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Akademisyenlerin Değişim Yönetimine Karşı Tutumu: Bir Yüksekokul Örneği

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The Attitude of Academics to Change Management: A University Case Study

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Öz

Bu çalışma akreditasyon sürecinde bulunan Karabük Üniversitesi Yabancı Diller Yüksekokulunda görev yapan akademik personelin değişime karşı tutumlarını belirlemeyi amaçlamaktadır. Bu amaçla, konuyla ilgili literatür taraması kapsamında; değişim yönetimi, değişime karşı tutum ve değişime karşı direnç kavramları incelenmiştir. Çalışmanın alan araştırması kısmında tanımlayıcı araştırma modeli kullanılmıştır. Çalışmada online anket yöntemiyle elde edilen veriler; t-testi ve ANOVA testi ile analiz edilmiştir. Sonuçlar kurumsal politika, değişimin sonuçları ve değişime direnç boyutlarına ilişkin ifadelerin büyük oranda önemli olduğunu; genç ve az deneyime sahip olmanın, demokratik yönetim tarzının ve akreditasyon çalışmalarına aktif katılımın değişim yönetiminde başarıyı olumlu yönde etkilediğini göstermektedir. Buna göre değişim yönetiminde, demokratik yönetim yaklaşımı ve akreditasyon çalışmalarının bütüncül çerçevede yürütülmesi yararlı olacaktır.

Anahtar Kelimeler: Değişim, Değişim Yönetimi, Değişime Karşı Direnç, Tutum, Akademisyen

The Attitude of Academics to Change Management: A University Case Study

Abstract

The aim of this study is to determine the attitudes of academics working in Karabuk University, School of Foreign Languages towards change. To this end, the concepts of change management, attitude towards change and resistance to change were examined. A descriptive research model was used in the study. The data were collected using online survey forms and analyzed using t-test and ANOVA test. Results show that the statements regarding institutional policy in change, outcomes of change and resistance to change were generally significant; being young and having less experience; active participation in accreditation activities and having democratic management style affect the success in change management positively. Therefore, having a democratic approach and implementing the accreditation activities in a holistic framework would be useful.

Keywords: Change, Change Management, Resistance to Change, Attitude, Academician

1. INTRODUCTION

Throughout history, human beings have faced with changes and in order to adapt to these changes and to manage them, societies and organizations have always felt the need to restructure themselves in a short time. Organizations that have to live in an ever-changing and developing environment must behave in accordance with the requirements of the change management. Because society re-arranges itself – its world view, values, social and political structure, arts and key institutions within a few short decades. Fifty years later there is a new world (Drucker, 1994, p. 9).

Change is a normal and natural response because of internal and external conditions (Leifer, 1989, p. 901) and is a phenomenon that exists in every aspect of life. When organizations remain the same because of not being able to meet the need for change, it leads to a setback and then to the collapse of the organization (Koçel, 1998, p. 168). Besides, change is the only non-variable in an organization. Therefore, to be able to implement effective management it is a must to understand the change and peoples' reactions towards it (Pearce & Robinson, 1989, p. 378).

The existence of a governing climate that promotes innovation and creativity for the organization enables institutions to withstand crises and long-term uncertainty (Baltaş, 2013, p. 17). In this respect, Aktan (2011, p. 68) listed the factors that require change in organizations:

1. Globalization and competition,
2. International and regional integration,
3. Developments in IT,
4. Developments in material technology,
5. New technological inventions,
6. Competition for shares from the new markets,
7. Understanding that the driving force of economic development is human resources,
8. Customer awareness and changing customer expectations,
9. Standardization in international trade

Although it is generally accepted that innovation and change are important, the reaction of individuals is generally a negative attitude or resistance rather than a quick and easy acceptance when faced with situations where changes should be made. Because “resistance is a usual and predictable companion of change” (Mayhew, 2006, p. 112). Therefore, one of the methods to prevent this is to get support from the accreditation bodies, which determine whether the organizations have certain standards. Accreditation is a process of external quality review created and used by higher education to improve the quality of the programs provided by colleges and universities (Eaton, 2015, p. 1). And although instructions given by managers or administration of the organization to make the necessary change where it is required might cause reaction and resistance among employees, there is a more positive response

to the people and institutions that professionally determine what needs to be changed. For this reason, accreditation bodies have an extremely useful function for organizations willing to change and minimize the resistance and to carry out the process rationally.

