



| Research Article / Araştırma Makalesi |

Examination of the Relationship Between Teachers' Organizational Change Fatigue Levels and the Organizational Resilience Levels of Secondary Education Institutions

Öğretmenlerin Örgütsel Değişim Yorgunluğu Düzeyleriyle Ortaöğretim Kurumlarının Örgütsel Dayanıklılık Düzeyleri Arasındaki İlişkinin İncelenmesi

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Keywords

1. Organisational change fatigue
2. Organisational resilience
3. Secondary education institution

Anahtar Kelimeler

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Abstract

Purpose: The aim of this research is to determine the relationship between organizational change fatigue levels of teachers working in secondary education institutions and organizational resilience levels of these institutions.

Design/Methodology/Approach: The research was organized in relational screening model. The population of the research consisted of teachers working in high schools located within the borders of Kastamonu province. Proportional stratified sampling method was used in the study. The sampling included 313 teachers. In the study, the "Organizational Change Fatigue Scale", which was developed by Bernerth et. al. 2011 and adapted to Turkish in 2020 and whose validity and reliability study was conducted by Limon, was used to measure the organizational change fatigue level of teachers. In order to measure the organizational resilience level of secondary education institutions, the "Organizational Resilience Scale" developed by Kantur and Say in 2015 was used. Pearson Product Moments Correlation Coefficient, Independent Sample t-test, One-Way Anova and Regression Analysis techniques were used in the analysis of the data.

Findings: In the analyzes made, it was concluded that teachers working in high schools experienced change fatigue at the level of "agree", that high schools were resilient at the level of "agree", that there was no significant relationship between teachers' organizational change fatigue levels and organizational resilience, and that the level of change fatigue was not a significant predictor of organizational resilience.

Highlights: In the study, it was seen that the organizational change fatigue levels of teachers did not change significantly according to the gender and seniority variable, but showed a significant change according to the school type variable. Teachers working in Fine Arts High School experience statistically significantly less change fatigue than teachers working in other school types. In addition, Vocational and Technical Anatolian High Schools are significantly less resilient than other high school types

Öz

Çalışmanın amacı: Bu araştırmanın amacı, ortaöğretim kurumlarında görev yapan öğretmenlerin örgütsel değişim yorgunluğu düzeyleriyle ortaöğretim kurumlarının örgütsel dayanıklılık düzeyleri arasındaki ilişkiyi saptamaktır.

Materyal ve Yöntem: Araştırma ilişkisel tarama modelinde düzenlenmiştir. Araştırmanın evrenini Kastamonu ili sınırları içerisinde yer alan ortaöğretim kurumlarında görev yapan öğretmenler oluşturmuştur. Araştırmada oranlı tabakalı örnekleme yöntemi kullanılmıştır. Örnekleme 313 öğretmen girmiştir. Araştırmada, öğretmenlerin örgütsel değişim yorgunluğu düzeyini ölçmek için Bernerth vd. tarafından 2011 yılında geliştirilen ve Limon tarafından 2020 yılında Türkçe'ye uyarlanıp geçerlilik ve güvenilirlik çalışması yapılan "Örgütsel Değişim Yorgunluğu Ölçeği – Change Fatigue Scale" kullanılmıştır. Ortaöğretim kurumlarının örgütsel dayanıklılık düzeyini ölçmek için ise Kantur ve Say tarafından 2015 yılında geliştirilen "Örgütsel Dayanıklılık Ölçeği –Organizational Resilience Scale" kullanılmıştır. Verilerin analizinde Pearson Momentler Çarpımı Korelasyon Katsayısı, Bağımsız Örneklem t-testi, Tek Yönlü Varyans Analizi ve Regresyon Analizi tekniklerinden yararlanılmıştır.

Bulgular: Yapılan analizlerde, ortaöğretim kurumlarında çalışan öğretmenlerin "katılıyorum" düzeyinde değişim yorgunluğu yaşadığı, ortaöğretim kurumlarının "katılıyorum" düzeyinde dayanıklı olduğu ve öğretmenlerin örgütsel değişim yorgunluğu düzeyleriyle örgütsel dayanıklılık arasında anlamlı bir ilişki olmadığı, değişim yorgunluğu düzeyinin örgütsel dayanıklılığın anlamlı bir yordayıcısı olmadığı sonuçlarına ulaşılmıştır.

Önemli Vurgular: Araştırmada öğretmenlerin örgütsel değişim yorgunluk düzeylerinin cinsiyet ve kıdem değişkenine göre anlamlı bir değişim göstermediği, okul türü değişkenine göre ise anlamlı bir değişim gösterdiği görülmüştür. Güzel Sanatlar Lisesi'nde görev yapan öğretmenler, diğer okul türlerinde görev yapan öğretmenlere göre istatistiksel olarak anlamlı derecede daha az değişim yorgunluğu yaşamaktadır. Ayrıca Mesleki ve Teknik Anadolu Liseleri diğer lise türlerine göre önemli ölçüde daha az dayanıklıdır.

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INTRODUCTION

Organizations are constantly changing to meet environmental expectations locally, regionally and globally. However, resistance and conflict arise when human beings, who essentially need order, balance, stability, predictability, and maintaining a sense of the status quo, are confronted with organizational changes that directly challenge the status quo. When change occurs repeatedly, individuals begin to feel depressed, stressed, adaptive abilities decrease, uncertainty increases, and individuals gradually begin to lose control. Therefore, individuals cannot harmonize their thoughts and actions as they constantly expend energy to keep up with changes. This situation, known as “organizational change fatigue” in the literature, has been defined by McMillan and Perron (2013) as “intense stress, fatigue and burnout associated with continuous and rapid change in the workplace”. The fact that organizations try to implement many changes at the same time, especially before a previous change attempt is evaluated and completed, causes employees to express negative views on organizational change. Employees' perception of too much change effort in the organizational environment can increase their job stress, decrease job performance and morale, increase their absenteeism, and result in turnover and job dissatisfaction (Dool, 2009). Employees' feelings that a lot of organizational changes have occurred can also lead to a decrease in organizational burnout and commitment (Bernerth et al., 2011).

