



Puntos de vista de administradores escolares y docentes sobre Change Fatigue: Caso del Sistema Educativo Turco

School Administrators' and Teachers' Views on Change Fatigue: Turkish Educational System Case

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Resumen

El objetivo principal de este estudio era analizar las opiniones de los administradores escolares y los profesores sobre la fatiga del cambio en la educación. La investigación se llevó a cabo con un método de investigación cualitativo. El estudio empleó un diseño de investigación fenomenológico. Los datos se recogieron mediante una técnica de entrevista semiestructurada. Los participantes en la investigación fueron 10 administradores escolares y 15 profesores, elegidos mediante una técnica de muestreo intencional. Los datos se analizaron con la técnica de análisis de contenido y se desarrollaron temas, subtemas y códigos. Los resultados de la investigación revelaron que tanto los administradores escolares como los profesores experimentan demasiadas iniciativas de cambio cada año sin estar preparados, formados y motivados en consecuencia. Como experimentan cambios frecuentes que acaban en fracaso, esto les crea fatiga, presión y estrés. Como no participan en el proceso de toma de decisiones de estos cambios, no están dispuestos a aplicarlos. Se recomienda que los administradores escolares y los profesores participen en las decisiones, reciban apoyo, formación e información sobre el proceso de cambio, y que se tengan en cuenta sus opiniones, intereses y peticiones.

Palabras Clave

cambio; cansancio del cambio; escuela; administrador escolar; docente.

Abstract

The main purpose of this study was to determine school administrators and teachers' views on change fatigue in education. The research was conducted with a qualitative research method. The study employed a phenomenological research design. The participants of the research were 10 school administrators and 15 teachers determined with purposive sampling technique. The data were collected with semi-structured interview technique and analyzed with content analysis technique. In this process, main themes, sub-themes and codes were developed. The research results revealed that both school administrators and teachers have experienced too many changes without getting informed, prepared, trained and motivated accordingly. These frequent changes create change fatigue, pressure and stress on both school administrators and teachers. In addition, as they do not participate in decision-making process of these changes, they are not

implementing these decisions willingly. It is recommended that school administrators and teachers should participate in decisions, be supported, informed and trained about the change process.

Keywords

change; change fatigue; school; school administrator; teacher.

I Introduction

As Heraclitus put in 530-470 BC, *change and death are ubiquitous features of the natural world*. This means that change is inevitable in every part of life as well as organizational life.

Change can be defined as transforming something from its present situation to another situation. In fact, Fullan states that (2001) it differentiates something from its original form, and stresses that change is a process, not an event entailing that change does not occur overnight. It takes time and it has deep impact. Kozak (2003) claims that change is a must when expectations are not met and the current situation is inefficient.

Change can be observed from many different perspectives. When organizational change is concerned, although change initiatives start with goodwill, Gill (2002) underlines that they often fail because of poor management tactics such as poor planning, poor control and lack of resources. These organizational failures may create negative results in organizations and naturally on people working there. As a result of failures in change initiatives, organizations start new changes after and after. Indeed, after some time there occur too many unplanned changes, which may lead to change fatigue among people in organizations.

I.1 Change Fatigue

In the literature, change fatigue is defined and used as a syndrome of repeating change (Abrahamson, 2004), reform fatigue (Fan & Smith, 2018; Lingard et al., 2000), initiative fatigue (Freedman, 1992; Kuh & Hutchings, 2015), innovation fatigue (Lindsay et al., 2009), fed up with change, continuing failure, future shock (Lyle, 2013; Lyle et al., 2014). In general, change fatigue is a perception of having too much change (Bernerth et al., 2011). Even though it comes up with different definitions and forms, these all indicate organizational illness.

It is also the perception of having too many and unnecessary change initiations (Bernerth et al., 2011; Falkenberg et al., 2005). It may also mean a complicated and a negative situation which is affected by many stimulants and ways of people's work negatively (Stansaker et al., 2002). Many studies show that psychological uncertainty in times of change increases negative perception of change as well (Rafferty & Griffin, 2006; Schweiger & Denisi, 1991; Shaw et al., 1993). When perceived as a different event with its beginning and end of it, people can predict and adopt their behaviors better (Rafferty & Griffin, 2006).