2. THEORETICAL FRAMEWORK

2.1. Change

The world has been in a constant change and transformation since the first day it was created. Human beings have changed their lifestyles, dietary habits, and management styles over thousands of years. Thus, it is almost impossible to talk about any element that remains the same in a large environment from the relations of people with the world to their social lives. Because, as Heraclitus said, human beings cannot step into the same river twice (McShane & Böckenholt, 2014, p. 619; Ortmann, 2010, p. 209; Gregersen, Beck Nielsen, & Thøgersen, 2009, p. 30; Bailey, 2001, vi; Kirk, 1951, p. 35). Neither the river nor the people are the same. Both change due to alterations in all physical, geographical, social and cultural conditions.

Nowadays, developments in the fields of science and technology, which are almost revolutionary, are carried out continuously and they occur in a very short time. Because of these rapid developments, it is necessary to re-shape the current laws, norms and values. In short, the civilization is re-shaped in accordance with these changes. Therefore, such an atmosphere urges organizations to manage the change and adapt themselves to the environment (Çınar, 2014, p. 83).

Another thing to remember about change is that those who are willing to march with the times have to keep up with the things the time imposes. Because the past is past and those who want to survive under all circumstances and get over every obstacle should either keep up with the change or decide and determine what, how and when they will change, in short, should manage change.

2.2. Change Management

Change management is conducted to get the best outcomes from the change process and it is about managing the changes which are parts or consequences of an organization's context (Parlakkılıç, 2013, p. 55). However, this is also a complex process since it may contain individual perceptions, political struggles and the building of the coalition. Furthermore, goals, structures, engagement and leadership are common and vital themes in change management (Huczynski & Buchanan, 2013, p. 625). For this reason, both the planning and the execution must be done correctly, in short, the implementation of change management should be rational. Otherwise, it may cause confusion or chaos, and therefore lead to stress rather than increasing employee performance and motivation. If the change process creates more sick-leave and production loss, the possible gain might be lost (Svensen, Neset, & Eriksen, 2007, p.

153). Because the current success can be lost by sacrificing it to a dream of change which has not been adopted by the employees at all levels of the organization.

As change is an inevitable part of an organization's daily processes, organizations spend huge amounts of money, time and human capital to be successful in their efforts to change (Saruhan, 2013, p. 13). But making major changes is usually impossible unless most of the employees are willing to make short-term sacrifices. But people will not make sacrifices unless they think the potential benefits of change are attractive (Kotter, 1995, p. 63). Whenever people are forced to adjust to shifting conditions, pain is ever present. But a significant amount of the waste and anguish we've witnessed in the past decade is avoidable (Kotter, 2012, p. 4). However, when the employees in the organizations feel that the change is not managed accurately, and they see that they are right to feel uncomfortable with their fears arising from the change, they show resistance (Özkan, 2004). Thus, eight steps are suggested to be useful to prevent this negative situation and to ensure change in organizations. These are:

1. Establish a sense of urgency.
2. Form a guiding coalition.
3. Create a vision.
4. Communicate the vision.
5. Empower people to act on the vision.
6. Create 'short-term wins.
7. Consolidate improvements to produce further change.
8. Embed new approaches in the organization's culture (Kotter, 1995, p. 61).

New societies write new songs. New generations have new goals and new demands. Thus, it is not possible to manage these new generations with old and outdated rules, it is necessary to create new and rational systems (Petrov, 2007, p. 50). Therefore, change management should be carried out with the right strategies. It is extremely important to carefully implement these systems and to restructure them when necessary. An organization that continues to exist thanks to the change management can threaten itself with strategic mistakes in the change process (Poundstone, 2009, p. 59). Because strategic mistakes cannot be corrected using tactical measures.

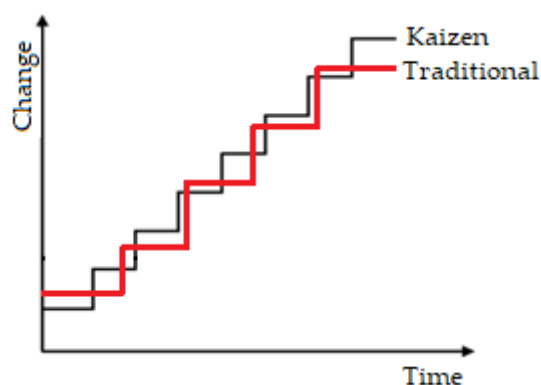
For this reason, organizations need a change plan which includes an effective communication process which informs employees about what is to happen, when and why and engages them in the change process. To successfully implement the it, planning should begin well before they are to take effect and should be the product of wide consultation (Smith, 2006, p. 301).