In the relevant studies examined in the literature, it is seen that change fatigue increases personnel circulation (Ead, 2015; Stensaker et al., 2002) and turnover intention (Bernerth et al., 2011) while it decreases organizational commitment (Bernerth et al., 2011; Ead, 2015) and organizational effectiveness. (Stensaker et al., 2002). In addition, while change fatigue reduces employee satisfaction and motivation (Stensaker et al., 2002), it causes psychological problems such as tension, withdrawal and exhaustion (Bernerth et al., 2011; Ead, 2015). Experiencing intense psychological stress can also increase the risk of physical and psychological diseases in individuals (Hart, 2009).

Change, which has become an inevitable and indispensable phenomenon for individuals, societies and organizations, is a concept that is frequently mentioned today. Today, there is a rapid change in technological, cultural, political, economic and many other areas (Hazır, 2003). Organizations also become more fragile in the face of constantly changing, uncertain and unexpected destructive events (Karaköse et al., 2020). Under these conditions, organizations need to have the ability to resist, survive and recover in crisis situations (Xiao & Cao, 2017). Organizational resilience is the capacity of organizations to predict crises, react to short-term shocks and adapt to unexpected situations and it is important for organizations to adapt to today's dynamic world (Rexhepi, 2016). In order to increase their level of resilience, organizations should respond organizationally to environmental turbulences and unexpected destructive events and tend to overcome them (Burnard & Bhamra, 2011; Bhamra et al., 2011).

When the research results related to organizational resilience are examined in the literature, it has been found that there is a significant and positive relationship between organizational resilience and organizational performance (Parsons, 2010; Suryaningtyas, et al., 2019), organizational learning positively affects organizational resilience (Kozcu, 2020) and there is a high positive relationship between organizational resilience, organizational sustainability, and social and managerial sustainability (Sezen & Argon, 2020).

Educational organizations are trying to maintain their existence in an environment where changes occur sometimes gradually and sometimes as unexpected crisis situations. These changes are reshaping the world, the belief systems of people and communities (OECD, 2023). In the face of this uncertain future, it is expected that educational organizations will prepare students for jobs that have not yet been created, to overcome social problems that we cannot even imagine, and to use technologies that have not yet been invented, and to continue on their way more robustly by successfully coming out of crisis and unexpected situations. In recent years, climate change, natural disasters, global migration and epidemics such as Covid-19 have forced educational organizations to change (OECD, 2019). In these crisis situations, educational organizations are expected to effectively manage the crisis situation, to minimize the destructive effects of the crisis situation, to implement the necessary changes in a timely manner, to see the future in a way, adapt to the future and shape the future. Sudden crisis situations negatively affect teachers as well as educational institutions. Especially in our country, where many change initiatives are started at the same time without evaluating the results, the stress and fatigue experienced by teachers increased even more during the Covid-19 pandemic period. The difficulties encountered in subjects such as the transition from the traditional classroom environment to distance education, the inadequacy of distance education in terms of educational content, the deterioration of the work-life balance of teachers, time management, technological infrastructure, the ability to use computers and programs have been the biggest sources of stress during the pandemic period (Kandemir, A. & Sezgin Nartgün, Ş., 2022). In addition, the inability to manage the uncertainty created by the pandemic well, centralized late decisions, the unclear and unambiguous decisions, the sudden and frequent changes of the decisions taken, and the sometimes conflicting of the decisions with the regulations increased the stress and workload of teachers and school administrators (Kara & Bozkurt, , 2021). As can be seen, organizational resilience and organizational change fatigue are two very important concepts, especially in times of crisis and periods of intense change. In our country, there is no research on the relationship between organizational resilience and organizational change fatigue in educational organizations. For this reason, organizational resilience levels of educational organizations and organizational change fatigue levels of teachers could not be examined in detail. It is thought that this

research, which aims to examine the relationship between the organizational change fatigue levels of teachers working in secondary education institutions and the organizational resilience levels of these institutions, will contribute to the literature and shed light on a better understanding of these two concepts.

Purpose

The aim of this research is to determine the relationship between organizational change fatigue levels of teachers working in secondary education institutions and organizational resilience levels of these institutions. For this purpose, answers to the following questions will be sought.

1. What is the organizational change fatigue level of teachers working in secondary education institutions? 2. Does the organizational change fatigue level of teachers working in secondary education institutions change according to gender, seniority and type of institution? 3. What is the organizational resilience level of secondary education institutions according to teachers' opinions? 4. According to teachers' opinions, does the organizational resilience level of secondary education institutions change according to the type of institution they work in? 5. Is there a significant relationship between organizational change fatigue levels of teachers working in secondary education institutions and organizational resilience levels of secondary education institutions? 6. Is organizational change fatigue levels of teachers working in secondary education institutions a significant predictor of organizational resilience level of secondary education institutions?

Organizational Change Fatigue

Change is inevitable as an internal process, and today this idea is more prominent than ever. In fact, many organizational values and mission statements focus on concepts such as continuous improvement and learning, emphasizing change as an integral part of an organization's culture and strategy (Orlikowski, 1996). As organizations embark on change initiatives more frequently and more rapidly, it has become clear that organizational change can have potentially negative consequences if not managed systematically. Among these negative results are increased stress and tension in employees, resistance to change initiatives and a sense of burnout (Bruckman, 2008; Hansson et al., 2008; Maslach et al., 2001).

Change fatigue is associated with feelings of burnout and stress (McMillan & Perron, 2013), and these feelings may result in failure in the change process and less enthusiasm for change efforts (Dilkes et al., 2014). Change can overwhelm the individual and if this emotion is widespread, it can lead to organizational chaos (Stensaker et al., 2002). Change fatigue can be defined as the perception of excessive change that causes an individual to experience stress and approach change negatively (Deschenes, 2019). Extreme change refers to situations in which several seemingly unrelated and sometimes contradictory changes are made simultaneously and a new change emerges before the ongoing changes are complete and the benefits of these changes are seen (Johnson et al., 2016).

