|Araştırma Makalesi / Research Article|

Organizational Change Management in Educational Institutions as a Learning Organization[1]
Öğrenen Örgüt Olarak Eğitim Kurumlarında Örgütsel Değişim Yönetimi[1]

Mukadder Boydak Özan[2], Zübeyde Yaraş[3], Fatih Mehmet Yıldırım[4]

Abstract

Purpose: In the research, it is aimed to determine the importance of change management for educational institutions and to reveal the importance of change management in schools as a learning organization within the framework of change management, and the driving and limiting forces in the change process.

Design/Methodology/Approach: The research was structured in the "phenomenology" pattern within the framework of basic qualitative research. The sample group of the study was formed by using the "Simple Random Method", which is one of the "Probability-Based Sampling" methods. In the 2017-2018 academic year, 30 teachers working in schools in the central district of Elazığ took part in the study group. A semi-structured interview form consisting of three open-ended questions was used as a data collection tool. The data were analyzed using the "thematic analysis" method.

Findings: When the results obtained are evaluated, it is seen that change management is important in terms of organizational sustainability and organizational progress. In addition, it is mostly stated that the integration of technology and information technologies into education is the driving force of change; On the other hand, it has been concluded that the reasons such as lack of information, lack of trust in the administrator, and lack of communication in the change process limit the change.

Highlights: Schools, which are educational institutions, have a dynamic environment when evaluated from a broad perspective. One of the indicators of this dynamism is that it is a learning organization depending on its learning capacity. The ability to manage changes has been considered important in the development and transformation of schools, which are learning organizations, together with all the resources they have.

Öz

Çalışmanın amacı: Araştırmada eğitim kurumları için değişim yönetiminin öneminin belirlenmesi ve değişim yönetimi çerçevesinde öğrenen örgüt olarak okullarda değişim yönetiminin önemi, değişim sürecinde itici ve sınırlayıcı güçlerin ortaya çıkarılması amaçlanmıştır.

Materyal ve Yöntem: Araştırma temel nitel araştırma çerçevesinde "olgubilim" deseninde yapılandırılmıştır. "Olasılık Temelli Örnekleme" yöntemlerinden olan "Basit Tesadüfi Yöntem" kullanılarak çalışmanın örneklem grubu oluşturulmuştur. 2017-2018 eğitim öğretim yılı içerisinde Elazığ ili merkez ilçesinde bulunan okullarda görev yapmakta olan 30 öğretmen çalışma grubunda yer almıştır. Veri toplama aracı olarak açık uçlu üç sorudan oluşan "yarı yapılandırılmış görüşme formu" kullanılmıştır. Veriler, "tematik analiz" yöntemi kullanılarak analiz edilmiştir.

Bulgular: Elde edilen sonuçlar değerlendirildiğinde örgütsel sürdürülebilirlik ve örgütsel ilerlemenin sağlanabilmesi açısından değişim yönetimin önemli olduğu görülmüştür. Ayrıca en çok teknoloji ve bilgi teknolojilerinin eğitime entegre edilebilmesinin değişimin itici güçleri olarak belirtildiği; buna karşın ise çoğunlukla değişim sürecinde bilgi eksikliğinin olması, yöneticiye güven duymama, iletişim eksikliği gibi nedenlerin değişimi sınırlandırdığı sonuçlarına ulaşılmıştır.

Önemli Vurgular: Eğitim kurumları olan okullar, geniş bir perspektifle değerlendirildiğinde dinamik olan bir ortama sahiptir. Bu dinamikliğin göstergelerinden biri de öğrenme kapasitesine bağlı olarak öğrenen örgüt niteliği taşımasıdır. Öğrenen örgüt olan okulların sahip olduğu tüm kaynaklarla birlikte gelişebilmesi ve dönüşebilmesinde değişimleri yönetebilme güçleri önemli görülmüştür.

[1] This study is an expanded version of the oral presentation presented at the 13th International Education Management Congress held at Sivas Cumhuriyet University on 10-12 May 2018.
[2] Fırat University, Education Faculty, Education Sciences Department, Elâzığ, TURKEY; https://orcid.org/ 0000-0001-5690-6985
[3] **Corresponding Author,** Hatay Mustafa Kemal University, Education Faculty, Education Sciences Department, Hatay, TURKEY; https://orcid.org/ 0000-0001-6510-2655
[4] Republic of Turkey Ministry of National Education, Turkey; https://orcid.org/ 0000-0003-3699-3588

INTRODUCTION

In the face of the necessity and reality of change, it is not possible for schools, like all institutions, to be excluded from the change process. Especially schools, which are the center of social change, can be positioned as both the center and the first step of achieving social transformation. While the important transformations of the age, such as the transformation from the information society to the digital information society, are evident with the rapid discovery process of information; This case makes schools appear as organizations that are expected to be able to effectively manage different social expectations and generational differences within the scope of their social functions, and that must be flexible in response of change.