Although uncertainty is likely to be related to perception of change fatigue, there is a conceptual distinction between them. The perception of change fatigue is not the same as a feeling of confusion caused by a lack of knowledge or understanding while focusing on too much change in the organization. For this reason, change fatigue is considered to be associated with previous change failures. This has some indicators in an organization.

I.1.1 Indicators of Change Fatigue

There are some indicators of change fatigue in an organization. One of the basic indicators of it is burnout which leads to some emotional responses on employees like less commitment. In fact, studies reveal that change fatigue affects organizational commitment (Cole & Bruch, 2006; Hobfoll, 2001). According to Bernerth et al., (2011) change fatigue also leads to some behavioral intentions such as less-commitment, turnover, exhaustion and withdrawal.

In addition, some studies show that too many change initiatives or failure in change have a negative impact on employees and usually results in burnout, turnover and withdrawal of employees (Huy, 2001; Zorn et al., 1999; Rafferty & Griffin, 2006). Especially, burnout has some indicators in an organization such as emotional exhaustion, depersonalization, and decreased personal accomplishment (Cropanzano et al., 2003; Maslach et al., 2001).

Moreover, Rafferty and Griffin (2006) found a positive relationship between change fatigue and job leave in organizations in which there are too many unplanned changes. As a result of constant and frequent changes in organizations, people cannot predict what will happen next. For this reason, a climate of uncertainty covers organizations (Paulsen et al., 2005).

1.1.2 Change Fatigue in Educational Organizations

As a process, education has change in its nature. In this regard, Kennedy (2010) underlined that educational systems tend to implement more and more innovations each year. This means frequent changes at schools. According to Brounstein (1992), teachers' reactions to frequent and continuous changes can be observed as both behavioral and attitudinal ways. In this manner, behavioral responses can be observed as the way of thinking like *nothing changes*. Their attitudinal reactions can be seen as *lack of time, teachers know best, flexibility and you reap what you sow*.

According to Cheng and Walker (2008), change fatigue in educational organizations can be observed because:

- Education systems implement more than one reform in a very short time and at the same time.
- Education reforms devalue cultural and contextual conditions, and create chaos, increase the risk of failure.

In such a school system, school administrators and teachers have an obligation to change something each year. Each change initiative also forces them to update their routines and practices. This may mean that they participate in more meetings, professional development facilities, fill in new forms and take more exams. These are time consuming and teachers are expected to adapt to them (Limon & Nartgün, 2020). After some time, all these frequent and constant changes lead to change fatigue among school administrators and teachers, which can result in resisting change among teachers and administrators (Bernerth et al., 2011; Limon et al., 2021; Wood, 2007).

Since it affects teachers' perceptions in terms of their resistance to change, job satisfaction and burnout, it should be handled with care. There are too many studies on educational change but there are limited researches conducted on school administrators and teachers' views on change fatigue in education. For this reason, this research purposes to determine school administrators and teachers' views on change fatigue in education.

2 Method

In this part of the study, the model, and design of the research, study group, data collection process, and data analysis process is presented.

2.1 Research Model and Design

As this study aims to determine change fatigue among school administrators and teachers deeply, a qualitative phenomenological research design was used. In these kinds of researches, the data are collected through observation, interview and document analysis. Also, in such a research design, it is possible to get perceptions and events in a realistic and holistic manner (Creswell, 2007; Yıldırım & Şimşek, 2011).

The *case study* research design, which is a qualitative research design, was used in this study. The case study is a method in which one or more events, settings, programs, social groups, or other interconnected systems were studied and analyzed in depth (Denzin & Lincoln, 2005; Marshall & Rossman, 2006; McMillan,

2000). Yıldırım and Şimşek (2011) define the case study as investigating one or several situations in depth and analyzing the data related to the situation with a holistic approach.

2.2 Study Group

The study group of this research consists of 25 participants. The participants were determined with maximum variation method which in a purposeful sampling method. For maximizing variability in this study, participants from different genders, age, experience, school experience, education, fields were chosen from each school type. Out of these participants, 10 were administrators and 15 were teachers who work in Kindergartens, Primary Schools, Secondary Schools and High Schools in Adıyaman province in 2019-2020 academic year. The participants' demographics are presented in Table 1:

Table 1. The participants' demographics.

