



Primary and Secondary School Manager's Readiness to Change Management According To Teachers

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ABSTRACT

Schools' managers should have a good change management knowledge, because problems which are faced in change process can be suppressed only by managers who have the qualification to solve them. In this direction, a survey has been developed to determine managers' readiness in X Primary and Secondary School according to the sense of teachers. Relying on research data, this research, which is aimed to deduce about managers who carry out change process successfully, has a descriptive qualification. In collection of the data about this subject, the survey named 'Managers' level of readiness to change management' which includes the process Lewin found it necessary for change to occur effectively, is carried out. In the research teachers are wanted to interpret their managers according to the managers' specification of the need for change, preparation and planning of school for change, applying change in schools and sufficiency for evaluating actual change. According to results of the research the teachers found their managers, with an arithmetic average of 3.35, ready to direct change process. And this shows that related school managers have a comprehensive knowledge of change management and can apply it.

Key words:Change,change management ,schools and change,change management skills.

Received 12/09/2013 Accepted 12/11/2013

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INTRODUCTION

This research is done in order to determine manager's readiness according to teacher views, starting from the point that in order schools to be successful in change process they need to have leader managers who can manage the process.

Change is defined differently in different sources. While Erdoğan(2012: 9) defines change as the differentiation that occurs in anything, at any time, according to transmission of Toktamışoğlu Lao Tzu defines change as a tough journey and this journey is started with a step (Toktamışoğlu, 2002: 118). Koçel(2010: 668) defines change as the process of bringing anything from its current level to a better level.

Starting from 21st century change has become an inevitable part of our lives. Changing information and technologies became locomotives which started change process. These starting changes not only affected societies in education but also in social, political and economic fields(Erkan,1998: 94-95).

Today change occurs in two dimensions. One of these dimensions is technological dimension, the other is human and organization dimension. Technological dimension stresses keeping up with the constantly renewing and changing technology. Human and organization dimension stresses that technology has no value if there is no one using it(Ünal,2012:4. In other words human and organization dimension is a precondition for technological changes.

In our world which has become a small village with globalization, in order to keep their preexisting condition organizations must not ignore extraterritorial changes and must change these into opportunities to achieve the best(Bolton,1997:47; Leblebici,2008:62).

Changes have defining quality in society's basic functions. For example, while agriculture society's basic function is effort; industry society's basic function is labor. The basic function of today's information society is brain power (Özden,2010:61). The propellant powers that effect societies' basic functions have changed too.While the propellant power of agriculture society is soil, the propellant power of industry

society is capital. In 21st century society, knowledge has become the propellant power(Barutçugil, 2004: 20; Balay, 2004: 66).

While societies' basic functions and the propellant powers that make it possible for these functions occur are changing, it is impossible for organizations which are part of the society not to change. The changes that 21st century brought about, caused groundbreaking changes in the function of schools which are educational organizations.

While existing education system became inadequate in meeting the needs of 21st century society which is referred as information society, education system made changes in itself in order to catch up with the change. Now the marks of postmodern approaches are seen in education system in which the effects of positivist approach have been seen up to now. According to positivist approach, the main goal of education is to inform. In approaches after positivism, the goal of education is to guide person to form his own knowledge (Prewitt,2004:3-4;Özden,2010:62).

In information society not the ones who memorize the knowledge will keep ahead but the ones who produce new information (Ünal,2012:7-8).

All these changes have brought about changes in tasks of schools and education shareholders. Schools have become beneficial corporations not only for students but also for all of its shareholders (Taş,2007:184). In other words schools have become not only students learn in it, they have started to become learning corporations with all their shareholders. Before, teacher was the person who transferred knowledge to students. But with 21stcentury, teacher have become the person who guide the student to achieve information,because it is not possible to transfer students the knowledge which is constantly increasing and changing. Besides it is not possible for students to store this intense knowledge. So now teachers must teach students to learn (Bennis,1991:3;Özden, 2010: 67-68).

There also have occurred changes in the roles of managers who are leaders of teaching as there have occurred changes in the roles of teachers. Controlling of constantly occurring changes are dimensionally accurate with manager's qualification of managing change (Argon &Özçelik, 2012: 71). Progressive approach which is based on pragmatists' "the soul of truth is change" statement also stressed that in order to suit changing knowledge, schools must be managed according to this change(Gökçe, 2004: 213-214). One of the conditions in order future's managers and the corporations these managers direct to survive is to stress change management ability (Ünal,2012:33). Consequently in order schools to string along with change in the strict sense, managers must have the qualification to manage the change. That kind of change management will be possible with the being applicable of total quality management's kaizen philosophy. Today schools will be able to meet their shareholders' needs by slotting into changing situations.

Change is not an easy progress and also it is a process to be managed by having serious qualifications. According to Kurt Lewin in the change process, first manager must weaken the power and values that protect status quo then he must bring new thoughts and concepts, finally he must provide the institutionalization of occurring change (Erdoğan, 2012: 17).