The concept of change fatigue is different from similar concepts such as change cynicism, change resistance, burnout and psychological uncertainty. In the concept of change resistance, individuals respond actively to change, while in the concept of change fatigue, individuals accept the organizational change that affects their daily working lives and give a passive reaction to the change (McMillan & Perron, 2013). Change fatigue can then bring about change resistance (Stensaker et al., 2002). Change fatigue and change cynicism are different concepts (Bernerth et al., 2011; Elving et al., 2011). Change cynicism focuses on the possibility of success and tends to blame individuals for failure, but the focus of change fatigue is mainly on the amount of change and the intense stress this situation elicits (Bernerth et al., 2011). The term psychological uncertainty differs from change fatigue in terms of the temporal focus of change. While psychological uncertainty is associated with an individual's ability to accurately predict the future, change fatigue focuses on current extreme change (Bernerth et al., 2011). Burnout is the result of experiencing change fatigue. Burnout can be considered as a possible antecedent of organizational change fatigue (Bernerth et al., 2011). Although the term change fatigue is associated with most of the concepts mentioned above, it is a concept with distinguishable causes, consequences, and characteristics.

While the number of changes is definitely a factor in the emergence of change fatigue, the way managers initiate, manage and implement change directly affects whether employees will experience change fatigue. Therefore, coping with change fatigue requires more than reducing the number of changes. Organizations should change the way their way of thinking about what, when and how they implement it. Turner (2021) recommends six actions that can help prevent, reduce, and overcome organizational fatigue:

1. Facilitating change from the perspective of the whole organization
2. Initiating a new change initiative after the expected output from each change is achieved
3. Developing organizational change leadership strengths
4. Expanding the level of participation of those who will be affected by the change
5. Allocating appropriate time for people affected by change
6. Creating organizational architecture of change

If employees are not informed about the change initiative and cannot understand the underlying cause of the initiative, they cannot prepare themselves for the change and cannot implement the change. The extent to which employees should be informed is related to organizational needs. However, employees should be informed about the change coming and they need to express their thoughts and questions about it freely. If the employees are forced to change without being informed and are not allowed to be a part of the change process, organizations create change fatigue. Change is always a stressful process to some extent. To avoid change fatigue and better deal with it when it arises, it is extremely important to think about the big picture when prioritizing changes, develop a long-term strategy for change, strengthen the organizational culture, and keep lines of communication open (Day, 2021).

Change Fatigue in Educational Organizations

Change is a phenomenon that deeply affects all organizations including educational organisations. Educational organizations, which have undertaken the task of building the future of the country, must see the future, determine the change needs for the future and make the change permanent. Therefore, change in schools is extremely natural and inevitable (Beycioğlu & Aslan, 2010). Since educational organizations are both the cause and the result of change due to their social functions, they are affected by the changes in their environment and they also undertake the responsibility of initiating and directing the change as a social institution. For this reason, educational organizations should closely monitor social and technological changes and change themselves accordingly (Çalık, 2003).

Reform efforts at different scales are observed in Turkey during the period of different governments and Ministers of National Education. There is no stability and continuity in national education policies in this regard. The system undergoes significant and sudden changes almost every year especially in curricula, entrance to high schools and entry to higher education. Failure to seek a social consensus and insufficient consultation with teachers, students and parents before these changes harms the trust of students, who are the main subjects of education (Gür & Çelik, 2009). Due to the dominance of the centralized management approach in our country, changes are sent to educational organizations through laws and regulations as "from the top down" and educational organizations are expected to act according to these changes. In this management approach, students or stakeholders such as parents rarely involve in the decision-making process about change (Limon & Sezgin-Nartgün, 2020).

Especially in recent years, the ongoing changes in the education system in Turkey have occurred not only in the program but also in every field and level of education (Doğutaş, 2016). Elementary 1-5 classroom curricula have been renewed and the cognitive and constructivist approach has taken the place of the behavioral approach. The constructivist approach has brought performance and project activities with it. In 1997, eight-year uninterrupted education was started, and preparatory classes in Anatolian high schools were abolished. Later, twelve years of compulsory education (the 4+4+4 system) replaced eight years of compulsory education beginning from the 2012-2013 academic year. Starting from the 2017-2018 academic year, italic handwriting was replaced by vertical writing in the 1st grades and sound-based education was started. Starting from the 2005-2006 academic year, high schools were gradually increased to four years. In 2010, all of the general high schools in Turkey were converted to Anatolian high schools. Today, with the "Regulation of Educational Institutions Implementing Special Programs and Projects" of the Ministry of National Education No. 29818 dated 01/09/2016, some high schools have been given the status of "project schools" (qualified schools) and teachers and administrators have started to be directly assigned to these schools by the ministry. The entrance system to high schools has been constantly changing, first OKS, SBS, TEOG and finally LGS exams have been introduced. During this time, the university entrance system has also changed constantly. The exam, which was previously held in two sessions, namely ÖSS and ÖYS, started to be held in a single session under the name of ÖSS in 1999, in two sessions as YGS and LYS in 2010, and in two sessions as TYT and AYT in 2018. In addition to these changes, the regulation on selecting and assigning administrators to educational institutions has also changed frequently. In the 2023 Education Vision document of the Ministry of National Education, it is emphasized that there will be a program change in secondary education. Reducing the compulsory course hours in secondary education, reducing the variety of courses, restructuring the elective courses are among the targets of the new program.

In our recent past, we have witnessed intense change initiatives and rapid changes during the pandemic we experienced due to COVID-19. After the first Covid-19 case was seen in Turkey, face-to-face education was suspended in universities and all schools affiliated to the Ministry of National Education, and the distance education process started in Turkey in order not to interrupt the education process (Güler et al., 2022). During the process, the stress experienced by the teachers increased as a result of the constant changing and sometimes conflicting decisions regarding course hours, assessment and evaluation practices, and which grade levels to pass to face-to-face education. Distance education increased the workload of teachers, eliminated the concept of leisure, and caused burnout for teachers with low technological literacy (Metin et al., 2021). The fact that both the Ministry of National Education and teachers were unprepared for such crisis situations, the insufficient technological infrastructure in our country for distance education, and the ministry's inability to manage the process well increased the stress experienced by the teachers and caused them to lose motivation.

As can be seen, educational institutions in our country are subject to frequent changes. In such an environment, it is possible to say that teachers become more sensitive to change fatigue (Limon & Sezgin-Nartgün, 2020). If teachers begin to feel stress

and burnout due to change fatigue, teachers' efficiency in education will decrease and the expected results from change initiatives will not be obtained.