Code	School Type	Post	Education	Field of Teaching	Gender	Age	Experience	School Experience
P1	Kindergarten	School administrator	Undergraduate	Preschool	Male	40	15	4
P2	Kindergarten	Teacher	Undergraduate	Preschool	Female	28	5	2
P3	Kindergarten	Teacher	Undergraduate	Preschool	Female	26	3	1
P4	Primary School	School administrator	Undergraduate	Preschool	Male	48	21	1
P5	Primary School	School administrator	Masters'	Primary	Male	36	14	1
P6.	Primary School	School administrator	Undergraduate	Primary	Female	52	29	1
P7.	Primary School	Teacher	Masters'	Primary	Male	37	15	2
P8.	Primary School	Teacher	Undergraduate	Primary	Female	34	12	8
P9.	Primary School	Teacher	Masters'	Primary	Male	36	15	5
P10.	Primary School	Teacher	Undergraduate	Primary	Female	39	15	3
P11.	Primary School	Teacher	Undergraduate	Primary	Female	41	14	6
P12.	Primary School	Teacher	Undergraduate	Primary	Female	40	19	1
P13	Primary School	Teacher	Undergraduate	Primary	Male	42	18	2
P14	Primary School	Teacher	Undergraduate	Primary	Male	42	20	10
P15	Elementary School	School administrator	Undergraduate	Social Sciences	Female	48	26	5
P16	Elementary School	School administrator	Masters'	Social Sciences	Male	37	16	7
P17	Elementary School	School administrator	Undergraduate	Natural Sciences	Female	38	15	3
P18	Elementary School	School administrator	Undergraduate	Social Sciences	Male	38	14	1
P19	Elementary School	Teacher	Undergraduate	Guidance	Female	30	7	3
P20	Elementary School	Teacher	Undergraduate	Math	Male	38	15	6
P21	Elementary School	Teacher	Undergraduate	English	Female	37	12	3
P22	High School	School administrator	Undergraduate	Philosophy	Male	46	24	1
P23	High School	School administrator	Masters'	History	Female	35	10	3
P24	High School	Teacher	Masters'	Physics	Male	38	14	6
P25	High School	Teacher	Undergraduate	English	Female	35	10	1

As shown in Table 1, out of 25 participants, 10 were school administrators and 15 were teachers. While 13 participants were female 12 ones were male. Regarding their field, 4 of them work at high schools, 7 work at elementary school, 11 of them at primary school and 3 of them work at kindergarten. When their education is concerned, while 6 of them have masters degree, 19 have undergraduate degrees.

The study was conducted with the approval of Yıldız Technical University Social Sciences and Humanities Research Ethics Committee (Date: 01.01.2020- No: 2020-01). All the participants were over 18. Their informed consents were taken. In any part of the research, their names, the names of their institutions, and personal or institutional privacy was kept in secret. They were coded and symbols were used.

2.3 Data Collection

In this study, the data were collected with semi-structured interview technique. According to Karasar (2007) this method is neither as rigid as fully structured interviews, nor as flexible as unstructured interviews. This method was used because it provides this flexibility to the researcher. The aim of the semi-structured interview is to determine the parallelism and difference between the information provided by the individuals and to make comparisons accordingly (Balci, 2015; Kümbetoğlu, 2005; Büyüköztürk et al., 2008; Punch, 2005). The research questions were developed by the researchers and prepared by taking the opinions of three faculty members who were experienced in qualitative researches. The research data were collected through the interview process on zoom due to the pandemic and videos were recorded. After the data were transferred to the word document. The data analysis process was initiated after the process of checking the answers given by sending them to the interviewed teachers. Participants were asked 11 questions about change fatigue in education.

In this research, in order to obtain the data, the participants were informed about the study purpose with an e-mail sent prior. In this regard, 200 teachers and school administrators were e-mailed. They were asked whether they can take part in the research voluntarily or not. Finally, 10 administrators and 15 teachers accepted to take part in the research voluntarily. In the following step, the volunteer teachers and school administrators were comforted about the confidentiality of the data to be gathered from them. At this stage, the researcher promised to keep their identities in secret. The researchers also warranted that they will never share their identities with anyone else or in any part of the research. After that, the interviews were organized on agreed-upon days, and conducted through the zoom program accordingly. Each interview was recorded with the participants' permission, and took approximately 30-40 minutes.