There are two types of approaches to change management; traditional change management and Kaizen, which can also be described as Continuous Improvement Process. Since Kaizen can be defined as the planned, organized and systematic process of continuous, incremental and company-wide change of practices to improve the

performance of the organization (Boer et al. 2000, p. 1), it prevents confusion and chaos. Furthermore, it is a key strategy to enhance the organizational performance (Sua' rez-Barraza et al, 2012, p. 27).

Figure 1 shows the difference between the traditional change management and Kaizen.

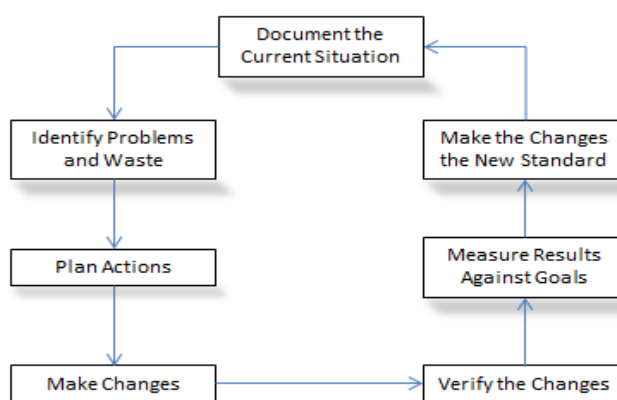
Figure 1. Comparison of Traditional Change Management and Kaizen



As can be seen in Figure 1, Kaizen process is carried out in successive, small and rapid steps, unlike the traditional process of change which is carried out in fewer, larger and slower steps. Thus, it can be said that small but continuous changes rather than intermittent and major changes are more successful in achieving greater change.

Figure 2 shows the steps of Kaizen process.

Figure 2. The Kaizen Process



Bill McNeese, 2013, Kaizen and SPC

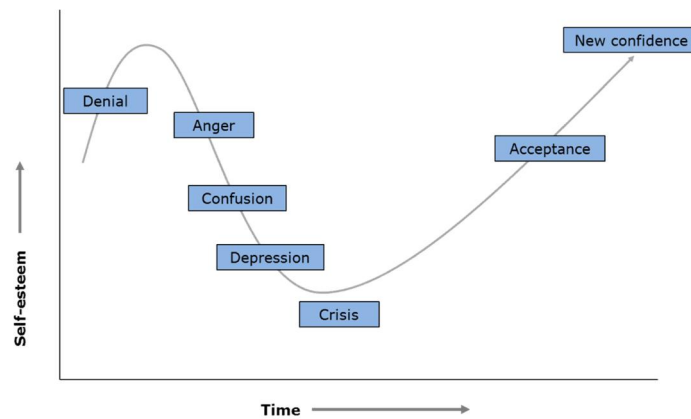
As can be seen from Figure 2, the first step is to document the current situation, then to identify the problem(s) and waste in the process. The third step is to plan actions to solve them and remove the waste. The fourth step is to make the change. Then changes are verified, and the results are measured. Then changes become the new standard. At

the end of the cycle, current situation is documented again to make a different change. Therefore, Kaizen causes the organization to be open to making changes and improvement and creates a suitable atmosphere for effective change management.

2.3. Attitude Towards Change

Change is a phenomenon that primarily affects the individuals psychologically. For this reason, the first thing that happens to everyone whenever they meet the need for a change is a psychological reaction. These reactions can sometimes be positive and sometimes be negative but in short, they can be summarized as attitude and attitude is defined as an internal situation that influences an individual's actions or responses (Ulloa and Adams, 2004; Gagne and Medsker, 1996). As can be seen from the following figure the first reaction of people towards change is denial, then continues with anger, confusion, depression and crisis. If people accept the fact that they have to change, then they form a new confidence. The reason behind this long and tiring process generally stems from the fact that people want to protect the things they are familiar and accustomed to. When the change process is not managed properly, this process that ends with acceptance cannot go beyond the crisis stage.

Figure 3: The Classical Psychological Attitude Towards Change



Torben Rick, 2011, Change Management

Change is a process that involves the challenges that must be overcome by hard work. Because as a result of the change there will be differences in the things that people are already familiar. For this reason, as Ahmet Hamdi Tanpınar noted, no one is against change, as long as they do not have to change (Alici, 2007), change causes resistance. Resistance to change is frequently used in organizational change to explain why the efforts to introduce large-scale changes fall short of expectations, or fail altogether (Oreg, 2006, p. 73) and has been classically understood as the main cause of undesirable conflict that detrimental to organizational health (Waddell & Sohal, 1998, p. 543). Although resistance to change stems from a variety of sources, in fact there are three main sources.