Change is a comprehensive process that affects people and organizations that transition from one planned or unplanned state to another (İraz & Şimşek, 2004; Öztop, 2014). Change creates a visible, measurable or identifiable difference in the functioning of the elements that make up the organization, compared to the previously existing situation (Başaran, 2004). Therefore, change is the process of restructuring and transitioning to a new situation with new ideas produced at the level of the individual or organization in order to re-function when the existing conditions become dysfunctional or insufficient under new conditions (Koçel, 2014). Organizational change, on the other hand, is expressed as a planned or unexpected structural change in one or more different areas, together with the change in the relations between each element or elements that make up the organization (Sabuncuoğlu & Tüz, 1998; Saylı, 2002; İraz & Şimşek, 2004, Sabuncuoğlu Tolay, 2008). Based on these definitions, it stands out that the common point of definitions is the necessity of transformation for organizations to develop.

Organizations that do not have the desired transformation flexibility are resistant to change, or are stagnant and not renewed, fail due to their inability to fulfill the organizationally determined goals, and therefore their organizational existence may be endangered (Çakır, 2009; Koçel, 2014). At the point of addressing the failure situations that cause organizational regression in the face of changes, the change process is evaluated from a managerial point of view, and the future existences of organizations depend on the planned applications to be made within the framework of the vision, depending on the necessity of the changes (Akyüz, 2006). Because organizations will be able to develop and maintain their existence as long as they can achieve their goals, ensure their effectiveness and change (Günbayı, 2000; Çalık, 2003; Argon & Altay, 2004; Saruhan & Yıldız, 2009; Aydın, 2010; Yıldırım, 2011).

When considered in terms of system approach, schools, which are educational organizations, are the strategic sub-elements of the system in which educational services are carried out (Şişman ve Taşdemir, 2008; Bursalığolu, 2019). Being a socially open system, schools are directly affected by the conditions that they are in, rapid changes and developments according to environmental expectations, and maintain their continuity within the input and output cycle (Yeniçeri, 2002; Taymaz; 2003; Hoy ve Miskel, 2010; Yıldırım, 2011; Bursalıoğlu, 2012; Sezgin, 2013; Özdemir ve Kılınç, 2019; Şişman, 2019). In this context, it is possible to say that schools are dynamic institutions that affect their environment and are also affected by their environment, where the environment-school or society-school interaction is not static. Schools that are directly affected by the change process and directly affect the environment; play a leading role in the development of societies, and by raising the individuals in line with the targets who come as inputs, it aims to realize community development with raised individuals (Argon ve Özçelik, 2007).

In learning organizations with learning ability, the learning process moves from the individual dimension to the group dimension and passes to the organizational level. Therefore, organizations can become one that can produce, process and transform information just like individuals. (Aydınlı, 2005; Atak ve Atik, 2007). The learning level of organizations appears as a factor that increases the capacity to adapt to changes because learning organizations are trying to find alternative ways to continue their existence in change processes (Jones, 2001; as cited in Atak & Atik, 2007). When the flow of change is rapid, it is possible to acquire new information and renew itself in the face of change with learning organizations (Öneren, 2008; Demirtaş, 2016). For this reason, with the increase in the learning capacity of the individuals who make up the organizations, the learning processes of the organizations have increased their importance (Ulutin, 2010). Therefore, it is undoubtedly seen as a very important process that provides conditions such as the learning power of organizations, rapid adaptation to changes expected from organizations as a result of changes, flexibility in transformation, and accordingly minimum resistance.

Individuals acquire the experiences, knowledge and skills necessary to be ready for the changing world through schools. For this reason, schools are the most influential institutions in providing social change (Hargreaves, 1997; Shen,2008). Building societies that can compete globally will be possible with schools where educational processes are carried out (Çalık & Sezgin, 2005). At the organizational level in a collective way, not limited to the discovery of the learning potential of individuals, enabling the organization to learn, in other words, with schools becoming a learning organization, investing in human capital will be one of the most influential forces of schools in the process of change.