During the interview, the researcher directed the questions objectively without being guiding, and showed a professional attitude that would not allow for misunderstanding with his tone of voice, gestures or gestures. In this context, it was aimed that the interviews were held in a comfortable and sincere environment for each participant and the interviews took place in this direction. The consent of the participants was obtained by giving the information that the interviews will be recorded. In this way, the interviews were recorded and at the same time, the participants' attitudes, gestures and expressions and reactions were observed and the relevant notes were taken. After analyzing the data obtained as a result of the research, it was communicated to the participants and the participant's approval was obtained.

2.4 Data Analysis

The research data were analyzed with content analysis technique. This type of analysis purposes analyze the collected data, and comment about it (Mayring, 2000). In the data analysis process, to start with, the data were organized. In this process, the researchers revisited each interview record, and listened to each record. Here, the researchers analyzed the transcripts in order to increase the accuracy of the gathered data. After that, each participant's interview record was reviewed align with the data analysis procedures indicated by Bogdan and Biklen (2007). This data analysis process was defined as development of coding categories, mechanical data sorting, and analyzing it below each coding category. In this regard, each participant's interview was coded differently around the common topic. With this study, emerging and repeated themes were gathered below coding categories in three steps as category definition, exemplification, and codification regulation. In the same manner, first, the responses to each question were categorized into meaningful categories. Later, these categories were named, and coded accordingly. Second, the conceptualized comments were collected. Third, it was targeted to abstain from repetition. At the final

phase, the described conclusions were conveyed and related to each other. It was also planned to base a cause-effect relationship among the existing parts. The participant teachers were coded as (T) and school administrator (A) thoughts T1, T2, T3, and A1, A2, A3...

When organizing and analyzing the collected data, constant comparative approach was implemented. These kinds of approaches end in the saturation of categories and the emergence of theories. In this phase, theories can rise by means of these analysis and categorization (Bogdan & Biklen, 2007; Glaser, 1992). By means of implementing such a method, each data set was re-analyzed in regard to key topics, recurrent events, or facilities. Here, each participant's data were reviewed several times to assure and contradicting statements until the data were organized into desired categories and sub-codes in compatible with the research question.

2.5 Validation

In order to provide validation of this study, some precautions were taken. In the first place, during the interviews, the interviewer's role was the facilitator and listener. The interviewer just asked the questions and recorded the replies without leading the participants. In the second place, for ensuring the content validity, the interview questions were reviewed by six experts who were expert in qualitative researches. With these experts' feedback, the research questions were finalized. In the third place, the teachers were warranted that the confidentiality of the research would be provided. This made the participants share their opinions freely without having any hesitations. The interview places were chosen outside the participants' own institutions to avoid being influenced by some power relations. Also, as for enhancing the internal validity, while preparing the interview form, the related literature was analyzed deeply in order to establish a rich contextual frame. In this process, member checking was also done. Moreover, the research process was instructed step by step to increase external validity. In this regard, the design, participants, data collection, and data analysis processes were explained in detail. For providing internal reliability, the data were transcribed without making any interpretation. Two researchers coded the data. Regarding consistency of the data, the coded data were compared and the similarity of that data was calculated as 88% (Miles & Huberman, 1994). The raw data and coded data were saved for the other researchers' further research demands.

3 Results

In this part of the study, the findings of the research are presented and interpreted. Participants' opinions regarding the trust of school administrators are given in Table 2.

Table 2. School administrators and teachers' views on change experiences.

Theme	Sub-theme	Post	Codes
Change fatigue	Change Experience	School administrators	4 + 4 + 4 structuring in education, examination system, dual and normal education. Digitalization of education, appointment of school administrators Exam system, curriculum, student-centered education, distance education Exam system, social club studies, design and skill workshops
		Teachers	Education curriculum, employing contracted teachers, distance education in COVID-19 process Digital transformation in education, student-centered teaching, first literacy teaching, Bringing a teacher appointment interview, Exam system, education curriculum, FATİH Project (Movement to increase opportunities and improve technology)

Table 2 shows the analysis of the views of school administrators and teachers on their experiences of change. According to the findings obtained school administrators experienced 4 + 4 + 4 structuring in education, examination system, dual and normal education, digitalization of education, school administrator appointment system, curriculum, student-centered education, distance education, social club studies, and the establishment of skills and design workshops. Teachers, on the other hand, stated that they have experienced changes in education curriculum, employing contracted teachers, distance education during