1. "A wrong initial perception of change,
2. Low motivation for change,

3. The lack of creative response" (Val and Fuentes, 2003, p. 149).

Since organizational change can only be achieved through participation and support of employees, the success of change management is possible by eliminating the causes of resistance. If organizational resistance is not eliminated within a short period of time; the organization has to spend a large part of its energy on the problems of resistance rather than on change. Therefore, change management might fail (Tunçer, 2013, p. 373). However, resistance to change can also be viewed as a functional feedback. Those leading change need to be careful not to always interpret negative feedback as resistance or a threat to the success of change (Hayes, 2002, p. 263). For this reason, to explain why the organization needs change in a clear and understandable way, to design a process in which everyone is involved in and to be open and transparent in the implementation of it helps to avoid potential problems.

Moreover, managers should bear in mind that change management is a continuous process and when the desired change is successfully achieved, a new change decision should be made, and the change management process should start from the beginning again and again. Because change cannot be solidified or seen as a series of linear events within a given period; instead, it is a continuous process (Burnes, 1996, p. 13).

3. RESEARCH

3.1. Purpose and Importance of the Study

The study was conducted on the academics of Karabuk University, School of Foreign Languages. The aim of the study is to determine the attitudes of these academics towards change since the school has been in the accreditation process and the academicians working in this school has been facing some changes.

Accreditation is an evaluation and external quality assurance process that measures whether an organization meets the predetermined standards in a given area. When an accreditation organization decide that the quality of the goods or services offered by the organization is insufficient, it presents a comprehensive road map in order to increase the quality and provides consultancy services for change. The research is important because of measuring academicians' attitude towards change.

3.2. Methodology

The purpose of the study, population and sample, data collection tool and analysis are included in this section.

3.2.1. Hypothesis and Model

There are 29 hypothesis pairs related to the dimensions of the scale. One pair for each dimension is presented below.

Institutional Policy in Change Dimension

H₀: The need for change is determined by the management

H₁: The need for change is not determined by the management

Outcomes of Change dimension

H₀: Change contributes to my personal development

H₁: Change does not contribute to my personal development

Resistance to Change dimension

H₀: Change does not affect my interaction with the teammates negatively

H₁: Change affects my interaction with the teammates negatively

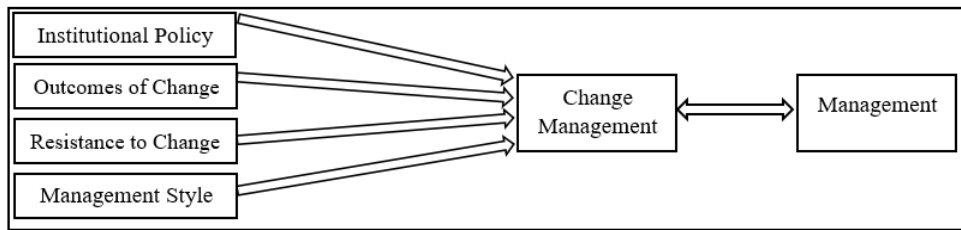
Management Style in Change dimension

H₀: I am rewarded when I show the desired behavior related to change.

H₁: I am not rewarded when I show the desired behavior related to change.

Descriptive research model was used in the study. "The purpose of the descriptive research model is to define the problem, the problems related to the problem, the variables, and the relationships between the variables. Such research usually involves the determination of the degree of interest between two or more variables" (Kurtuluş, 2006, p. 252). Model of the study is shown in Figure 4 below.

Figure 4. Change Management Model



3.2.2. Population and Sample

The study universe consisted of all academics working in Karabük University, School of Foreign Languages who are in accreditation process. The school provides English courses for Higher Vocational School, undergraduate, and graduate programs. Students are placed in groups according to their levels of English and are instructed using contemporary education technology in an interactive environment. The school consists of two departments: Foreign Language Preparation Department, and Department of Translation and Interpreting. There are 60 academics in the school, so the universe of the study consists of 60 academic staff. Samples that represent the entire population is 52 (Altunışık et al., 2012, p. 137) and a total of 55 participants participated in the study.

3.2.3. Data Collection and Analysis Tool

Online survey was used to collect the data. The online questionnaire was sent to the participants via e-mail. The data of the study were collected in October 2018 through The Scale of Attitude Towards Change (SATC) which was developed by Seren and Baykal (2007). In the first part of the scale, there are 9 questions in order to determine the demographic characteristics of the respondents. The scale has four dimensions and these dimensions are; institutional policy in change (12 items), outcomes of change (8 items), resistance to change (5 items) and management style in change (4 items).

The reliability of the data was tested using Cronbach's alpha test, the validity of the data was tested by checking with the normality test (skewness and kurtosis). The data were evaluated using item analysis, factor analysis, and reliability measures. The significance of differences among groups was evaluated using one-way analysis of variance (ANOVA).

