals and different models could be followed depending on each country's specific conditions. Table 1 shows categories every change initiative could fall into. When Turkey's educational change itinerary is followed based on this model, a much clearer picture of this itinerary can be depicted.

**Table 1. Dimension of a Change Model**

Content	Radical	Local
Source	Top-down: Distributive Leadership	Bottom-up: Business Management Models
Time	Specific	Continuous
Process	Planned	Situational

Ancone and his colleagues (2005)

***Radical, top-down, specific, situational changes***

Due to centralized structure of Turkish educational system, changes were generally initiated on national scale that affected the whole system, there was not a good enough preparation or piloting before the changes, changes were started during a specific course of time and ended. Though in some case, decisions were made by National Educational Congresses, generally decisions about changes were given by central administration and were administered in a command-control fashion. (i.e.: General Education Act (1869), Temporary Basic Education Act (1913), Unification of Education Reform (1924), Transition to 5-year Compulsory Basic Education Act (1924), Basic National Education Act (1973), Transition to 12-year Compulsory Interrupted Basic Education Act (2012).

***Radical, top-down, specific, planned changes***

*Transition to 8-year Continuous Compulsory Basic Education Act (1997):* A decision was first made in 1946 3<sup>rd</sup> National Educational Congress, but was not implemented. 1961 constitution stressed the importance of increasing duration of compulsory education. Later, an act was enacted in 1971 that proposed transition to 8-year compulsory basic education, which was piloted in 16 boarding schools, however, the piloting ended with no concrete results. Basic National Education Act (1973) also proposed to increase basic education to 8 year on intervals, the same issue was on agenda on 9<sup>th</sup> and 10<sup>th</sup> National Educational Congresses, in 1988 it proposed that the process should finish by the end of 6<sup>th</sup> development

plan prepared in 1988. Finally, in 1997 the duration of compulsory basic education was changed to 8 year (Güven, 2012).

**Constructivist Curriculum:** It was piloted in provinces and 125 schools in 2004-2005 educational year and was initiated in all public primary schools in 2005-2006 educational year. However, this reform is criticized since it mandates students to cover a lot of concepts and processes in a short time (Özar, 2012) and due to lack of training needed to properly implement it (Babadogan and Olkun, 2006)

**FATİH Project:** In the project that will be implemented in primary schools in the first year, secondary schools in the second year and finally high schools in the third year, aims to “prepare hardware and network infrastructure, teachers’ in-service training, teachers’ guide books, e-contents and ensure use of IT effectively”. Following two years after this process, evaluation process of the project will start which will focus on the possible effects of the project on Turkish educational system and intended outcomes (Akıncı, Kurtoğlu and Seferoğlu, 2012). It is stated that pilot studies of the project have been continuing since 2010 (<http://fatihprojesi.meb.gov.tr/tr/icerikincele.php?id=6>).

As can be observed, all major educational change initiatives in Turkey are on national scale, can be described as reforms launched based on decisions made by central authority of National Ministry of Education and are not continuous changes that have follow up phases in the system as described by Basım and his colleagues (2009). Some of them were delayed such a long time to occur (some took even for 24 years to happen) while others are criticized and are found to be ineffective based on that they did not consider increasing teachers’ awareness during the process and failed to create necessary behavioral and attitudinal changes in teachers.

Looking at all these change efforts, Lewin (1947)’s Field Force Theory which points out that there are restraining and driving forces in static organizations where both these forces are equal and create quasi-stationary equilibrium is to be considered. In order for an effective implementation of change, during unfreezing process either restraining forces must be weakened or driving forces must be strengthened. This can be realized by helping employees understand what change entails, the rational behind the change, fostering their mental models in a way to ensure that they feel the need for change and thus becoming supportive of changes. Lewin emphasized that field theory, action research, group dynamics and three-step change be well integrated into change efforts in order for employees’ cognitive and affective readiness for change (Burnes, 2004a; Burnes, 2004b).