Change management which is referred as the management of change process occurs in 5 successive schemes (Erdoğan, 2012: 19). These schemes are:

- 1) Analysis of factors that make change compulsory
- 2) Make diagnosis of change
- 3) Programming of change
- 4) Applying of change
- 5) Assessment of change

According to the first stage of that kind of grades, first of all manager must define what gives rise to change. Manager must make his shareholders interiorize this process by sharing change's necessity and importance with them (Ünal,2012:38). Besides, manager must encourage his education shareholders to search ongoing changes in education. All these show that 21stcentury managers must have the ability to define necessity of change in schools.

Manager who defines the necessity of change in the second grade makes diagnosis of development and prepares the school to change with his shareholders. In this process, manager prepares a change environment with the attending of his shareholders. Incorporation of shareholders to preparing of this program bears great importance. Because by this means the shareholders get rid of the uncertainty which is brought by change.Disentangling of shareholders from uncertainty provides minimizing of the possible problems that can be faced in change process. In the dimension of preparing and programing of school for change, an appropriate vision for change is developed with shareholders. Manager often conducts meetings for Interiorisation of developed vision and preparing of shareholders for change (Erdoğan,2012:33).

In the implementation of change dimension, created programs are started to apply. In this phase, managers should not rush. The attempts which are tried to be applied in a hurry are not going to be successful (Özden, 2010: 154-155). Manager in this grade, by benefiting from group dynamism creates a collaborationist environment in order to minimize possible problems that can be faced (Özden, 2010: 162).

The collaborationist environment that is created helps shareholders keep their motivation high. Thus the institutionalisation of the values that are gained through change becomes easier.

The last grade is the assessment of the change that occurs. In this grade whether the change is enough or not is assessed. Then whether this created change has contribution to teaching- learning process or not is evaluated. Shareholders' views are consulted on this issue. Finally whether this change meets the need of the shareholders or not is evaluated.

As is seen, the change management process which has five dimensions, requires managers to have different qualifications in each grade. In order change attempts to be successful in schools, managers must have the qualification to manage the change. Related to the importance of the topic, in the example of İstanbul X Primary and Middle School, the qualification of managers to manage the change are tried to be evaluated according to teachers' perceptions.

Purpose

This research is done to define "Teacher's views about the readiness of primary and secondary school managers to management of change" and to suggest managers and other appliers according to findings.

METHOD

Research Model: This research is carried out by general scanning model. "Readiness to change management survey" is used to define views.

Universe and Sample: Teachers who were working in X Primary and Middle School in 2012-2013 school year constitute the universe of the research. Because all teachers who constitute the universe are attained, additional sample was not taken. Whole universe is accepted as sample group.

Table 1: Number of Attendance(N) and Percentage Shares(%) of Questionnaire Attendants

Sample Group	Teachers who				Total	
	Replied		Did not reply		N	%
	N	%	N	%		
Teachers working in X Primary and Middle School	30	85.71	05	14.28	35	100

Collection and Analysis of Data: First of all in order research to reach its goal, literature review is done. In absolute terms, taking expert views, the "Readiness to Change Management Survey" developed by the researcher with quadruplet likert type is used in order to define views.

Ignoring variables in explicating of the data which are attained in the survey used in the research, a general review is done. In the review managers' qualification of "defining the necessity of change in the school, preparing and programing the school for change, applying change in school and evaluating ongoing change" are determined and commented according to the views of teachers. Because whole universe is attained in the review , only percent %, arithmetic mean \bar{x} and frequency f are used. The options, borders and weight extent are defined in table 2.

Table 2. Weight that are given to attendance extent and these weight's borders

WEIGHT	OPTION	BORDERS
1	Never agree	1.00-1.75
2	Usually disagree	1.76-2.51
3	Usually agree	2.52-3.27
4	Always agree	3.28-4.00

FINDINGS AND REVIEWS

Findings below are attained in the outcome of the research. Teachers' perceptions of the research results obtained by placing the questionnaire in the light of statements "Readiness of managers to change management" is evaluated. Dimensions in the survey and weighted average answers of teachers who attended the dimensions are placed şn Table 3 Table 4 Table 5 Table 6. Reviews and comments are done according to data in the table.

Table 3: Teachers' evaluation of Managers about "Defining the need to change in school"

Item no	Statements	N	\bar{x}
1	Makes teacher believe that changing values of 21 st Century will cause some differences in some functions of school	30	3.36
2	With the changing values, societies expectations from school are constantly evaluated.	30	3.50
3	Defines how changing values will affect education and teaching	30	3.26
4	Explains to all shareholders why change is necessary	30	3.13
5	Encourages education shareholders to search changes that occur in education	30	3,00
General Arithmetic Average			3,25

When data in table 3 about teacher's assessment of managers about "Defining the necessity of change in school" is examined, it is seen that there is a general attendance to the "usually agree" statement. Teachers think that managers have enough qualification about "Defining the necessity of change in school". When statements are examined separately; most attendance is to the statement "*With changing values, expectations of society from school are always evaluated*". Least attendance is to the statement "*Encourages education shareholders to search for changes that occur in education*". Teachers think that their managers must encourage them to search for changes that occur in education.