4. FINDINGS

4.1. Reliability Analysis

Reliability analysis of the scale is presented in Table 1 below:

Table 1. Reliability Analysis of the Scale of Attitude Towards Change

DIMENSIONS	Cronbach's Alpha	N of Items
Institutional Policy in Change	,951	12
Outcomes of Change	,916	8
Resistance to Change	,828	5
Management Style in Change	,821	4
Average	,841	29

As can be seen in Table 1 that Cronbach Alpha coefficients of the dimensions of the scale are; institutional policy to change is: ,951, outcomes of change is: ,916, resistance to change is: ,828, and management style in change is: ,821 and Cronbach Alpha coefficient of the entire scale is: ,841.

4.2. Descriptive Statistics

Descriptive statistics were evaluated in two dimensions; demographic characteristics and management perception. Demographic characteristics of the respondents are given in Table 2 below.

Table 2. Demographic Characteristics of the Respondents

VARIABLES		N	%
Gender	Female	25	45
	Male	30	55
Age	22-25 years old	2	4
	26-30 years old	18	33
	31-35 years old	30	54
	36 years old and over	5	9
Education	Bachelor's Degree	27	49
	Master's Degree	28	51
	PhD Degree	0	0
Experience	1 to 3 years	5	9
	4 to 6 years	12	22
	7 to 9 years	23	42
	10 years and over	15	27
Experience at School	1 to 3 years	7	13
	4 to 6 years	22	40
	7 to 9 years	22	40

	10 years and over	4	7
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As can be seen from Table 2; 30% were between 31 and 35 years old, 55% of them were males, 51% of them had bachelor’s degree, 42% had between 7 and 9 years of experience and 22% had 4-6 and 7-9 years of experience at school.

The data about the management perception of the respondents are shown in below.

Table 3. Management Perception of the Respondents

VARIABLES		N	%
Management Style of the Manager	Autocratic	2	4
	Helpful	14	25
	Participant	26	47
	Democratic	13	24
Management Style of the Head of the Department	Autocratic	13	24
	Helpful	11	20
	Participant	18	32
	Democratic	13	24
Form of Participation in Accreditation	I worked actively in commissions	29	53
	I contributed via surveys	17	31
	Only the managers participated in the works	4	7
	I did not want to participate in	5	9
Attitude Towards Change	Completely	35	63
	Partially	18	33
	No	2	4

As can be seen from Table 3, it was found that 47% of respondents perceived the management style of the top management and 32% perceived the management style of the head of the department as participant. While 53% of the participants stated that they took an active role in the commissions, 63% of them thought that the institution was open to change. In addition, from the responses of the respondents to the questions related to their participation in accreditation, it is seen that; 53% of academicians actively participated in and 31% of them participated in through surveys.

4.3. Findings

Mean scores were used to analyze the difference among the groups. Independent sample t test and one-way ANOVA was used to analyze the difference in age, gender, education, experience and experience in the organization, management style of the manager, management style of the head of the department, the way of participation in accreditation, and the attitude towards change.

Results of the one sample t test for the institutional policy in change dimension are shown in Table 4.

Table 4. Institutional Policy in Change Dimension

VARIABLES	Sig.
The need for change is determined by the management.	,000***
Administrators approach the change without bias.	,010**

Performance objectives are clearly expressed by the management.	,002**
As a result of change, resources are used more effectively and efficiently.	,000***
VARIABLES	Sig.
Needs of students is met faster and quality with the change.	,002**
Change enables me to make effective use of information technology.	,024*
Management supports employees in the change process.	,020*
Management supports teamwork in the change process.	,252
Management works hard for the adoption of innovations.	,005**
The head of the department is a role model for innovations.	,195
I work in collaboration with team members in the process of change.	,021*
Change is consistent with the mission and vision of the organization.	,000***

*p<,05, ** p<,01, *** p<,001

As can be seen from Table 4, according to the test results of the respondents' institutional policy in change dimension; the statements "change enables me to make effective use of information technology, management supports employees in the change process and I work in collaboration with team members in the process of change" were found to be significant (p<,05*), administrators approach the change without bias, performance objectives are clearly expressed by the management, needs of students is met faster and quality with the change, and management works hard for the adoption of innovations" were found to be quite significant (p<,01**) and The need for change is determined by the management, as a result of change, resources are used more effectively and efficiently and change is consistent with the mission and vision of the organization" were found to be highly significant (p<,001***). Besides, the statements "management supports teamwork in the change process and the head of the department is a role model for innovations" were found to be insignificant (p>,05).