Based on this, this study aims to shed light on educational change initiated in 2012 in Turkey within the context of Lewin’s change model which stresses that “for change to be effective, it must be a participative and collaborative process which involves all of those concerned (Burnes, 2004a; Allport, 1948; Bargal and Bar, 1992; French and Bell, 1984; Lewin, 1947). It is believed that employees’ involvement in change is a factor that promotes their understanding of the “need-for-change”(Burnes, 2004b, p.983) by impacting on their mental models which in turn influence their commitment to change initiatives. In other words, the study considers revealing teachers’ commitment to change levels by taking teachers’ involvement in change process as the focus of the study during the planning and action processes of change.

### ***Involvement in Change***

Implementation of educational changes is known to be more complex and multi-dimensional than planned (Marz and Kelchtermans, 2013; Fink and Stoll, 2005; Fullan, 2001; Hargreaves, Lieberman, Fullan and Hopkins, 2009). Various variables work together in educational institutions and assumptions about a certain variable could go through different transformations during the process. This necessitates a thorough planning of any change to occur in educational organizations. When change initiatives in educational organizations are not well-managed, it could lead to negative feelings such as fear and uncertainty in employees in all levels of organizations (Bovey and Hede, 2001). Leaders, during

organizational change, must consider employees' reactions to change and try to persuade them to direct their energy towards new organizational goals (Shariff and Scandura, 2013; Van Dam, Oreg and Schyns, 2008; Cyert and March, 1963).

This partly could be achieved by involving employees into change efforts which is defined as "the exercise, by employees of influence over how their work is organized and carried out" (Fenton-O'Creevy, 2001, p. 28). Employee involvement practices are intended to inject the information and knowledge of non-management employees into higher-level organizational decision-making processes (Yang and Conrad, 2011; Benson, Young and Lawler, 2006; Guthrie, 2001; Lawler, 1986). By involving them into decision making process, they become empowered and empowering employees to make decisions and motivating them to perform have been linked to positive organizational outcomes (Combs, Liu, Hall and Ketchen, 2006). The concept is linked to sharing of power, information, rewarding and training in organizations (Ledford and Mohrman, 1993). When organizational processes are designed to involve employees in all work processes, it improves the impact of human capital on business outcomes by developing and utilizing employee skills and abilities more fully (Yang and Conrad, 2011).

The concept is not a new concept since it has its roots in Lewin (1946)'s group dynamics theory which stresses that success of groups depend on involvement of individuals in group in decision-making process and delegation system in groups. In the context of change, when employees are actively involved in and are timely informed about change process, they develop more positive attitudes towards change (Lines 2004; Jimieson, Terry and Callan, 2004). This is supported by Freeman (1984) who names defines people affected by change as "stake-holder" and stresses that the impact between organization and these stakeholders is multi-directional, seeing stake-holders both as "affected by" and "affecting" the change process.

Linking employee involvement and performance outcomes, it could be pointed out that it is linked to organizational creativity and attitudes, which could directly affect students' outcomes during the change process (Poole, 1999).

### ***Commitment to Change***

Commitment is defined as "a force [mind set] that binds an individual to a course of action of relevance to one or more targets"(Herscovitch and Meyer, 2002) or a "relative strength of an individual's identification with and involvement in a particular organization" (Mowday, Steers and Porter, 1979; p. 226). It means desire of an individual to accept organizational goals and values, to exert voluntary effort to achieve these goals and desire to continue group membership (Durna and Eren, 2005). This commitment could be towards an organization or a leader. After 1920s, it was understood by leaders that employees' commitment to organization does not matter much during times of change since employees who are highly committed to organization does not guarantee that they will have needed commitment to change (Herscovitch and Meyer, 2002). This further means that commitment to an organization and commitment to change includes different contents and that employees' reaction toward these two structures could differ. This new concept defined as commitment to change is seen as "a force (mind-set) that binds an individual to a course of action deemed necessary for the successful implementation of a change initiative" (Herscovitch and Meyer, 2002, p. 475).

To assess this new concept, Herscovitch and Meyer (2002) have developed a three-dimensional commitment to change concept consisting of affective, normative and continuance commitment to change. This indicates that individuals may develop three distinct forms of behavior towards change. *Affective commitment to change* means a desire to provide support for the change based on a belief in its inherent benefits, *normative commitment to change* is defined as a sense of obligation to provide support for the change and *continuance commitment to change* refers to recognition that there are costs associated with failure to provide support for the change. These are also differentiated by noting that employees can feel bound to support a change because they want to, have to, and/or ought to (Herscovitch and Meyer,

2002, p. 475).