In the process of change management, the "Force Analysis Technique" introduced by Kurt Lewin (1947), which deals with change in organizations in detail, is often used as one of the preferred methods (Hurt, 1998; Baulcomb, 2003).

According to Kurt Lewin, change occurs with forces of psychological origin, and identifying and studying these forces is necessary to understand and change these behaviors (Burnes & Cooke 2013). According to Lewin, force is seen as the element that will make change happen. Forces in the change process are evaluated under two headings: "driving" and "limiting" forces. The forces that create the effect of starting in the process of change are described as "driving forces"; the forces that create obstacles in the process of change are described as "limiting forces" (Armağan, 2004).

Another concept of the force field analysis technique is equilibrium (Balcı, 2000). Organizational balance can be achieved if the driving and limiting forces are equal (Eren, 2012). Conflicts that may occur between two forces that can initiate change or prevent change within the organization cause organizations to tend to deteriorate their balance (Helvacı, 2005). Therefore, what is expected from the processes of change is to change the balance of forces correctly in favor of the driving forces against the limiting forces. The superiority of limiting forces within the organization will lead to organizations that are closed and resist change.

Although it is impossible to isolate organizations from the process of change, it is unthinkable that organizations that cannot meet the requirements of change and are resistant to change will be at the desired point. Therefore, organizations need to determine the process of change, the effective management of the process of change, the obstacles in the process of change, and the forces that can accelerate the process of change. In this context, organizations that can successfully manage the process of change and ensure its continuity are not insufficient to respond to the needs of a changing society and can play an active role in ensuring both their transformation and the transformation around them. It also paves the way for the long-term sustainability of organizations. From this point of view, it is aimed to determine the importance of change management in the change processes for schools as a learning organization and to determine what the driving and limiting forces are in the change process according to the opinions of teachers, based on the "Driving Forces" that encourage individuals and the "Limiting Forces" that cause resistance to change.

METHOD

Research Pattern

The research was structured in the "phenomenology" pattern within the framework of basic qualitative research. Qualitative research is defined as research in which data is obtained through data collection processes such as observation, interview or document analysis in the natural flow of perceptions and events (Yıldırım & Şimşek, 2011). In addition, qualitative research reveals people's subjective evaluations of events. In this context, qualitative research allows people to discover their intellectual efforts to understand the world and reveal the discovered thoughts (Storey, 2007; as cited in Özdemir, 2010). It is a sub-research type within the scope of qualitative research, which has a high frequency of preference in fields such as education, management and health, and has explanatory and interpretive features. Basic qualitative research is concerned with the imaginations and meanings of phenomena in people's minds (Merriam, 2009; as cited in Akar, 2019). The phenomenology design, it is aimed to reveal the thoughts of the participants in the study group by determining their thoughts on related issues (Annells, 2006).

Study Group

The study group was determined by using the "Simple Random Method", which is one of the "Probability-Based Sampling" methods. By determining the sample, the study group of the research was formed with 30 teachers working in schools located in the central district of Elazığ. Personal information about the teachers in the study group is given in Table 1.

Table 1. Information about the study group

Personal Information								
		Female	**Male**			**10-15 Year**	**15-20 Year**	**20 Year+**
Gender	n	14	16	**Seniority**	n	3	12	15
	%	46,7	53,3		%	10	40	50

Data Collection Tools

In the studies carried out in the phenomenological design, the interview is frequently among the preferred data collection tool (Yıldırım ve Şimşek, 2013). The theoretical framework of the questions may be predetermined in studies where the primary qualitative research method is used, in which the data are obtained through interview, observation or document review. In the context of this framework, answers to questions can be sought (Merriam & Tisdell, 2016). Within the scope of this research, the data were obtained through a semi-structured interview form. In the preparation of the interview form, questions were formed within the framework of the "Force Field Analysis" (Hurt, 1998) put forward by Lewin (1947). As a result of the evaluations, the interview form was structured and took its final shape. The questions posed to the teachers in the study group during the interview process are given below:

1. What are the reasons that make change management necessary to you? Can you explain?

2. According to you, what might be the driving forces in the process of change in our schools, which are accepted as learning organizations? Can you descriptively express your thoughts?

3. According to you, what are the limiting forces in the process of change in our schools, which are accepted as learning organizations? Can you descriptively express your thoughts?