Results of the one sample t test for the outcomes of change dimension are shown in Table 5.

Table 5. Outcomes of Change Dimension

VARIABLES	Sig.
Change contributes to my personal development.	,002**
Values in my organization are preserved during the change process.	,001***
Sharing the results obtained during the change process helps me to internalize change.	,001***
Work groups formed after the change make the change permanent.	,489
I feel myself responsible for the change to reach the desired result.	,000***
My loyalty to the organization increases with the change process.	,699
The efficiency of the organization increases as a result of the change.	,003**
Change helps to achieve permanent success in my organization.	,001***

*p<,05, ** p<,01, *** p<,001

As can be seen from Table 5, according to the test results of the respondents' outcomes of change dimension; the statements "change contributes to my personal development and the efficiency of the organization increases as a result of the change" were found to be quite significant (p<,01**), the statements "values in my organization are preserved

during the change process, sharing the results obtained during the change process helps me to internalize change, I feel myself responsible for the change to reach the desired result, and change helps to achieve permanent success in my organization” were found to be highly significant ($p < ,001^{***}$). Besides, statements "work groups formed after the change make the change permanent and my loyalty to the organization increases with the change process” were found to be insignificant ($p > ,05$).

Results of the one sample t test for the resistance to change dimension are shown in Table 6.

Table 6. Resistance to Change

Variables	Sig.
Change affects my interaction with the teammates negatively.	,011*
I totally agree with the innovations in my organization.	,009**
My willingness to work in the change process decreases.	,156
I sometimes consider quitting my job during the change process.	,000***
I abstain from participating in the change process.	,002**

** $p < ,05$, * $p < ,01$, *** $p < ,001$

As can be seen from Table 6, according to the test results of the respondents' resistance to change dimension; the statement “change affects my interaction with the teammates negatively” was found to be significant ($p < ,05^*$), “I totally agree with the innovations in my organization and I abstain from participating in the change process” were found to be quite significant ($p < ,01^{**}$), “I sometimes consider quitting my job during the change process” was found to be highly significant ($p < ,001^{***}$). Besides, the statement “my willingness to work in the change process decreases” was found to be insignificant ($p > ,05$).

Results of t test for the management style in change dimension are shown below.

Table 7. Management Style in Change

VARIABLES	Sig.
Our managers have a coercive approach in the change process.	,126
I am rewarded when I show the desired behavior related to change.	,002**
My performance is taken into consideration for awarding during the change process.	,005**
I am allowed to continue my working habits during the change process.	,413

* $p < ,05$, ** $p < ,01$, *** $p < ,001$

As can be seen from Table 7, according to the test results of the respondents' management style in change dimension; the statements “I am rewarded when I show the desired behavior related to change and my performance is taken into consideration for awarding during the change process” were found to be quite significant ($p < ,01^{**}$). Besides, the statements “our managers have a coercive approach in the change process and I am allowed to continue my working habits during the change process” was found to be insignificant ($p > ,05$).

The independent sample t test results of the respondents' gender and the average SATC scores are shown in Table 8.

Table 8. Gender and SATC Mean Scores of the Respondents

Gender	N	X	T	Sig.
Male	30	3,8529	,649	,896
Female	25	3,7145		

*p<,05, ** p<,01, *** p<,001

As can be seen in Table 8, there is insignificant difference between the SATC means of male and female respondents (p>,05).

The results of the ANOVA followed by LSD post hoc test for the ages and SATC mean scores of respondents are shown in Table 9.

Table 9. Comparison of Age and SATC Mean Scores

Age	Age	Mean Difference	Std. Error	Sig.
22-25	26-30	1,08429	,56792	,062
	31-35	,80460	,55644	,154
	36+	1,35517*	,63748	,038

*p<,05, ** p<,01, *** p<,001

As can be seen in Table 9, when the mean scores of the respondents' attitude towards change scale were compared with LSD post hoc test; a significant difference was found between the respondents 22-25 years old and 36 years old and over (p<,05*).

The independent sample t test results of the respondents' education and SATC mean scores are shown in Table 8.

Table 10. Education and SATC Mean Scores

Education	N	Mean	Sig.
Bachelor's Degree	27	3,8467	,016
Master's Degree	28	3,7352	

*p<,05, ** p<,01, *** p<,001

As can be seen from Table 10, there is a significant difference between the respondents who have bachelor's degree and master's degree (p<,05*).

The results of the ANOVA test followed by LSD post hoc test for the work experience and the SATC mean scores of respondents are shown in Table 11.