Organizational Resilience

In today's world, organizations need to consider many environmental, economic and social factors in order to survive and continue their activities (Fiksel, 2003). While organizations are inevitably struggling with the threats brought by the crises and devastating events caused by these factors (Burnard & Bhamra, 2011), the unexpected survival and development of some organizations in these crisis situations has led researchers to examine this situation (Sutcliffe & Vogus, 2003). It has been suggested that some organizations' being minimally affected while struggling with changing environmental conditions, adapting easily to new situations and surviving in crisis situations is related to the concept of "resilience", which is a new phenomenon in organizational science (Burnard & Bhamra, 2011). Resilience can be defined as a capacity that a person has to successfully adapt to stressful situations and maintain mental health in the face of difficulties. It also means coping with difficulties and turning them into an advantage to improve the current situation (Kantur & Say, 2015). Organizations are faced with a wide range of negative situations ranging from economic crises to natural disasters at all stages of their lives (Özdemir, 2020). In 2007, Economist Intelligence Unit published a report named "Business Resilience: Ensuring Continuity in a Changing Environment" which expresses the adverse events faced by organizations. These adverse events are given below:

Table 1. Negative Situations Faced by Organizations



Source: EIU,2017

The characteristics of organizational resilience are as following (Xiao & Cao, 2017):

- 1) Resilience emerges in unexpected crisis situations in the internal and external environment. Although organizational resilience is a potential capacity for organizations, it is not included in the business activities of organizations. But when the environment becomes disruptive and urgent, organizational resilience can be an advantage for organizations.
- 2) Surviving, adapting, and thriving in a disruptive situation are all about organizational resilience. Organizational resilience is the ability to recover from destruction, not resistance to an unexpected event. Organizations with high flexibility can adapt to new situations in a timely manner and increase their organizational resilience levels when faced with a variety of dramatic changes.
- 3) As a multidimensional concept, organizational resilience relates to organizational resources, processes, and routines. Meanwhile, resilience is a process influenced by the organization's resources and routines.

In today's world where uncertainty and variables are very intense, organizations need to develop a resilience capacity that enables them to cope with unexpected events quickly and effectively, to successfully get out of crisis situations, and even to encourage future success (Duchek, 2020). Schools, like other organizations, are very susceptible to changes and other

unexpected situations and this causes the development of resilience capacities of schools to come to the fore as an important issue (Limon & Sezgin-Nartgün, 2020).

At the “Regional Consultative Meeting on Education and Resilience” sponsored by UNICEF and UNESCO, experts proposed nine priority ways to make schools more resilient to conflicts and crises (UNICEF, 2015). These are:

- Analyzing conflict and crisis risks,
- Include conflict and disaster risk reduction in the planning and budgeting process of the education sectors,
- Creating a school safety framework within planning,
- Adoption of curricula and textbooks for social cohesion and school safety,
- Ensure fair and secure access to education for all,
- Monitoring and evaluating the progress of initiatives to reduce risks,
- Promote coordination and networks,
- To create a stronger educational administration and to encourage local participation,
- Capacity building for risk reduction,

Dimensions of Organizational Resilience

Based on the studies of Mallak (1998) and Tierney (2003), Kantur & Say (2015) conducted scale development studies in order to measure organizational resilience and organizational resilience and they created a three-dimensional structure, namely robustness, agility and integrity.

Robustness is a dimension that measures organizational capacity to resist and overcome undesirable situations (Kantur & Say, 2015). In general, robustness can be defined as “the ability to withstand or survive external shocks in order to remain stable despite uncertainty” (Banes, 2010). Robustness has also been defined as “the ability of a system to withstand deterioration in structure without change in function” (Jen, 2003). Robust organizations have the ability to maintain their distinctive attributes under changing conditions (Oss & Hek, 2011). They can regulate, organize and renew themselves by fulfilling their vital functions despite structural or environmental changes and conflicting demands (Riese, 2005). Organizational resilience is not fundamentally designed, but can emerge and institutionalize through the shaping of internal routines, culture and memory (Capano & Woo, 2018).

Agility is the dimension that measures organizational capacity that enables to take action quickly in the face of undesirable situations (Kumbalı, 2018). Organizational agility is the capability of organizations to respond to unpredictable opportunities quickly and effectively, as well as to provide in advance solutions that meet potential needs (Nelson & Harvey, 1995). The concept of agility is essentially related to speed and flexibility. But being quick or flexible is not enough to be agile. It is necessary for organizations to consider the purpose, benefit and time factors in order to be agile. For this reason, organizations should not only react quickly, but also go in the right direction, stop and change direction quickly (İşcan & Karabey, 2006).

Integrity is the dimension that measures the commitment among employees when faced with undesirable and unexpected situations. With this dimension, it is expressed that employees are able to act as a whole together with all their units and members in the face of unexpected or critical situations (Kantur & Say, 2015; Öztürk, 2018). The concept of integrity is an important element for being a team and perceiving problems in a coordinated way, evaluating possible crisis situations and reaching a solution (Öztürk, 2018). Integrity requires that all organizational members internalize the same values and principles, act according to a common culture, develop close relations with all stakeholders, mutual loyalty, cooperation and teamwork (Verhezen, 2010; Hsu, 2007, cited in Kumbalı, 2018).

METHOD

This part of the research includes the research model, population and sample, data collection tools and data analysis.

Model of the Research

Relational screening model was used in this study. The relational screening model can be defined as a screening approach that aims to determine the existence of co-variation between two or more variables. In the relational screening model, it is aimed to determine whether the variables change together and how it happened if there is a change (Karasar, 2014).

Population and Sample of the Research

The population of the research consists of teachers working in public and private secondary education institutions located within the borders of Kastamonu province. The table regarding the universe of the research is given below:

Table2. Population of the Research

Secondary Education (General)				Secondary Education (Vocational and Technical)				Total	%
Male	%	Female	%	Male	%	Female	%		
296	18	245	15	591	35	544	32	1676	100

Sampling was taken from the research population with proportional stratified sampling in order to ensure that each subgroup within the population receives proper representation within the sample. In addition, stratified random sampling provides better coverage of the population (Büyüköztürk et al., 2009). While determining the number of samples, the "Table of Sample Amount to be Drawn from a Certain Population" developed by Robert V. Krejcie and Daryle W. Morgan (1970, p. 608) was used. The sample of the study (95% confidence interval, 5% margin of error) consisted of 313 teachers working in secondary education institutions. Due to the pandemic, the research data was obtained using the "Google Forms" application. 320 teachers filled out the questionnaire, 7 teachers' questionnaires were not included in the analysis because they were filled incompletely. A total of 313 teachers' data was analyzed. Demographic findings of 313 teachers participating in the study were shown in Table 3.