In the second semester of the 2017-2018 academic year, interviews were held with the teachers in the study group during extracurricular times. During the interviews with the teachers, the conversations were recorded with their permission. The shortest 7 minutes and the longest 18 minutes, 375 minutes of recorded interviews were conducted.

Analysis of Data

Data were analyzed using the "inductive thematic analysis" method used in the analysis of basic qualitative research. Thematic analysis is a method used to identify, analyze and write themes contained in the obtained data. It is a data strategy that describes the rich details of the dataset by parsing them into codes and categories to organize them at the minor unit level (Braun ve Clarke, 2006; Ayres, 2008). In the inductive thematic approach, there is a strong connection between the data and the themes defined in line with the data examined in depth (Patton,1990; as cited in Braun & Clarke, 2006; Patton, 2014). Data analysis was completed in six stages (Braun & Clarke, 2006). These stages are given in Figure 1.
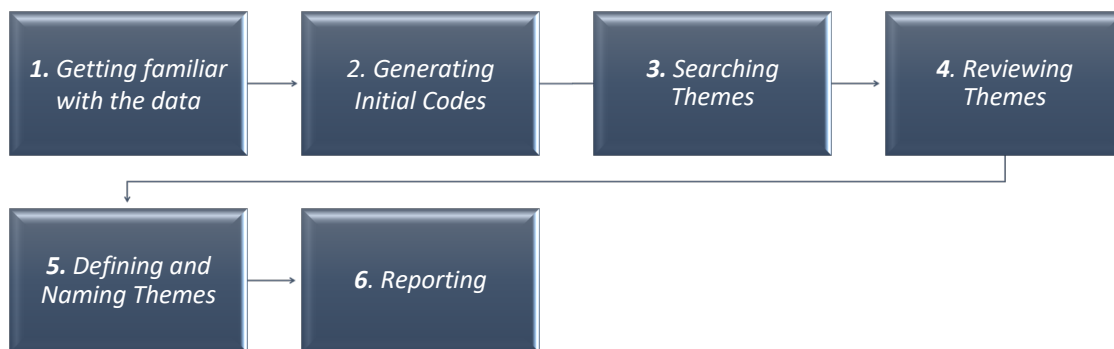

Figure 1. Data analysis stages

In line with the analysis stages in Figure 1, the recordings obtained from the interview were first converted into texts by the researchers who conducted the interviews using Voice Typing Google Docs. With the written transfer of the data, separate files for each participant were created, and each file was coded separately (T1, T2 …….T30). Codings can be revealed using qualitative data analysis software (Tracy, 2013). In this context, the converted data was transferred to MAXQDA 2018 (trial version), a qualitative data analysis software. Before the data started to be coded, all interview texts were read by the researchers and the thoughts were noted. Thus, the familiarity of the researchers with the data was ensured. Secondly, the first codes were created based on the data. In the third stage that followed, categories and themes related to the codes were determined. In the fourth stage, the themes determined by the researchers were reviewed. A consensus was reached on the determining themes, they were named, and the themes were finalized. The data obtained after the final shape of the themes were converted into a research report. Code maps were created for the codes and themes obtained through the program used in the conversion of the research report. Frequency values for each code are given in the code maps, and participant views are also included with direct quotations. In order to ensure the reliability of the research, the codes, categories and themes created by the researchers were re-evaluated by 3 experts. The reliability rate of the research was determined as 91.4% by using the formula "Percent of Agreement = Consensus / (Agreement + Disagreement) x 100" put forward by Miles and Huberman (1994). Saban (2008) stated that the alignment between the re-evaluations made by researchers and relevant experts is "90% and above," which indicates that the research meets the reliability requirement.