COVID-19 pandemic process, digital transformation in education, student-centered teaching, first reading and writing education, examination system, education curriculum and FATİH (Movement to increase opportunities and improve technology) Project. In this regard, a preschool teacher noted, *... in our education system, change is usually carried out in a hierarchical structure, quickly and suddenly, without making needs analysis and preparing physical infrastructure and this situation prevents us reaching the goal...* (T1). A primary school teacher indicated, *... I experienced many change initiations from analog material (chalkboard, whiteboard, overhead projector, etc.) to the use of digital materials (computer, projection, interactive whiteboard and EBA and zoom in the COVID-19 pandemic process) during the teaching process...* (T3). A principal from a secondary school expressed, *... I have had difficulties in adapting to the ever-changing education policy in my 15 years of professional life... I have observed a transition to another system before the previous changes were fully implemented already...* (A7). Another school principal from a high school mentioned, *...As educational system has changed according to the political changes systematically in Turkey, we cannot talk about an established education system...* (A9).

Table 3. Factors policy-makers should consider to implement change in education.

Theme	Sub-theme	Post	Codes
Change fatigue	Policy making for a successful change	School administrators	Planning Need analysis Informing stakeholders Practitioners' participation Trade unions' participation Timing for change Social support Providing social justice Avoiding social segregation Piloting
		Teachers	Trade unions' participation Timing for change Sharing change results Providing equal opportunity Priority for disadvantaged ones Avoiding ideological behaviors (like 4 + 4 + 4) Considering conditions of the region Considering social and economic conditions Explaining the benefits of change Social neutrality

In Table 3, factors that should be taken into consideration by policy makers in order to implement change in education are presented. According to the school administrators interviewed here while developing educational policies, policy makers should plan change, do needs analysis, inform all stakeholders that will be affected by the change, provide participation of practitioners and trade unions. On the other hand, teachers think that before making a policy change the cultural structure of the society should be considered. This change should provide equal opportunities for everyone in the society, provide social neutrality and be piloted. In addition, these policies should prioritize the disadvantaged groups, should not be ideological (such as 4 + 4 + 4) and the conditions of the region and economic conditions should be considered. Finally, the benefits of that policy change should be explained to the society. In this regard, an administrator from a kindergarten explained, *...due to the COVID-19 pandemic, adequate precautions were not taken in advance regarding the problem of access to online classes for urban poor and rural students. Therefore, millions of students could not reach their classes, which creates inequality...* (A1). A teacher from a kindergarten said, *...while developing a change policy in education, opinions of trade unions, teachers, parents and students should be taken...* (T10). A primary school teacher stated, *...change must be realized in accordance with universal criteria and democratic values far from ideological concerns and social engineering ...* (T4). A secondary school teacher expressed, *...change should not take the existing system backwards. It happens in changes in examination system. These days, especially examination system changes cause more injustices...* (T6).

Table 4. Effects on negative change experiences on administrators and teachers.

Theme	Sub-theme	Post	Codes
Change fatigue	Effects on Negative Change Experiences	School administrators	Mental and physical fatigue, Orientation problem Resistance to new change Anxiety
		Teachers	Waste of time, Family problems Distrust in senior management, Uncertainty Loss of self-confidence A sense of failure Anger Stress Loss of energy A feeling of helplessness

Effects of negative change experiences on school administrators and teachers are shown in Table 4. In general, school administrators stated that as a result of failure, negative change experiences cause mental and physical fatigue, anxiety, resistance to new changes, and orientation problems. Teachers, on the other hand, stated that these negative effects stem from distrust of senior management, a sense of failure, a problem of self-esteem and its reflections on family life, anger, stress, and loss of energy and a feeling of helplessness. In this context, a teacher from a kindergarten mentioned, *...in addition to mental and physical fatigue, every negative change affects my trust in my administrators...* (T 8). An administrator from a primary school said, *...especially we got more tired as the age of starting primary school to 60 months, administrators experienced too many difficulties. In this process, as we confronted with families, teachers, this change affected me both mentally and physically. Moreover, it affected my professional and family life negatively...* (A9). A primary school teacher expressed, *...Although the changes made me hopeful when I started this profession, the changes made in recent years are only on paper and formality changes, I started to think that I did not do anything other than deceiving myself...* (T8). A secondary school teacher indicated, *...the frequent change of high school and university entrance exams cause stress on both school administrators and teachers...* (T5). A high school administrator uttered, *...If the changes made in the education system are not accepted by the society and in the institution, the loyalty of the teachers to the institution weakens, their excitement and energy decrease and even fade, resistance to change occurs and their participation in decision making processes in the institution decreases...* (A7).