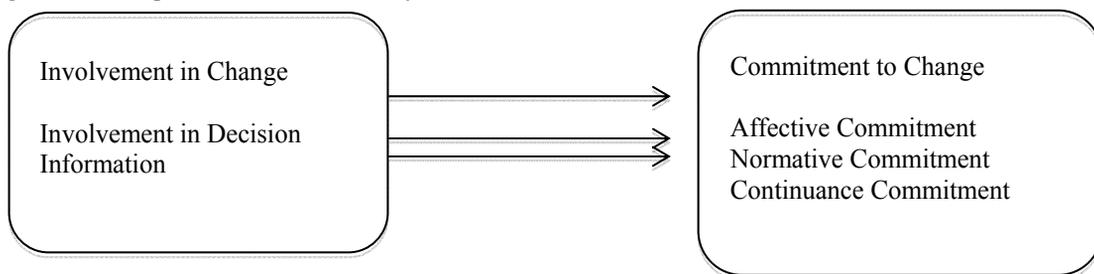
Affective commitment to change is developed by giving individuals more opportunities to express his or her opinions, by becoming more involved in change, making use of training and development activities and having a firm belief in the rationale behind change (Herscovitch and Meyer, 2002; Meyer and Allen, 1997). People who believe in change and want to contribute to the success of change are known to have high levels of affective commitment (Meyer, Srinivas, Lal and Topolnytsky, 2007). While normative commitment is defined as the obligation to follow certain activities towards a goal, continuance commitment is known as individual perceptions about costs and consequences of failing to comply with change (Ning and Jing, 2012). In other words, people with high levels of affective commitment, support change initiatives because they emotionally want this; people with high levels of affective commitment see support for change as an ethical obligation due to investments the organization made on them which creates a feeling of gratitude; people with high levels of continuance commitment comply with changes considering the possible risk of failing to comply (Herscovitch and Meyer, 2002).

The educational change initiative which is the focus of this study started in 2012 educational year. Teachers' level of involvement in change process, the degree to which their opinions were gathered during the change process and whether they were timely informed about what the change entails is seen as a problem to be studied. Since high levels of commitment to change will play a significant role in the success of change, this study aims to contribute to the existing literature by studying this concept in educational context, which is not studied extensively. The study is of unique importance in that it aims to reveal teachers' involvement and commitment levels within the context of 4+4+4 change initiative started in 2012-2013 educational year (known as Interrupted Compulsory Basic Education Act) launched on national scale without necessary piloting.

## 2. Research Design

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. Causal-comparative model is used to define characteristic features of a certain problem (Simon and Francis, 2001) and to reveal differences assumed to exist between groups (Wallen and Fraenkel, 2001). It is also used to show why a certain situations happen and study the factors leading to this situation (Büyüköztürk, et al., 2011; p. 238).

Figure 1. Conceptual Model of the Study



### *Participants*

Since the change, which is focus of this study, was initiated in 2012 September, population of the study consists of teachers who have been working before that date. In other words, primary and secondary school teachers who work in three provincial towns of Şahinbey, Şehitkamil and Oğuzeli and who have been working there minimum 3 years were specified as the population of the study. The reasons why provincial towns are selected are to save time and to reach as many teachers as possible since most teachers are working in these three towns. In order to determine the magnitude of the population, a list of teachers working in three different towns was collected from Directorate of Gaziantep National Education

Center. Based on this, the total population of study consists of 5.627 teachers and by stratified sampling method (see Table 2), 280 teachers were selected in Şahinbey, 270 in Şehitkamil and 20 teachers in Oğuzeli towns. Stratified sampling method was used as it has an advantage to select equal sampling from sub groups and it has low level of sampling error (Özen and Gül, 2007). Since the sub groups do not have equal number of teachers, samples were added to each sub groups based on the rate of each sub group in total population. It was decided that the sampling consists of minimum 10 % of total population, scales were distributed to 587 teachers and 573 of them returned (97.6 % return rate).