RESULTS

Findings Regarding the Importance of Change Management

The code map obtained as a result of the analysis of teachers' views on the reasons that make change management important in schools as a learning organization is given in Figure 2.
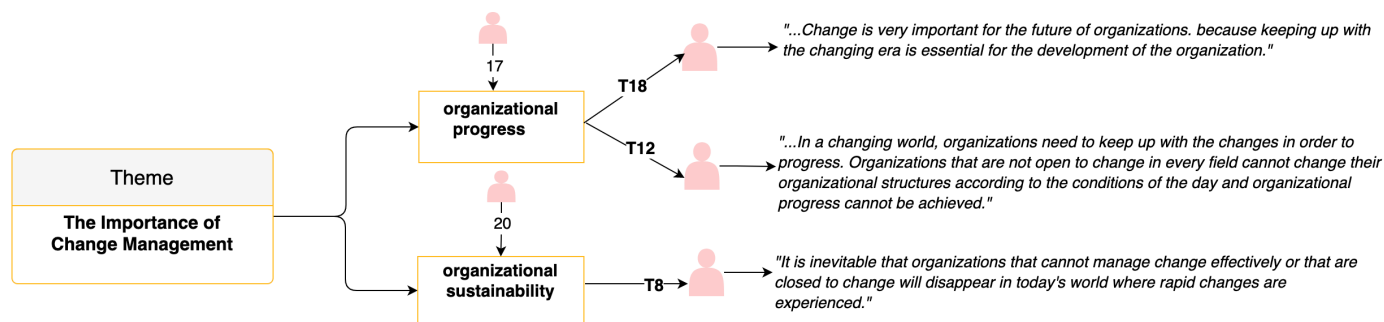

Figure 2. Code map and sample views on the importance of change management

When Figure 2 is examined, the answer to why change management is necessary for teachers can be reached. In terms of teachers, change management is considered necessary to provide organizational progress (f=20) and organizational sustainability (f=17). It was determined that the change management process was considered necessary by all participating teachers. Some of the

teacher's views, which may be supportive regarding the organizational progress (T12, T18) and organizational sustainability (T8) codes, are included by quoting directly (T8, T12, T18). Looking at the sample views on the codes;

For the "organizational progress" code, "Change is significant for the future of organizations. Because keeping up with the changing age is essential for the organization's development (T18)." It can be seen that Change is emphasized as the essential condition for development in the example view expressed as. In another exemplary view, the importance of change management is expressed as: "In order to progress in a changing world, organizations need to keep up with the changes. Organizations that are not open to change in every field cannot change their organizational structures according to the day's conditions. Organizational progress cannot be achieved (T12) …". Considering the opinions of teachers numbered 18 and 12, it can be said that they think that schools can progress if they are open to change and can manage the Change effectively; otherwise, they think that the expectation of success will be low from an organizational structure that is closed to change or cannot manage Change and remains behind the times. For the "Organizational Sustainability" code, "It is inevitable that organizations that cannot manage change effectively or that are closed to change will disappear in today's world where rapid changes are experienced (T8)." In the sample opinion, it is clearly stated that change processes and change management are seen as necessary for continuing organizational existence. It can be said that being closed to changes, lack of sufficient dominance in change processes and keeping Change leadership in the background may endanger the future existence of schools.

Findings Regarding the Driving Forces in the Process of Change

The code map obtained as a result of the analysis of the teachers' views on revealing the driving forces in the process of change in schools as a learning organization is given in Figure 3.
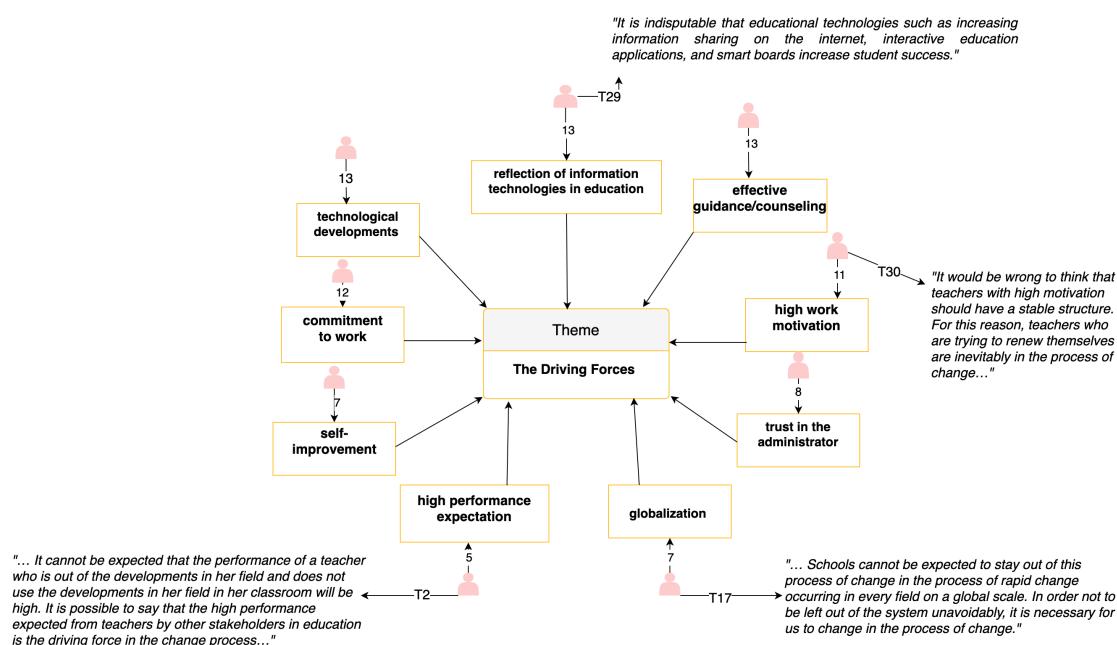