Table 5. Effects of Change Fatigue on Their Professional and Personal Lives

Theme	Sub-theme	Post	Codes
Change fatigue	Professional and Personal Lives	School administrators	Dismissal from profession Professional burnout Retirement Leaving the administrative post, Change institution Weakening commitment Loss of sense of belonging Leaving the job
		Teachers	Considering leaving the job weakening commitment Loss of motivation Changing jobs Resigning Organizational silence Organizational cynicism Frustration, Reduced performance Losing professional enthusiasm Fatigue and despair The problem of adapting to the new situation Psychological problems Decreasing corporate synergy

Table 5 shows effects of change fatigue on school administrators and teachers' professional and personal lives. As can be seen, change fatigue have some effects on them such as low organizational commitment, quitting job and professional burnout. When change initiatives are started without doing a needs analysis even imposing some policies like 4 + 4 + 4 application, reduction of primary school starting age to 60 months, exclusion of teachers in curriculum change, this causes a decrease in low institutional commitment, sense of belonging and finally burnout. Although most administrators suffered from professional burnout syndrome and therefore, they consider quitting their management job, moving to another institution, and getting retired, some administrators get used to living with this pace of change. Teachers, on the other hand, stated that change fatigue causes loss of motivation, loss of performance, low professional excitement, high feeling of fatigue, hopelessness, compliance problems and decrease in institutional synergy, organizational silence and organizational cynicism. As a result, teachers also think of quitting or resigning of work and moving to another institution. In this regard, a primary school teacher stated, ... *The change in teacher appointment policy (oral examination, being employed as a contracted-teacher, etc.) in recent years has caused status decrease in terms of respectability of the teaching profession...* (T11). A primary school teacher uttered, ... *teachers' resistance to change causes some administrators to leave their posts...* (T14). A secondary school teacher mentioned, ... *the wrong or untimely changes cause professional weariness and burnout on me, and I consider getting retired...* (T10). A kindergarten principal expressed, ... *implementations that are not understood cause change fatigue, loss of organizational commitment, quitting the job, and subsequent professional burnout on me...* (P7). However, a high school administrator stated, ... *I do not feel bad because I am someone who believes that education has to change and I have to keep up with this change...* (A9).

Table 6. School administrators and teachers' views on competency to manage change.

Theme	Sub-theme	Post	Codes
Change fatigue	Competency to Manage Change	School administrators	Competence to make change Poor teamwork Inability to create synergy The problem of taking initiative Resource constraints Technology leadership problem
		Teachers	Leadership problem Using more legal power Weak change leadership Being unable to manage change Qualification problem Merit problem Resistance to change The digital literacy or skill problem Communication problem

In Table 6, school administrators and teachers' views on competency to manage change were shown. It can be seen that school administrators often have some problems in terms of knowledge, skills and resource problems in realizing change initiatives, because they are not provided in-service training to manage change. They cannot take initiatives due to the pressures of the legislation and senior managers. Therefore, teamwork is weak and as a result synergy cannot be created in the institution. Teachers, on the other hand, stated that as school administrator appointments are not based on merit and professional competency, there are problems. Teachers resist to change from time to time due to the lack of training, and the changes made in recent years, especially requiring digital literacy skills, have been effective in the success of change. In this manner, a secondary school administrator stated, ... *The supervision system on provincial basis was abolished. These days, school administrators conduct supervision. However, they do not have proper education, knowledge and experience in order to carry out these roles...* (A5). A secondary school teacher expressed, ... *It would be optimistic to create synergy and be successful in change, since the administrators who are appointed as directors were interviewed in an unfair way with preferences of local politicians and unions neglecting their merit...* (T3).