**Table 2. Population and sampling**

Provincial towns	Population	Sample
Şahinbey	2786	280
Şehitkamil	2664	270
Oğuzeli	177	20
Total	5627	573

### **Demographics**

41.2 % of participants are female, 58.8 % of them are males, 31.6 % of them are single and 68.4 % of them are married. Participants' ages range between 24-65 and majority of them (82.4 %) are between 20 and 40 years. 46.8 % work in primary schools and 53.2 % of them work in secondary schools. Also, 60.7 % of teachers have teaching experience ranging from 0 to 10 years of experience, 34.7 % of them have teaching experience ranging from 11 to 20 years of experience and 4.5 % of them have 21 and more years of experience in teaching. Similarly, majority of the participants have a BA degree (88%), %11 of them have an MA degree and 1 % of them are graduates of 2- year educational institute.

**Table 3. Demographic Variables of Participants**

Gender	f	%	Education	f	%
Female	236	41.2	BA	504	88
Male	337	58.8	MA	63	11
			Other	6	1
Age	f	%	Mar. Stat.	f	%
20-30	224	39.1	Single	181	31.6
31-40	248	43.3	Married	392	68.4
41 +	101	17.6			
Exper.	f	%	Level	f	%
0-10	348	60.7	Primary	268	46.8
11-20	199	34.7	Secondary	305	53.2
21- +	26	4.5			

### **Data Collection Tools**

Two scales were used in the study: "Involvement in Change Scale" which was developed by the researchers and "Commitment to Change Scale" developed by Herscovitch and Meyer (2002) and adapted to Turkish and Turkish culture by Toprak and Aydın (2013).

**Involvement in Change Scale:** It was developed by the researchers to assess teachers' active involvement in educational change process. Related literature was reviewed, a pool of items was created, expert opinions were gathered, a piloting with 85 teachers was carried out and reliability and validity of the scale was measured. Some items from Vanderberg and his colleagues (1999)' "Job Involvement Scale" were adapted to use in educational change context. Although the scale was designed to have three dimensions, training dimension was found to have low factor loadings and was removed from the scale.

The final version of the scale has two dimensions; involvement in decision and communication and 9 items in total. An example item is; the ministry has made an effort to take opinions of teachers at this school (through a scale, e-mail, provincial directorate of education etc.). Teachers were asked to rate items on a 5-point Likert-type scale with 1- never agree, 5- completely agree.

**Commitment to Change Scale:** The original scale developed by Herscovitch and Meyer (2002) is three-dimensional; affective commitment to change (6 items), normative commitment to change (6 items), and continuance commitment to change (6 items). Teachers were asked to rate items on a 5-point Likert-type scale with 1- never agree, 5- completely agree. The scale was adapted to Turkish by Toprak and Aydın (2013) and as a result of exploratory factor analysis, 5<sup>th</sup> item of normative commitment and 16<sup>th</sup> item of continuance commitment were removed from the adapted scale due to low Eigen values. The scale has 3 dimensions and 16 items with affective commitment to change (6 items), normative commitment to change (5 items), and continuance commitment to change (5 items).

**Table 4. Factor Analysis of Scales**

Factor	Factor Loadings	Variance Explained
Involvement in Decision	.879	54.812 %
	.876	
	.779	
Communication	.788	27.825 %
	.829	
	.836	
	.806	
	.771	
	.735	
Involvement in Change (Total)		82.637 %
Affective Commitment	.859	43.643 %
	.832	
	.867	
	.881	
	.867	
	.736	
Normative Commitment	.769	19.317 %
	.711	
	.796	
	.771	
	.786	
Continuance Commitment	.759	12.127 %
	.790	
	.750	
	.712	
	.799	
Commitment to Change (Total)		75.087 %

### 3. Findings

**Table 5. Descriptive statistics and Reliability Coefficients of Involvement in Change and Commitment to Change**

Dimensions	Items	Alpha	$\bar{X}$	S	n
Involvement in Decision	3	.945	1.793	.944	573
Communication	6	.943	2.025	.927	573
Involvement in Change (Total)	9	.959	1.948	.894	573
Affective Commitment	6	.936	2.404	1.107	573
Normative Commitment	5	.793	2.824	.5925	573
Continuance Commitment	5	.838	3.014	.8841	573
Commitment to Change (Total)	16	.833	2.667	.645	573

Table 5 shows that teachers' mean average for involvement in change is 1.948 and of their commitment to change is 2.667. It could be further explained that teachers' overall involvement in change process is quite low while their commitment to change is at moderate levels.