Table 11. Work Experience and SATC Mean Scores

LSD	Work Experience	Work Experience	Mean Difference	Std. Error	Sig.
		4-6 years	,65230	,41091	,119

	1-3 years	7-9 years	,81559*	,38091	,037
		10 years and over	,64138	,39864	,114

*p<,05, ** p<,01, *** p<,001

As can be seen from Table 11, when the mean scores of the respondents' attitude towards change scale were compared with LSD post hoc test; a significant difference was found between the respondents having 1-3 years and 7-9 years of work experience (p<,05*).

The results of the ANOVA test followed by LSD post hoc test for the work experience in the organization and the SATC mean scores of respondents are shown in Table 12.

Table 12. Work Experience in the Organization and SATC Mean Scores

	Work Experience in the Organization	Work Experience in the Organization	Mean Difference	Std. Error	Sig.
LSD	1-3 years	4-6 years	1,08710*	,31266	,001
		7-9 years	,65137*	,31266	,042
		10 years and over	,70936	,45160	,122
	4-6 years	1-3 years	-1,08710*	,31266	,001
		7-9 years	-,43574	,21724	,050
		10 years and over	-,37774	,39163	,339
	7-9 years	1-3 years	-,65137*	,31266	,042
		4-6 years	,43574	,21724	,050
		10 years and over	,05799	,39163	,883

*p<,05, ** p<,01, *** p<,001

As can be seen from Table 12, when the mean scores of the respondents' attitude towards change scale were compared with LSD post hoc test; a significant difference was found between the respondents having 1-3 years and 4-6 years, and between 1-3 years and 7-9 years of work experience (p<,05*).

The results of the ANOVA test followed by Tukey's HSD post hoc test for the management style of the manager and the SATC mean scores of respondents are shown in Table 13.

Table 13. Perceived Management Style of Top Management and SATC Mean Scores

	Management Style of the Manager	Management Style of the Manager	Mean Difference	Std. Error	Sig.
Tukey HSD	Autocratic	Helpful	-,08128	,39037	,997
		Participant	-1,13263*	,37895	,022
		Democratic	-1,64589*	,39225	,001
	Helpful	Autocratic	,08128	,39037	,997
		Participant	-1,05135*	,17119	,000
		Democratic	-1,56461*	,19891	,000
	Participant	Autocratic	1,13263*	,37895	,022
		Helpful	1,05135*	,17119	,000
		Democratic	-,51326*	,17542	,026

	Democratic	Autocratic	1,64589*	,39225	,001
		Helpful	1,56461*	,19891	,000
		Participant	,51326*	,17542	,026

*p<,05, ** p<,01, *** p<,001

As can be seen from Table 13, when the mean scores of the respondents' attitude towards change scale were compared with LSD post hoc test; a significant difference was found between the respondents perceived management style of the manager as autocratic and participant ($p<,05^*$) and a highly significant difference was found between the respondents finding the management style of the manager as autocratic and democratic ($p<,001^{***}$). Besides, there is a highly significant difference between the respondents finding the management style of the manager as helpful and participant and between helpful and democratic ($p<,001^{***}$).

The results of the ANOVA test followed by Tukey's HSD post hoc test for the management style of the head of the department and the SATC mean scores of respondents are shown in Table 14.

Table 14. Perceived Management Style of Head of the Department and SATC Mean Scores

	Management Style of the Head of the Department	Management Style of the Head of the Department	Mean Difference	Std. Error	Sig.
Tukey HSD	Autocratic	Helpful	-,98601*	,35141	,035
		Participant	-1,41026*	,31221	,000
		Democratic	-1,92308*	,33645	,000
	Helpful	Autocratic	,98601*	,35141	,035
		Participant	-,42424	,32828	,572
		Democratic	-,93706*	,35141	,049
	Participant	Autocratic	1,41026*	,31221	,000
		Helpful	,42424	,32828	,572
		Democratic	-,51282	,31221	,364
	Democratic	Autocratic	1,92308*	,33645	,000
		Helpful	,93706*	,35141	,049
		Participant	,51282	,31221	,364

As can be seen from Table 14, when the mean scores of the respondents' attitude towards change scale were compared with LSD post hoc test; a significant difference was found between the respondents finding the management style of the head of the department as autocratic and helpful ($p<,05^*$) and a highly significant difference was found between the respondents finding the management style of the manager as autocratic and participant and democratic ($p<,001^{***}$). Besides, there is a significant difference between the respondents finding the management style of the manager as helpful and participant and between helpful and democratic ($p<,05^*$).

The results of the ANOVA test followed by Tukey’s HSD post hoc test for the form of participation in accreditation and the SATC mean scores of respondents are shown in Table 15.