Figure 3. Code map and sample views on driving forces

When Figure 3 is examined, it is stated that the most technological developments in the change process (f=13), the reflection of the developments in information technologies on education (f=13) and practical guidance (f=13) will accelerate the change and will be the driving force in this process. In other words, it is understood that these driving forces have an accelerating effect in order to realize the changes that need to be managed correctly, as the most experienced technological changes and the power of direction, which is usually the responsibility of the people who have the management processes in their hands. Considering the other driving forces, commitment to work (f=12), high work motivation (f=11), trust in the administrator (f=8), personal development (f=7), globalization (f=7) and high-performance expectation is seen.

Some of the teacher's views, which may be supportive regarding the codes created based on the driving forces theme, were directly quoted (T2, T17, T29, T30). Looking at the sample views on the codes;

For the code" reflection of information technologies in education, "it is indisputable that educational technologies such as increased information sharing on the internet, interactive educational applications and smart boards increase student success. Therefore, it is inevitable that teachers who try to integrate these technologies into their class will also be involved in the process of change (T29)." When the sample view is expressed as is examined, it can be said that teachers see education and technology as a whole and that information technologies are the elements that increase the quality and success in the education process, so they prefer to be involved in the process instead of resisting this change.

For the code" high work motivation, "It would be wrong to think that teachers with high motivation should be in a stable structure. For this reason, teachers who strive to renew themselves are inevitably in the process of change (T30)." From the view

of teacher number 30, it can be said that increasing teachers' motivation for their work is also essential for creating successful schools in the process of change.

For the" code of globalization, "...Schools cannot be expected to remain outside of this change process during the process of change in all areas on a global scale. Inevitably, it is we must change process of change in order not to be left out of the system (T17)." According to the view of teacher number 17, it can be seen that globalization brings the necessity of change, and these requirements are emphasized as the driving force in the change process.

For the code "High-performance expectation," "…The performance of a teacher who is outside the developments in the field and cannot use the developments in his/her field in his/her class cannot be expected to be high. It is possible to say that the high performance expected from teachers by other stakeholders in education is the driving force in the change process (T2)." Considering the teacher's view number 2, it is seen that as the performance expectation of the school and society from teachers increases, teachers feel the need for educational change, and it is emphasized that this need for change is the driving force in the change process.