Table3. Sample Demographic Background

Demographics	Frequency (f)	Percentage (%)
Gender		
Male	166	53
Female	147	47
Total	313	100
Teaching Experience		
1 – 5 Years	30	9,58
6 – 10 Years	56	17,89
11 – 15 Years	44	14,06
16 – 20 Years	62	19,81
21 Years and over	121	38,66
Total	313	100
School Type		
Anatolian High School	83	26,52
Vocational and Technical Anatolian High School	99	31,63
Science High School	7	2,24
Fine Arts High School	19	6,07
Social Sciences High School	8	2,56
Anatolian Imam Hatip High School	92	29,38
Basic High School	5	1,60
Total	313	313

When Table 3 is examined, it is seen that approximately 3/2 of the teachers included in the sample are teachers working in vocational and technical education institutions due to the high number of teachers working in vocational and technical education institutions. The distribution of teachers participating in the research by gender can be considered balanced. Besides, it is seen that the majority of the teachers participating in the research have a professional seniority of 16 years or more and the majority of the teachers participating in the research work in Anatolian High Schools, Vocational and Technical Anatolian High Schools and Anatolian Imam Hatip High Schools. Few teachers working in Basic High School, Science High School and Social Sciences High Schools participated in the research.

Data Collection Tools

In the study, two different measurement tools were used. In order to measure the level of organizational change fatigue of teachers, "Organizational Change Fatigue Scale", which was developed by Bernerth, J.B., Walker, H.J., and Harris, S. G. in 2011 and adapted into Turkish by Limon in 2020 was used. In order to measure the organizational resilience level of secondary education institutions, the "Organizational Resilience Scale" developed by Kantur and Say in 2015 was used. The Organizational Change Fatigue scale consists of 6 items. The Organizational Resilience Scale, on the other hand, consists of 9 items and three dimensions: robustness, integrity and agility. Confirmatory factor analysis (CFA) was conducted for both scales. For organizational change fatigue scale, comparative fit index (CFI) is .99, normed fit index (NFI) is .96, and the root mean square error of approximation (RMSEA) is .5 (Limon, 2020). For organizational resilience scale, comparative fit index (CFI) is .95, normed

fit index (NFI) is .92, and the root mean square error of approximation (RMSEA) is .8 (Kantur & Say, 2015). When the fit values given for both scales are examined, it is seen that the single-factor structure of the 6-item organizational change fatigue scale and the 3-factor structure of the 9-item organizational resilience scale generally have good fit values and are confirmed.

The Cronbach alpha value of the Organizational Change Fatigue Scale was found to be .86 by Limon (2020). The Cronbach alpha value of the Organizational Resilience Scale was found to be .85 by Kantur and Say. In this study, the Cronbach alpha value for the Organizational Change Fatigue scale was found to be .83 and the Cronbach alpha value for the organizational resilience scale was found to be .94. According to these results, we can say that both scales have high reliability values.

For both scales, application permission was obtained firstly from Gazi University Ethics Committee and then from Kastamonu Provincial Directorate of National Education.

Data Collection and Analysis

Due to the pandemic conditions, the data was obtained using the "Google Forms" application and recorded in the SPSS 22 program. While the information about the teachers was expressed by calculating frequency (f) and percentage (%), Pearson Product-Moment Correlation Coefficient analysis was used to reveal whether there was a relationship between the variables and multiple regression analysis technique was used to reveal whether the variables predicted each other. Results were tested at $p < .01$ and $p < .05$.

In order to transform the averages of organizational change fatigue and organizational resilience scales into verbal expression, the average range ($5-1=4$, $4/5=0.80$) was calculated and the comments were made based on this calculation. Numerical limits for organizational change fatigue and organizational resilience scale are as following: 1.00 – 1.80 “strongly disagree”, 1.81 – 2.60 “disagree”, 2.61 – 3.40 “undecided”, 3.41 – 4.20 “agree”, and 4.21 – 5.00 “strongly agree”.

The coefficient ranges used in the interpretation of the correlation coefficients that emerged at the end of the research are as follows: The correlation coefficient between 0.00 and 0.29 indicates a positive and low relationship, the correlation coefficient between 0.00 and -0.29 indicates a negative and low relationship, the correlation coefficient between 0.30 and 0.69 indicates a positive and moderate correlation, the correlation coefficient between -0.30 and -0.69 indicates a negative and moderate correlation, the correlation coefficient between 0.70 and 1.00 indicates a positive and high relationship and the correlation coefficient between -0.70 and -1.00 indicate a negative and high relationship (Büyükoztürk et al., 2009, p. 92).

Before the analysis of the data, the skewness coefficients of the scores given to the teachers working in secondary education institutions were examined to determine whether the scores given to the organizational change fatigue and organizational resilience scales show a normal distribution. In the table below, the skewness coefficients of the scores given by the teachers to both scale items are given:

Table 4. Organizational Change Fatigue Scale Skewness Coefficient

	N	Arithmetic Mean		Standard Deviation	Skewness	
	Statistics	Statistics	Standard error	Statistics	Statistics	Standard error
Organizational Change Fatigue	313	4,1847	,04300	,67850	-,888	,154
Valid N	313					
	N	Arithmetic Mean		Standard Deviation	Skewness	
	Statistics	Statistics	Standard error	Statistics	Statistics	Standard error
Organizational Resilience	313	3,7104	,05583	,687210	-,508	,156
Valid N	313					

Considering the skewness of the scores of the teachers from the organizational change fatigue scale and organizational resilience scale, it can be said that the score distributions show a normal distribution. The skewness coefficient of the scores obtained from the organizational change fatigue scale is -.888 and the skewness coefficient of the scores obtained from the organizational resilience scale is -.508 and they are between +/-1 (Büyükoztürk et al., 2009, p. 63). In the light of this result, parametric tests including independent sample t-test, one-way Anova, Pearson Product Moments Correlation Coefficient and regression analysis were applied during the analysis of the data.

FINDINGS

In this section, the findings that emerged as a result of the analysis of the data obtained with the data collection tools for each sub-problem were interpreted after being given with tables and figures.