4 Discussion

This qualitative research was conducted to determine school administrators' and teachers' views on change fatigue in education and in this regard, some results were obtained. According to a result, school

administrators experience a lot of change initiatives frequently in the Turkish education system. These frequent changes are not based on a needs analysis system. For example, some of these basic changes are 4 + 4 + 4 structuring in education, examination system, and dual and normal education system, digitalization in education, school administrators' appointment system, curriculum changes, student-centered education, distance education, social-club studies, and the establishment of skills workshops. Almost all these changes are pushed top-down without making any preparation. This creates a lot of difficulties in the implementation process. And school administrators face difficulties to implement these changes as they are not participated in these decisions. Teachers, on the other hand, also face experience a great deal of changes in education such as curriculum change, changing teacher employment practices such as hiring contracted teachers, distance education during COVID-19 pandemic process, digital transformation in education, student-centered teaching, first reading and writing education, examination system, and FATİH Project. Teachers are also posed many changes and they cannot deal with all these changes successful. It can be inferred that too many change initiatives happen each year and this creates fatigue, pressure and stress on them and they believe that when these change initiatives end in failure, this leads to fatigue and stress. Bernerth et al., (2011) underlined similar results in their research. They determined that change fatigue and exhaustion stem from previous change failures, and these failures also result in pessimism. Figley (1995), Davis and Palladino (2011) also found that within the human service professions, fatigue relates to stress. Some other researches revealed similar results. They found that constant changes lead to feelings of exhaustion (Halbesleben & Buckley, 2004; Hobfoll, 2001; Huy, 1999; Noblet et al., 2006; Rafferty & Griffin, 2006).

The school administrators interviewed here have a general opinion that while developing educational policies, policy makers should plan change, do needs analysis, inform all stakeholders that will be affected by the change, provide participation of practitioners and trade unions. In general, the teachers interviewed here have the opinion that before making a policy change, the cultural structure of the society should be considered. In addition, changes should provide equal opportunities for everyone in the society, provide social neutrality and be piloted. Moreover, these policies should prioritize the disadvantaged groups, should not be ideological and the conditions of the region and economic conditions should be considered. Finally, the benefits of that policy change should be explained to the society.

A further result shows that in general, failure in negative change initiatives cause mental and physical fatigue, anxiety, resistance to new changes, and orientation problems on both school administrators and teachers. According to them, these negative cause distrust of senior management, fear of failure and problem of self-esteem. They also have the opinion that these negative feelings have reflections on their personal and professional lives. Among these common negative results are anger, stress, and loss of energy and a feeling of helplessness. In a similar research, Stamm (2002) found that fatigue has physiologically harmful effects on human body like secondary or vicarious traumatization records. When there occurs negative change initiatives without doing needs analysis even imposing some policies, they cause low institutional commitment and low sense of belonging. In this manner, most administrators interviewed here suffer from professional burnout syndrome and therefore, they consider quitting their management jobs, moving to another institution or getting retired. However, it was discovered that some other administrators get used to living with this pace of change. Teachers, on the other hand, have a general belief that change fatigue causes loss of motivation, low performance, low professional excitement, fatigue, hopelessness, adaptation problems and decrease in institutional synergy. This may also lead to organizational silence and organizational cynicism. As a result, like administrators, they are thinking of quitting/resigning from their posts or moving to another institution. Bernerth et al., (2011) discovered that there is a negative correlation between change fatigue and organizational commitment and a positive correlation between change fatigue and turnover. Leuschke (2017) also discovered relationship between change fatigue and emotional exhaustion, turnover intentions, and organizational commitment among educators. In a similar study, Huy (2001) found that when there is a perception of too many changes, it increases negative outcomes. Similarly, Mihci (2023) found that change fatigue predicts school alienation. de Vriesa and de Vries (2023) concluded in their reserach that change fatigue among personnel increases, resulting in decreasing chances of success. Yıldizoğlu and Cemaloğlu (2023) found that the level of change fatigue was not a significant predictor of organizational resilience but they found that this frequent change process makes teachers feel overwhelmed and stressed. Sarıgül and Uğurluoğlu (2023) also determined that change fatigue has a significantly positive effect on burnout and turnover intention and a negative effect on organizational commitment.

The present study results indicate that school administrators often have some problems in terms of knowledge, skills and resource problems in realizing change initiatives as they are not provided adequate in-service training to deal with and manage change. In fact, school leaders should be prepared to manage these changes. For this reason, they should be trained, prepared and motivated to handle possible problems that may be encountered during the change process. In this manner, Huy (1999) puts that if change is necessary, people in the organization should comply with these changes. In that case, they feel better. Rafferty and Griffin (2006) underlined that when employees understand change, they can adapt better.