Findings on Limiting Forces in the Process of Change

The code map obtained as a result of the analysis of teachers' views on revealing the limiting forces in the process of change in schools as a learning organization is given in Figure 4.
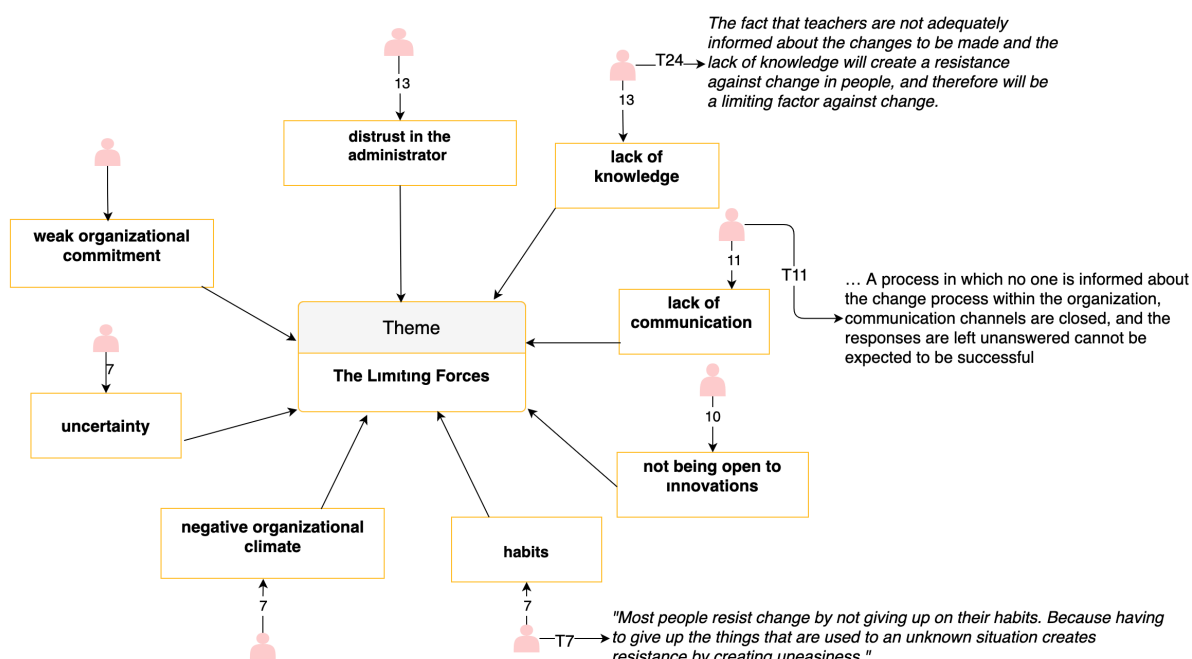

Figure 4. Code map and sample views on limiting forces

When Figure 4 is examined, it is stated that mostly the lack of knowledge (f=13) and the feeling of distrust towards the administrator (f=13) will be the limiting power in the change process. Based on this finding, it is possible to say that when teachers do not have enough information about change and do not trust their administrators, it causes them to show resistance to change due to their inability to take risks regarding the consequences of change. Considering other limiting forces, lack of communication (f=11), not being open to innovations (f=10), uncertainty (f=7), negative organizational climate (f=7), habits (f=7) and weak organizational commitment (f= 6) is listed.

Some of the teacher's views, which may be supportive regarding the codes created based on the theme of limiting forces, were directly quoted and included in the exact figure (T7, T11, T24). Looking at the sample views on the codes;

For the "lack of knowledge" code, "The fact that teachers are not sufficiently informed about the changes to be made and lack of knowledge will create resistance to change in people, and therefore will be a limiting factor against change (T13)." According to teacher number 13, it can be seen that not being informed enough about change will create resistance against change in teachers. For this reason, it can be said that the information meetings to be held in the school with the proper time planning will reduce the uncertainty about the future and create an effect that will break the resistance to change.

For the code of "lack of communication," "…A process in which no person is informed about the change process within the organization, communication channels are closed, and responses are left unanswered cannot be expected to be successful (T11)." According to teacher number 11, it is stated that it is essential to maintain communication in the change process in a healthy way. Therefore, it seems possible to avoid a lack of information or prevent misinformation by eliminating disruptions in the communication process.

For the "Habits" code, "Most people resist change by being unable to give up their habits. Because having to give up the things that are used to an unfamiliar situation creates resistance by creating uneasiness (T7)." In the sample view, it is seen that habits are thought to be an obstacle to change.

CONCLUSION, DISCUSSION AND SUGGESTIONS

The success of schools is possible by increasing the effectiveness of their human resources. Lodge and Reed (2003) stated that education systems and schools are affected by rapid changes and are to create a response to the changes. In school organizations that are in close contact with the change process (Beycioğlu & Aslan, 2010), the factor that will provide organizational learning, which is seen as one of the necessary elements for change, in other words, the factor that will give schools the qualification of a learning organization is human resources. For this reason, it is essential to determine the views of teachers, who are one of the determining human resources of schools, especially in the process of change. Because, as Özdemir (2000) has stated, it does not seem possible for the corrections or arrangements made in the organizational structures to give the desired result, in the conditions where there is no change in the perspectives of all the employees in the management and teaching levels that will increase the effectiveness of the school, and changes cannot be made in the process.

Considering the results obtained from this research, which aims to determine the importance of change management in the change processes for schools as a learning organization, and to determine what the driving and limiting forces are in the change process according to the opinions of teachers, it has been concluded that change management is considered necessary in terms of organizational progress and organizational sustainability. In the face of global developments, organizations must fulfill the requirements of change and adapt to change to compete (Sackmann, Eggenhofer-Rehart, & Friesl, 2009).