Findings Related to the First Sub-Problem

The organizational change fatigue level of teachers working in secondary education institutions is given in Table 5.

Table 5. Organizational Change Fatigue Levels of Teachers

Items	N	\bar{X}	Ss
1. Too many change initiatives are being initiated in our education system	313	4,20	,87841
2. I am tired of all these changes in our education system.	313	3,97	1,03515
3. There is a very intense process of change in our education system.	313	4,16	,95650
4. As teachers, we are asked to change so many things.	313	4,14	,90714
5. As teachers, I constantly feel like we are being asked to change something.	313	4,03	1,06207
6. I would like to see a stable process in our education system before any other	313	4,61	,68682
Full Scale	313	4,18	,67850

Table 5 shows the arithmetic averages and standard deviations of the answers given by the teachers working in secondary education institutions to the items in the organizational change fatigue scale. The arithmetic mean of the entire scale is $\bar{x} = 4.18$. According to this finding, we can say that teachers working in secondary education institutions participating in the research experience organizational change fatigue at the level of "agree". In other words, teachers think that too many change initiatives are initiated at the same time. The 6th item got the highest score in the scale. Accordingly, the teachers expressed that they wanted to see a stable process before making a change in the Turkish Education System at the level of "strongly agree". Item 2 received the lowest score in the scale. According to this finding, teachers stated that they were fed up with all the changes in our education system at the level of "agree".

Findings Regarding the Second Sub-Problem

In order to find out whether the organizational change fatigue levels of teachers working in secondary education institutions change significantly according to the gender variable, the independent sample t-test, which is a parametric test, was applied. The findings regarding the gender variable are given in Table 6:

Table 6. Findings on the Relationship Between Change Fatigue Levels of Teachers and Their Gender

	Gender	n	\bar{X}	Ss	t	p
Change Fatigue	Female	147	4,24	,63844	1,223	,223
	Male	166	4,13	,71653		

According to the independent sample t-test results given in Table 6., organizational change fatigue levels of teachers working in secondary education institutions do not show a significant difference according to the gender variable. In other words, female and male teachers experience similar levels of change fatigue. In the analysis, $p > 0.05$ was found.

One-way analysis of variance (Anova) was conducted to reveal whether the organizational change fatigue levels of teachers differ significantly according to their professional seniority. The results of the independent sample one-way analysis of variance are given in Table 7:

Table 7. One-Way Analysis of Variance (Anova) Results on Change Fatigue Levels of Teachers According to the Variable of Professional Seniority

	Sum of Squares	df	Average of Squares	F	Sig.
Between groups	2,005	4	,501	1,091	,362
Within groups	112,164	244	,460		
Total	114,169	248			

According to the results of the one-way analysis of variance given in Table 7, organizational change fatigue levels of teachers working in secondary education institutions do not show a significant difference according to the variable of professional seniority. In the analysis, $p > 0.05$ was found.

One-way analysis of variance was conducted to reveal whether the organizational change fatigue levels of teachers differ significantly according to the type of institution they work in. The results of the independent sample one-way analysis of variance are given in Table 8.

Table 8. One-Way Analysis of Variance Results on Change Fatigue Levels of Teachers by School Type Variable

	Sum of Squares	df	Average of Squares	F	Sig.
Between groups	11,101	6	1,850	4,344	,000
Within groups	103,067	242	,426		
Total	114,169	248			

According to the results of the one-way analysis of variance given in Table 8., organizational change fatigue levels of teachers working in secondary education institutions show a significant difference according to the type of institution they work in. In the analysis, $p < 0.05$ was found. Since the data showed a homogeneous distribution, the tukey test was applied to find the difference between the groups. Tukey test results are given in Table 9.

Table 9. Tukey Test Results on Change Fatigue Levels of Teachers by School Type Variable

(I) institution	(J) institution	Difference of Means (I-J)	Standard Error	Sig.
Fine Arts High School	Anatolian High School	-,82804*	,20940	,002
	Vocational and Technical Anatolian High School	-,99242*	,21253	,000
	Social Sciences High School	-,99621*	,30324	,020
	Anatolian Imam Hatip High School	-,75889*	,21187	,007

*The mean difference is significant at the 0.05 significance level (statistically insignificant results are not included in the table).

When Table 9 is examined, we can state that teachers working in Fine Arts High Schools ($\bar{x}=3.38$) experience statistically significantly less organizational change fatigue than teachers working in Anatolian High Schools ($\bar{x}=4.21$), Social Sciences High Schools ($\bar{x}=4.38$), Anatolian Imam Hatip High Schools ($\bar{x}=4.14$) and Vocational and Technical Anatolian High Schools ($\bar{x}=4.37$). According to this result, it is possible to say that teachers working in Fine Arts High School experience less stress and are less overwhelmed by the change initiatives.

Findings Regarding the Third Sub-Problem

According to the opinions of the teachers participating in the research, the organizational resilience levels of secondary education institutions are given in Table 10:

Table 10. Organizational Resilience Levels of Secondary Education Institutions

Items	N	\bar{X}	Ss
stands straight and preserves its position.	313	3,74	1,03872
is successful in generating diverse solutions.	313	3,88	,96642
shows resistance to the end in order not to lose.	313	3,57	1,10511
does not give up and continues its path.	313	3,77	1,01697
ROBUSTNESS	313	3,74	,89351
rapidly takes action.	313	3,80	1,02538
develops alternatives in order to benefit from negative circumstances.	313	3,69	,99758
is agile in taking required action when needed.	313	3,76	1,03476
AGILITY	313	3,75	,93470
is a place where all the employees engaged to do what is required from them.	313	3,65	1,10716
is successful in acting as a whole with all of its employees.	313	3,62	1,08618
INTEGRITY	313	3,63	1,05960
Full Scale	313	3,71	0,87210

Table 10 shows the arithmetic averages and standard deviations of the answers given by the teachers working in secondary education institutions to the items in the organizational resilience scale. The arithmetic mean of the entire scale is $\bar{x}= 3.71$. According to this finding, we can say that the teachers working in the secondary education institutions participating in the research find the secondary education institutions they work to be durable at the level of "agree". In other words, according to

the opinions of teachers, secondary education institutions can react immediately in unexpected crisis situations, successfully get out of the crisis situation, adapt quickly to new situations and continue their development. It is extremely important for the Turkish Education System that our secondary education institutions are resilient, especially despite the negativities and uncertainties brought by the pandemic period. When the sub-dimensions of the scale are examined, similar results are seen. The average score of secondary education institutions from the robustness dimension $\bar{x} = 3.74$; the mean score they got from the agility dimension is $\bar{x} = 3.75$ and the mean score they got from the integrity dimension is $\bar{x} = 3.63$. The average score given by the teachers to the statements in all three dimensions is at the level of "agree". In other words, teachers working in secondary education institutions have stated that they have managed to survive in a stable manner despite uncertainty and external shocks, they have responded quickly and effectively to unexpected situations and all employees have bonded and acted together in unexpected situations.