Relationship between Involvement in Change and Commitment to Change based on gender variables

**Table 6. Results of independent sample t-test based on gender variable**

Dimension	Gender	n	M	SD	df	t	p
Involvement in Change	Male	236	17.398	8.610	466	-.330	0.02*
	Female	337	17.628	7.651			
Commitment to Change	Male	236	41.012	11.09	444	2.698	0.005*
	Female	337	38.638	9.193			

As can be seen on Table 6, while there is a statistically significant difference between involvement in change scores of females and males in favor of females ( $t(466)=-.330$ ,  $p=0.20$ ), there is not any significant difference between both genders' commitment to change scores ( $t(444)=2.698$ ,  $p=0.005$ ).

**Table 7. Results of independent sample t-test based on marital status variable**

Dimension	Marital	n	M	SD	df	t	p
Involvement in Change	Married	392	17.196	8.105	571	1.479	.91
	Single	181	18.265	7.915			
Commitment to Change	Married	392	39.449	9.593	309	-.560	0.004*
	Single	181	39.985	11.084			

Table 7 shows that while there is not a statistically significant difference between involvement in change scores of married and single participants ( $t(571)=1.479$ ,  $p=0.91$ ), there is a statistically significant difference between commitment to change scores of both groups in favor of single participants ( $t(309)=-.560$ ,  $p=0.004$ ).

**Table 8. Results of independent sample t-test based on school level variable**

Dimension	Level	n	M	SD	df	t	p
Involvement in Change	Primary	270	16.335	7.863	571	-3.36	.617
	Secondary	303	18.586	8.085			
Commitment to Change	Primary	270	39.394	9.641	569	-.501	.225
	Secondary	303	39.818	10.470			

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Table 8 shows that there is not a statistically significant difference between both involvement in change and commitment to change scores of both groups ( $t(571)=-3.36$ ,  $p=0.617$ ;  $t(569)=-0.501$ ,  $p=0.225$ ).

**Table 9. Results of One-Way ANOVA based on school age variable**

I`	Age	n	M	SD	f	p
Involvement in Change	20-30	224	18.387	7438	2.244	.107
	31-40	248	16.826	8.227		
	41 +	101	17.376	8.807		
Commitment to Change	20-30	224	40.475	10.190	2.272	0.104
	31-40	248	38.593	9.843		
	41 +	101	40.219	10.293		

Table 9 shows that there is not a statistically significant difference between both involvement in change and commitment to change scores of groups ( $f(2.244)$ ,  $p=0.107$ ;  $f(2.272)$ ,  $p=0.104$ ).

**Table 10. Results of One-Way ANOVA based on tenure variable**

Dimension	Tenure	n	M	SD	f	p
Involvement in Change	0-10	346	18.086	7.755	2.204	.111
	11-20	199	16.587	8.503		
	21 +	28	17.384	8.075		
Commitment to Change	0-10	346	39.657	10.088	.304	.738
	11-20	199	39.748	10.276		
	21 +	28	38.123	8.644		

Table 10 shows that there is not a statistically significant difference between both involvement in change and commitment to change scores of groups ( $f(2.204)$ ,  $p=0.111$ ;  $f(0.304)$ ,  $p=0.738$ ).

**Table 11. Results of One-Way ANOVA based on education variable**

Dimension	Education	n	M	SS	f	p
Involvement in Change	BA	504	17.579	8.214	2.29	.795
	MA	63	17.031	6.869		
	Other	6	19.000	6.449		
Commitment to Change	0-10	504	39.802	10.127	.924	.398
	11-20	63	37.988	9.954		
	21 +	6	40.833	6.823		

Table 11 shows that there is not a statistically significant difference between both involvement in change and commitment to change scores of groups ( $f(2.29)$ ,  $p=0.795$ ;  $f(0.924)$ ,  $p=0.398$ ).