As a learning organization, it has been concluded that the technological developments in the process of change in schools, the reflection of the developments in information technologies on education and practical guidance will accelerate the change the most. In the changes to be made, it was stated by Colakoglu (2005) and Erdogan (2019) that teachers can adapt and internalize changes by correctly directing teachers and clearly and accurately transmitting the benefits of the expected results of the change to teachers. Looking at the results of the research conducted by Wanberg and Banas (2000), which aimed to determine the openness of employees to change, it was revealed that the communication process, due to the information given about the changes, increases the level of acceptance of change and that employees accept changes more easily; A similar result was also put forward by Bernerth, Armenakis, Feild, and Walker (2007) as the result that changes are accepted more readily if satisfactory approaches are made about the changes. In addition, it has been concluded that the other "driving" forces that will accelerate the change are job commitment, high work motivation, trust in the administrator, personal development, globalization and high-performance expectation. Internalization of changes and integration with change can only be possible if thoughts, minds and plans can be changed internally (Sheehy, 1981: cited in Goodson, 2001). For this reason, as revealed in the research results, teachers' work commitment and motivation are essential for the change process to take place in the expected direction. In the research conducted by Tarraco, Hoover, and Knippelmeyer (2005), it was concluded that there should be driving forces such as organizational commitment and motivation in order for organizations to complete the change process.

The reason why the change process encounters obstacles, or the change processes are not effective enough to achieve the goals of the organizations has been revealed in the researches as employees showing resistance to change is the reason for the failure in the change process (Erwin & Garman, 2010; Oreg 2006; Rafferty, Jimmieson, & Achilles, 2013). In this study, it was concluded that the lack of knowledge and the feeling of distrust towards the administrator were the limiting power in the process of change the most, according to the teachers' opinions. Looking at the results of the research conducted by Gürses and Helvacı (2011), it was concluded that the lack of knowledge, which is among the reasons for teachers' resistance to change, affects the resistance to change moderately; In the study conducted by Helvacı, Çankaya and Bostancı (2012), it was aimed to reveal the reasons of teachers' resistance to change according to the opinions of the supervisors, and as a result of the research, it was concluded that the lack of knowledge creates a high level of resistance. Rafferty, Jimmieson, and Allen (2013) revealed that the necessary information individuals could acquire through the change process will reduce their resistance to change. In addition, other limiting factors were identified as lack of communication, not being open to innovations, uncertainty, adverse organizational climate, habits and weak organizational commitment. It was also revealed as a result of the research conducted by Oreg (2003) that uncertainty creates resistance to change. In the study conducted by Wanberg and Banas (2000), it was stated that employees with low job satisfaction, low job commitment and high intention to leave have lower levels of accepting change. Undoubtedly, communication plays a vital role in the healthy execution of management processes within the organization and the success of the change process, as stated by Günbayı (2007) and Tunçer (2013). For this reason, establishing the organizational communication foundations on solid ground will enable schools to be in an even more influential position as a learning organization and will facilitate being open to development. One of the driving forces that will accelerate the change has been revealed as practical guidance: establishing proper communication, while the lack of communication is among the limiting forces, which shows that the research results also support this idea.

It is unquestionably impossible to evaluate schools as a learning organization outside the change process in the context of the results obtained. The duties and roles of teachers are very effective in embodying the educational and instructional goals of schools in the field. The fact that teachers have such a significant influence brings the thought that teachers should be focused once again as human resources in schools. Because teachers are an essential source of power that brings success to schools in the process of change, it can be said that the success of teachers depends on many factors. The results obtained from the research

also showed that the effects of the administrators in the change process are too essential to be ignored in this process. Therefore, administrators are expected to fulfill their responsibilities as leaders of change to create effective organizational communication processes within the school, increase teachers' job satisfaction and motivation, prevent concerns about change, and create organizations in which the learning process is activated. In this context, studies that can determine the awareness levels of administrators and teachers about changes can be carried out in schools. The administrators can create environments where all school stakeholders can take responsibility for change. It should not be forgotten that by fulfilling the roles expected from change under all these responsibilities, schools will take a step to consolidate their future existence in every step they will take in order to realize the desired changes.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

Statements of publication ethics

We hereby declare that the study has no unethical issues and that research and publication ethics have been observed carefully.

Ethics Committee Approval Information

The article data were collected in the second semester of the 2017-2018 academic year.

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