Findings Related to the Fourth Sub-Problem

According to this result, one-way analysis of variance (Anova) technique, which is a parametric test, was used to reveal whether the organizational resilience level of secondary education institutions changes significantly according to school type variable. The findings regarding the school type variable are given in Table 11:

Table 11. One-Way Analysis of Variance Results on Organizational Resilience Levels of Secondary Education Institutions by School Type Variable

	Sum of Squares	df	Average of Squares	F	Sig.
Between groups	14,882	6	2,480	3,459	,003
Within groups	169,936	244	,717		
Total	184,818	248			

According to the results of the one-way analysis of variance given in Table 15, organizational resilience levels of secondary education institutions show a significant difference according to the school type variable. In the analysis, $p < 0.05$ was found. Since the data showed a homogeneous distribution, the tukey test was applied to find the difference between the groups. Tukey test results are given in Table 12.

Table 12. Tukey Test Results on Resilience Levels of Secondary Education Institutions by School Type Variable

(I) institution	(J) institution	Difference of Means (I-J)	Standard Error	Sig.
Vocational and Technical Anatolian High School	Anatolian Imam Hatip High School	-,47352*	,14685	,024

*The mean difference is significant at the 0.05 significance level (Statistically insignificant results are not included in the table).

When Table 12. is examined, it is concluded that teachers working in Vocational and Technical Anatolian High Schools ($\bar{x}=3.39$) find the institutions they work for less resilient than teachers working in Anatolian Imam Hatip High Schools ($\bar{x}=3.86$). In other words, teachers working in Vocational and Technical Anatolian High Schools think that the institutions they work for react more slowly in unexpected situations than other types of schools, especially Anatolian Imam Hatip High Schools, and that they come out of these negative situations with less success. According to the results of the one-way analysis of variance regarding the sub-dimensions of the organizational resilience scale, it was observed that there were significant differences between the groups in the agility and robustness dimensions. In the dimension of integrity, there was no difference between the groups. There was a statistically significant difference between Vocational and Technical Anatolian High Schools and Anatolian Imam Hatip High Schools in terms of robustness. According to teachers' opinions, Vocational and Technical Anatolian High Schools are less robust than Anatolian Imam Hatip High Schools. When we come to the agility dimension, Science High Schools ($\bar{x}=4.62$) act more agile in crisis situations compared to Vocational and Technical Anatolian High Schools ($\bar{x}=3.39$) and Anatolian Imam Hatip High Schools ($\bar{x}=3.86$).

Findings Related to the Fifth Sub-Problem

Pearson Product Moments Correlation Coefficient (r), a parametric test, was used to analyze whether there is a significant relationship between organizational change fatigue levels of teachers working in secondary education institutions and organizational resilience levels of these institutions.

Table 13. The Relationship Between Organizational Change Fatigue Levels of Teachers Working in Secondary Education Institutions and Organizational Resilience Levels of Secondary Education Institutions

		Robustness	Agility	Integrity	Organizational Resilience Total
Organizational Change Fatigue	Pearson Correlation	-,060	,004	,004	-,025
	Sig. (2-tailed)	,352	,948	,953	,700
	n	313	313	313	313

When we examine Table 13, it is seen that there is no significant relationship between the organizational change fatigue levels of teachers and the organizational resilience levels of secondary education institutions. In the analysis, $p > 0.05$ was found. In other words, the decrease or increase in teachers' organizational change fatigue levels does not affect the organizational resilience levels of secondary education institutions in a statistically significant way.

Findings Related to the Sixth Sub-Problem

Regression analysis was conducted to reveal whether the organizational change fatigue levels of teachers working in secondary education institutions are a significant predictor of organizational resilience level of secondary education institutions. Regression analysis results are given in Table 14:

Table 14. Simple Regression Analysis Results on Predicting Organizational Resilience by Organizational Change Fatigue Level

Variable	B	Standard Error	β	t	p
Constant	4,114	,357		11,523	,000
Organizational Change Fatigue	-,090	,084	-,068	-1,069	,286
R=0,68	R²=0,01				
F=.149	p=.700				

When the correlation values between the predictive variable organizational change fatigue level and the organizational resilience levels of secondary education institutions are examined, it is seen that there is no significant relationship between organizational change fatigue and organizational resilience ($r=0.68$, $p>0.05$). According to the results of the analysis, organizational change fatigue levels of teachers are not a significant predictor of organizational resilience levels of secondary education institutions.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

As a result of this research, it has been revealed that teachers working in secondary education institutions experience organizational change fatigue at the level of "agree". Participants state that an extreme change initiative has been started in the Turkish Education System and this change process makes them feel overwhelmed and stressed. Majority of the teachers participating in the research emphasize that they want to see a stable process before a change initiative is started. This result is consistent with the research results of Limon and Sezgin-Nartgün (2020). In their study on 1935 teachers, Limon and Sezgin-Nartgün concluded that teachers experience change fatigue at the level of "agree". The fact that an extreme change initiative has been started in the Turkish Education System also coincides with the results of other studies in the literature. In the relevant studies, Can (2014) stated that the education system has been changed constantly and in an unplanned way; Dođutaş (2016) stated that because changes are made in the system frequently, teachers cannot follow the changes, they falter, and teachers are not included in the decision-making process while making changes; Güven and Güven (2019) stated that the most important problem of the Turkish Education System is the frequent system changes; Yeşil and Şahan (2016) revealed that short-term and frequent changes cause some disturbances and incompatibilities between system components. As can be seen, many researchers have stated that unplanned changes are frequently made in our education system. As an inevitable consequence of these extreme change efforts, teachers experience high levels of organizational change fatigue. This situation is likely to have negative consequences for our education system. Teachers' experience of change fatigue can reduce their motivation, decrease organizational effectiveness, commitment, job satisfaction and increase staff circulation, cause burnout and intense stress (Arik et al. 2022; Brown et al. 2018; Ead, 2015; Bernerth et al., 2011). For this reason, taking the opinions of all stakeholders, especially teachers and school administrators, before making a change in the education system, trying to improve existing practices instead of making constant changes, preparing education policies based on data and planning well, and adopting a supra-political education approach will contribute to the solution of the problem.