Results of Pearson Correlation Analysis between Involvement in Change and Commitment to Change. Results of correlation analysis to assess the relationship between both concepts is seen on Table 12. Based on primary and secondary school teachers' perceptions, there is a moderate positive relationship between involvement in decision and affective commitment to change [ $r=.60$ ], a moderate positive relationship between involvement in decision and normative commitment [ $r=.52$ ] and a weak negative relationship between involvement in decision and continuance commitment to change [ $r=-.19$ ]. Also, communication has a moderate positive relationship with affective commitment [ $r=.65$ ]; moderate positive relationship with normative commitment [ $r=.57$ ] and a weak negative relationship with continuance commitment to change [ $r=-.25$ ]. Finally, a moderate positive relation is observed between

involvement in change and commitment to change [ $r=.57$ ] (see Table 12).

**Table 12. Correlation Analysis Results**

	1	2	3	4	5	6
1- Involvement in Decision	-					
2- Communication	.82*	-				
3-Affective Comm.	.60*	.65*	-			
4- Normative Comm.	.52*	.57*	.71*	-		
5- Continuance Comm.	-.19	-.25	-.24	-.11	-	
6-Involvement in Change	.92*	.98*	.66*	.57*	-.25	-
7- Commitment to Change	.53*	.55*	.84*	.81*	.24	.57*

N= \* $p<.01$

**Results of Regression Analysis of Involvement in Change and Commitment to Change**

As illustrated on Table 13, with all sub dimensions considered in the analysis, teachers' involvement in change significantly predicts their commitment to change. [ $F(5-299)=9.368, p<.01$ ].

**Table 13. Results of Linear Regression Analysis**

		Unstandardized Coefficients		Standardized Coefficients	R	R <sup>2</sup>	F	t	p
		B	SE	$\beta$					
Affective	(Fixed)	6,738	.474					9.687	.000
	Inv. In Change	1.429	.78	.60	.60	.37	336.499	18.344	.000
	Comm.	.78	.38	.65	.65	.43	434.321	20.840	.000
	Inv. In Change	.55	.062	.66	.66	.44	460.269	21.454	.000
Normative	(Fixed)	8,803	.346					25.728	.000
	Inv. In Change	.81	.056	.52	.52	.27	210.721	14.516	.000
	Comm.	.45	.027	.57	.57	.32	278.960	16.702	.000
	Inv. In Change	.32	0.19	.58	.58	.33	286.931	16.939	.000
Continuance	(Fixed)	16.714	.389					42.926	.000
	Inv. In Change	-.305	.064	-.19	.19	.038	22.706	-4.765	.000
	Comm.	-.205	.032	-.25	.25	.067	40.838	-6.390	.000
	Inv. In Change	-.136	.022	-.24	.24	.057	37.161	-6.096	.000
Comm. To Change	(Fixed)	27053	.83					32.531	.000
	Inv. In Change	29433	.769	.531	.531	.28	223.814	14.960	.000
	Comm.	27327	.063	.557	.557	.31	256.232	32.270	.000
	Inv. In Change	.716	.04	.57	.57	.32	276.317	16.623	.000

$n=573, R=.57, R^2=.32, F=276.317, p<.01$

Table 13 shows the regression models about prediction of commitment to change by involvement in change. Based on this, it is observed that teachers' involvement in change levels significantly predicts their affective commitment ( $F=460.269, p=0,00$ ), normative commitment ( $F=286.931, p=0,00$ ) and their

continuance commitment to change ( $F=37.161, p=0,00$ ). When coefficients are analyzed, it could be seen that teachers' involvement in change explains 44 % of their commitment to change and 33 % of their normative commitment to change. Additionally, it is observed that involvement in change negatively influences their continuance commitment and explains 12 % of their continuance commitment to change. What is more, involvement in decision explains 37 % of affective commitment to change, 33 % of normative commitment to change, 12 % of continuance commitment to change while communication explains 43 % of affective commitment to change, 32 % of normative commitment to change, 16 % of continuance commitment to change. As a result, it can be articulated that there is a relationship between teachers' involvement in change and their commitment to change and that 32 % of teachers' commitment to change can be explained by their involvement in change process.