Teachers, on the other hand, have an opinion that as appointing school administrator system is not based on merit and professional competency, there occurs many problems like lack of communication, and poor leadership behaviors especially during the change process. When school administrators do not have adequate qualities and qualification, it is difficult to manage change initiatives successfully. Moreover, teachers may resist to change from time to time, because they do not take part in decision making process. As they do not participate in decisions, they do not show willingness to implement these changes, which may be one of the reasons of change failures. When teachers and school administrators' views are taken and valued, they may show willingness to implement these policies. According to Bernerth et al., (2011) it is important to understand big changes. By doing so, they can deal with it fast.

5 Conclusion

In conclusion, according to the current research results it can be said that both school administrators and teachers experience too many change initiatives each year without getting prepared, trained and motivated accordingly. As they experience failure in this process, these frequent changes result in fatigue, pressure and stress on them. Since they do not participate in decisions of these change initiatives, they are not willing to implement these changes. It can be inferred from the study results that school administrators and teachers have some problems regarding participating in decisions. Their opinions are not asked while implementing these decisions and most initiatives are top-down decisions. Also, they were not provided in-service training to manage these changes. In fact, they should be prepared and trained to manage these changes in order to realize these change initiatives. When there happens failure in these change experiences, it causes mental, physical fatigue and anxiety. Consequently, they may resist to new changes, and face adaptation problems.

There are too many studies in both national and international literature on change, change at organizations, even change in educational institutions. However, there are limited researches conducted on schools and there are few studies that research administrators and teachers' views on change fatigue in education. Therefore, the study is candidate to fill in the gap in the national and international literature. In addition, as change fatigue affects teachers and school administrators' perceptions in terms of their resistance to change, job satisfaction, leave, commitment, withdrawal and burnout, it should be handled with care. In can be concluded that change fatigue has psychological and physiological results in organizations. Benefitting from the results of the current study, policy-makers and senior administrators may take some precautions in order to get rid of the negative psychological and physiological effects of change initiatives. Finally, the study may shed a light in this issue and other researchers may intend to work in their own environments.

As a result of the conclusions drawn from this research, some implications can be made for policy makers, practitioners and other researchers. One implication is that school administrators and teachers are tired of frequent change initiatives in the Turkish education system and this causes change fatigue among school administrators and teachers. Therefore, it may be suggested that before making any change in the system, a needs analysis should be done and school administrators and teachers views should be asked. The opinions, interests and requests of teachers and school administrators should be taken into consideration before making changes. They should also be trained with in-service training programs in order to manage these changes. Moreover, school administrators and teachers should be supported financially, trained and informed about the process of change. Especially senior education administrators should come together with school administrators and teachers at certain times and a collaborative environment should be created where school administrators and teachers can make their voices heard. Furthermore, school administrators and teachers should be rewarded so that these changes can become more attractive. What is more, schools should be supported financially and their extra workload should be reconsidered. A final implication can be made for other researchers. This current research was conducted with a limited group

of administrators and teachers. A descriptive study can be carried out to compare results of both studies. In this study, only public schools were researched, and similar studies can be conducted on private schools as well.

6 Limitations

This study has some limitations. Firstly, in this study, qualitative research design was implemented. These kinds of studies aim to gather in-depth answers about a situation, event or phenomenon. As a requirement of a qualitative research design, it is not possible to generalize obtained results to be universe. Secondly, in this study group the participant teachers and school administrators were volunteers and they may not represent other counterparts within other groups. For this reason, the conclusions drawn here can be limited to this group of teachers and school administrators. Therefore, while transferring these results to other populations, it is necessary to be careful. Thirdly, the data analysis and interpretations of the results reflect the researchers' perspective. Another researcher may infer differing results with same data sets (Bogdan & Biklen, 2007; Creswell, 2007). Lastly, even though the researcher aimed at interviewing an equal representative sample, it was impossible to provide full equality.

7 Conflict of Interest

All authors declare that they have no conflicts of interest.

8 Author Contributions

Conceptualization, A.B.; methodology, A.B.; software, K.Ö.; validation, K.Ö., and A.A.; formal analysis, K.Ö.; investigation, A.B.; resources, K.Ö.; data curation, A.B.; writing—original draft preparation, A.B.; writing—review and editing, A.B.; K.Ö.; visualization, K.Ö.; supervision, A.B.; project administration, K.Ö.; All authors have read and agreed to the published version of the manuscript.

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