Table 15. Form of Participation in Accreditation and SATC Mean Scores

Form of Participation in Accreditation		N	Mean
Tukey HSD	I did not want to participate in.	5	3,2828
	I contributed via surveys.	17	3,6755
	Only the managers participated in the works.	4	3,8793
	I worked actively in commissions.	29	3,9322
	Sig.		,389

*p<,05, ** p<,01, *** p<,001

As can be seen from Table 15, when the mean scores of the respondents' attitude towards change scale were compared with Tukey’s HSD post hoc test; although mean scores of the respondents stating working actively in commissions is the highest and mean scores of the respondents stating they did not want to participate in is the lowest, there is an insignificant difference between their form of participation in accreditation (p>,05).

The results of the ANOVA test followed by Tukey’s HSD post hoc test for the attitude towards change and the SATC mean scores of respondents are shown in Table 16.

Table 16. Attitude Towards Change and SATC Mean Scores

	Attitude Towards Change	Attitude Towards Change	Mean Difference	Std. Error	Sig.
Tukey HSD	Completely	Partially	1,09080*	,17510	,000
		No	,51034	,43890	,481
	Partially	Completely	-1,09080*	,17510	,000
		No	-,58046	,44997	,407
	No	Completely	-,51034	,43890	,481
		Partially	,58046	,44997	,407

As can be seen from Table 16, when the mean scores of the respondents' attitude towards change scale were compared with Tukey’s HSD post hoc test; a highly significant difference was found between the respondents who are completely open to change and partially open to change (p<,001***).

CONCLUSION

Rapid and sudden developments in the world, require all organizations to change. Therefore, it is important to be aware of the fact that all environmental systems, including competitors and collaborators, change in time and it is vital for the organizations to perceive the need for change. In this context, the number of universities in Turkey is more than 200 and having the advantage over the other universities mainly

depends on their ability to manage change rationally. Thus, change management perceptions of academics working in Karabük University, School of Foreign Languages were examined in four dimensions: institutional policy to change, outcomes of change, resistance to change and management style in change.

Regarding the institutional policy to change dimension; the statements “change enables me to make effective use of information technology, management supports employees in the change process, I work in collaboration with team members in the process of change, administrators approach the change without bias, performance objectives are clearly expressed by the management, needs of students is met faster and quality with the change, management works hard for the adoption of innovations, the need for change is determined by the management, as a result of change, resources are used more effectively and efficiently and change is consistent with the mission and vision of the organization” were found to be significant ($p < 0,05^*$). Besides, the statements “management supports teamwork in the change process and the head of the department is a role model for innovations” were found to be insignificant ($p > 0,05$).

Concerning the outcomes of change; the statements “change contributes to my personal development, the efficiency of the organization increases as a result of the change, values in my organization are preserved during the change process, sharing the results obtained during the change process helps me to internalize change, I feel myself responsible for the change to reach the desired result, and change helps to achieve permanent success in my organization” were found to be significant ($p < 0,05^*$). Besides, statements “work groups formed after the change make the change permanent and my loyalty to the organization increases with the change process” were found to be insignificant ($p > 0,05$).

Regarding resistance to change; statements “change affects my interaction with the teammates negatively, I totally agree with the innovations in my organization, I abstain from participating in the change process” were found to be quite significant and I sometimes consider quitting my job during the change process” were found to be significant ($p < 0,05^*$). Besides, the statement “my willingness to work in the change process decreases” was found to be insignificant ($p > 0,05$).

Regarding management style in change; the statements “I am rewarded when I show the desired behavior related to change and my performance is taken into consideration for awarding during the change process” were found to be significant ($p < 0,05^*$). Besides, the statements “our managers have a coercive approach in the change process and I am allowed to continue my working habits during the change process” was found to be insignificant ($p > 0,05$).

Based on the results of the analysis, it is possible to conclude that the respondents were positive about change and change management; there was no significant difference between the attitudes of female and male participants towards change; the youngest

age group have the highest average mean score; and the participants with the least professional experience are highly open to change; however, there is no significant difference in attitude towards change according to educational background; the respondents defining the management style of the administration as autocratic have the lowest average mean score, and their mean scores increase along with helpful, participant and democratic management styles; the participants that are fully open to change are the ones that participated actively in the accreditation process and the ones that believe that the organization is open to change.

Based on these findings, it could be suggested that; to prevent resistance to change and increase participation, it is important and beneficial for managers to have a democratic approach while avoiding autocratic practices as much as possible; to encourage the participation of all employees in accreditation and change processes; to make the employees feel that they are working in an organization which is open to change and innovation.

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