The research has revealed that teachers' organizational change fatigue levels did not change significantly according to gender and seniority variable, but showed a significant change according to school type variable. This result is also consistent with the research results of Limon and Sezgin-Nartgün (2020). Although not statistically significant, female teachers experience more change fatigue than male teachers. Teachers working in Fine Arts High School experience statistically significantly less change fatigue than teachers working in other school types. This may be due to the fact that Fine Arts High School is not an academic high school. Since students will take aptitude tests for higher education, academic success anxiety is less. Therefore, changes in the examination system, changes in assessment and evaluation practices, and changes in the curriculum may cause less anxiety and stress for teachers.

When we come to the organizational resilience levels of secondary education institutions, the teachers stated that the secondary education institutions they work for are resilient at the level of "agree". This result is also consistent with the results of the research conducted by Limon, Dilekçi, and Demirer (2021). In the research examining the mediating role of the initiative climate in the relationship between distributed leadership and organizational resilience in schools, it was found that schools were resilient at the "agree" level ($\bar{x} = 3.72$). Organizational resilience is very important for today's organizations in order to gain competitive advantage by getting stronger from sudden and rapidly developing and uncertain crisis situations. Since educational organizations operate in a rapidly changing environment, they frequently encounter unexpected crisis situations (Limon et al., 2021). Therefore, this result is extremely important in terms of showing that our schools have a high level of organizational resilience and that they have successfully emerged from crisis situations. In addition, It is a positive development that educational institutions are accepted as "resilient" especially during the pandemic period when uncertainties are very intense. While teachers' change fatigue is a threat for our education system, the resilience of our educational institutions can be considered an opportunity. According to teachers' opinions, our educational institutions are minimally affected by changing environmental conditions and crisis environments, and they can easily adapt to new situations. The teachers that participated in the research gave points at the level of "agree" in the dimensions of robustness, integrity and agility. According to teachers, educational institutions can produce different solutions in crisis situations such as pandemics, act quickly and act as a whole with all their employees. When we evaluate the Covid19 epidemic period, we have seen that teachers and school administrators have really worked in harmony, they have acted together to minimize the learning losses of students, they have turned their homes into a classroom environment, they have paid a fee to buy various programs, computers and technological tools such as graphic tablets in order to start online classes with students immediately.

Finally, the results of the study revealed that there is no significant relationship between the organizational change fatigue levels of teachers and the organizational resilience levels of secondary education institutions. In other words, teachers' change fatigue does not significantly affect organizational resilience, either positively or negatively. There could be many factors that cause this result. First of all, in the studies conducted in the literature, it is seen that teachers' resistance to change is at a moderate level and even close to the level of "I disagree". In a study conducted by Çalik et al. in 2013, it was revealed that primary school teachers showed resistance to change at a moderate level ($\bar{x} = 2.69$ / I partially agree). The study conducted by Çelik (2009) on 498 preschool and primary school teachers also revealed that teachers show resistance to change at a moderate level ($\bar{x} = 2.61$ / I partially agree). In the study conducted by Canaslan (2022), the change agility levels of teachers working in secondary education institutions were found as $\bar{x} = 3.71$ (many times). Educational institutions need to quickly adapt to changing situations in order to increase their organizational resilience capacity. The results of these three studies show that although teachers experience a high level of change fatigue, they do not show much resistance to change and adapt quickly to change and easily cope with the uneasiness created by change. In short, although teachers experience a high level of change fatigue, their resistance to change is low or moderate, and they accept change quickly and adapt quickly to change. For this reason, teachers' high change fatigue may not adversely affect the organizational resilience of educational institutions, contrary to expectations. In another study supporting this possibility, teachers' readiness for change was found to be $\bar{x} = 3.70$ (Çayak & Erol, 2022). In line with this research finding, it is possible to say that although teachers experience change fatigue, they are ready for change at a very high level, they welcome change initiatives and think that change is necessary. In this study, it was also concluded that teachers' change fatigue levels were not a significant predictor of organizational resilience levels of secondary education institutions. This result shows that teachers' change fatigue levels do not have an important explanatory role in the variance in organizational resilience scores of secondary education institutions. For this reason, investigating the relationship between organizational culture, organizational commitment, organizational citizenship, leadership, organizational learning, psychological resilience, organizational trust and teachers' resilience levels, which are likely to be predictors of organizational resilience, will fill the gap in the literature regarding the organizational resilience variable.

- 1- In the Turkish Education System, instead of launching simultaneous change initiatives, it is necessary to prioritize change initiatives for the education system and teachers, and these initiatives should be implemented sequentially to reduce teachers' change fatigue level.
- 2- Instead of radical changes in the Turkish Education System, the failing aspects of the current system should be improved. In addition, before any change initiative is initiated, taking the opinions of all stakeholders who will be

affected by the change will enable healthier decision-making, enable teachers to accept change faster and experience less organizational change fatigue.

- 3- School administrators need to prepare effective crisis management and strategic plans in order to increase organizational resilience and to emerge stronger from unexpected crisis situations such as the Covid 19 pandemic that we have experienced in recent years.
- 4- In future studies, the effects of school administrators' leadership styles, communication skills, crisis management skills, conflict management styles and teachers' organizational commitment and organizational citizenship levels on organizational resilience can be examined.

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Statements of publication ethics

I/We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

The research proposal titled "Examination of the Relationship Between the Organizational Change Fatigue of Teachers and the Organizational Resilience Levels of Secondary Education Institutions" was discussed by the Gazi University Ethics Committee Commission at the meeting dated 06.04.2021 and numbered 06 and was unanimously approved. The approval code for the study is 2021-460.

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