Table 4: Teachers evaluation of managers about "Preparing and programming the school for change"

	statements	N	\bar{x}
1	Defines the aims of change with education shareholders	30	3.20
2	Provides all shareholders with an understanding of change's benefits.	30	3.16
3	Gets support of his education shareholders in change process	30	3.33
4	Develops appropriate vision for change with school members	30	3.36
5	Conducts meetings to prepare education shareholders to change	30	3.36
General Arithmetic Average			3,28

When table 4 is examined, it is seen that teachers as general attended statements in this group is $\bar{X} = 3,28$ degree with "totally agree". Teachers think that managers have necessary qualification about "*Preparing and programming the school for change*". When statements are examined separately, top-level participation is to the statements "*Develops appropriate vision for change with school members*" and "*Conducts meetings to prepare education shareholders to change*". Least participation is to the statement "*Provides all shareholders with an understanding of change's benefits*". Teachers think that managers must give them more information about the benefits of change when they are preparing the school for change.

Table 5: Teachers' evaluation of managers' qualification about "Applying change in school"

LINE	Statements	N	\bar{x}
1	Benefits from group dynamics to minimize the problems which will occur during the process of applying change	30	3.46
2	Creates collaborationist working environment in the change process	30	3.40
3	Tries to increase the motivation of shareholders while applying change	30	3.20
4	Does not give up opposing obstacles with which he faces while applying change	30	3.50
5	Provides new values which are gained through change, to corporate	30	3.20
General Arithmetic Average			3,35

When table 5 is examined, it is seen that teachers as general attended statements in this group $\bar{X} = 3,35$ degree with "totally agree". Teachers think that managers have necessary qualification about "Applying

change in school." When statements are examined separately, top-level participation is to the statements "Does not give up opposing obstacles with which he faces while applying change." Least participation is to the statement "Tries to increase the motivation of shareholders while applying change." and "Provides new values which are gained through change, to corporate." Teachers think that in change process managers must increase the motivation of education shareholders and must try more to provide new values to corporate.

Table 6: Teachers' Evaluation of Manager's Qualification about "Evaluating Ongoing Change"

Line	Statements	N	\bar{x}
1	Evaluates if change is enough or not.	30	3.23
2	Evaluates how change affects educational partners.	30	3.33
3	Evaluates the effect of change on teaching-learning process.	30	3.30
4	Evaluates if the needs of educational partners are met at the end of change.	30	3.46
5	Evaluates the thoughts of educational partners about ongoing change.	30	3.50
General Arithmetic Average			3,36

When table 6 is examined, it is seen that teachers showed a general share to the statements of this group in the option "Totally Agree" with an arithmetic average of $\bar{x} = 3,50$. Teachers agree that managers have necessary qualification of "Evaluating Ongoing Change". When statements are examined separately; highest share is in the statement "Evaluates the thoughts of educational partners about ongoing change". Lowest share is in the statement "Evaluates if change is enough or not". Teachers think that their thoughts are valued about ongoing change by their managers. However, teachers think that the manager should improve him/herself in determining if the change is enough or not.

Table:7 Teachers' Evaluation of Managers According to General Titles of Change Management Dimensions

Teachers' Evaluation of Manager in,		N	\bar{x}
1	"Qualification of Determining the Necessity of Change in School"	30	3.25
2	"Qualification of Preparing the School for the Change and Programming"	30	3.28
3	"Qualification of Applying Change in School"	30	3.35
4	"Qualification of Evaluating the Ongoing Change"	30	3.36
General Arithmetic Average			3,31

When tables are generally examined, teachers think that managers have all necessary qualifications to practice change process successfully. In Table 8, which includes all sub-dimensions according to change process dimensions, teachers of X Primary and Middle School think that their manager has the qualification of "Evaluating Ongoing Change" the most with $\bar{x} = 3,36$ average. However, when results are generally examined, it is seen that there is not a considerable difference between "Applying Change in School" and "Evaluating Ongoing Change" qualifications of mentioned managers. This situation shows that school managers' Readiness to Change Management is at complete level.

RESULTS AND SUGGESTIONS

Results

Based on opinions of teacher candidates, following results have been obtained.

- When given a study that explains why change is necessary; managers can successfully apply this study. However, they, alone, fail in determining the necessity of change and extent of change application.
- When managers' are given a route map about the program which they are supposed to follow in education, their management of change process is more efficient.
- Mentioned school manager is considered successful by teachers in application of change.

- According to perceptions of teachers in X Primary and Middle School, managers of mentioned school show success over the average in managing all dimensions of change.

Suggestions

Based on results gathered from the research, following suggestions are given.

- To improve managers' qualification to comprehend necessity of change, it should be provided that managers meet once a month with the other managers in the district and share information about change management.
- District directors of education should see relevant people about management of change process and organize manager-oriented seminars.
- School managers should be encouraged to join workshops organized about change processes at universities.

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Citation of This Article

Celal GÜLŞEN, Emine Gürer BAHADIR and Aysel ATEŞ. Primary and Secondary School Manager's Readiness to Change Management According To Teachers.Int. J. Educat. Res. Technol. Vol 4 [4] December 2013.01-07