#### **4. Discussion and Results**

In line with educational changes occurring in Turkey, National Ministry of Education (MONE), has been in an intense reform effort since 2002 (Akpınar and Aydın, 2010; Karagözoğlu, 2005). When educational reform acts such as Unification of Education (1924), various basic education reforms such as Transition to 8-year compulsory education, Constructivist Curriculum Act, 4+4+4 reform, other higher education reforms such as Malche Report, Dar-ül Fünun reform and 1997 Higher Education Reform (Toprak and Savaş, 2013) are all considered together, it could be asserted that “change” is seen as norm by MONE. In such a fast-changing educational context, the know-how process should be carefully thought. Hargreaves (2005; p. 278) stressed that new standards for students and teachers, introduction of new technologies and new evaluations systems necessitates educational systems to adapt to these changes. Educational change efforts are basically driving forces for school improvement efforts and their ultimate goal is to increase quality at schools and contribute more to students' academic, social and psychological well-being. To achieve this aim, involvement and commitment of teachers who are depicted as “primary organizational source for high organizational performance” by Delaney and Huselid (1996) is of unique importance for successful implementation of change initiatives.

This study has shown that teachers' involvement in change process initiated in 2012 September in Turkey was limited and thus their commitment and support for the overall value of the change was found to be low. Affective commitment signifies a voluntary support for the value of change and low levels of teachers' affective commitment to change could be seen as a factor negatively influencing success of change. Another finding of the study is that teachers' continuance commitment to this change was found to be higher than affective and normative commitment which could be explained by that teachers support the 4+4+4 change considering the risk it will bring if they fail to support. Since this type of commitment is associated with costs of not supporting the change (Herscovitch and Meyer, 2002, p. 475) rather than positive support for nature of the change, it is the least preferred type of commitment.

By considerably influencing their commitment to change, teachers' involvement in change process plays a key role in success of change initiatives. To put it another way, as teachers' involvement in change process affects their motivation, their organizational commitment and organizational identification, they should believe that they can contribute to organization and have an impact on organizational processes (Drago and Wooden, 1993). For this to happen, as Lewin (1946) stressed in Force Field Analysis Theory, the power of driving forces must be strengthened and this could be made by adequately involving teachers in change process and giving immediate information about how change will take place during all phases that change unfolds. Enabling teachers to voice their opinions about change and to clearly see “why” and “how” of change, their mental models could be adapted in such a way to support changes.

Findings of the study are in line with findings of previous studies (Schraeder, Swamidass and Morrison, 2006; Lines, 2004; Armenakis, Harris and Feild, 1999) conducted in different populations. Similarly, Joffe and Glynn (2001)'s research on employees working in a pharmacy company revealed that when employees are actively involved in decision-making process, they feel more valued and see their

organization as a good place to work, which denotes their organizational commitment. Huang (2011)'s research on distributive leadership also showed that employees feel more competent and thus feel more committed to their organization when they are involved in decision-making process. Though not conducted in the context of change, Brandon and his colleagues (1994)'s work on gathering teachers' opinions on school need analysis corroborated the findings of the current study by noting their involvement in this process show the appropriateness of needs at school. Just as shown by this study, involving employees in change process could give a better direction to change by locating the real needs of schools through collection teachers' opinions on changes to be launched.

Based on the results of this study, it could be suggested that before goals of a change initiative are specified, all stakeholders could be consulted and these opinions must be used as the rationale of the change to launch. In case of a large-scale reform when it is hard to collect opinions from one channel, opinions of different stakeholders could be gathered through intermediate administrators and they can then be directed to higher administration. Employees must be informed why a certain change will be initiated, its goals and what it will affect. In educational context, this can be achieved with the help of school principals who can hold regular meetings with teachers and report to higher authorities who should use these opinions as the foundation of change.

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