The Impact of the Employees' Perception from the Educational Institutions in the Process of Organizational Change and the Implications of the Change on the Performance of the Organization

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Abstract

In this age of extraordinary change, educational organizations, school systems, educational institutions are under the pressure of change.

To determine the impact of the perception of employees of educational institutions on the process of organizational change and the implications of this complex process on the performance of the organization, the authors administered a questionnaire in state and private institutions, both qualitative and quantitative approaches were adopted. The results were analyzed using descriptive and inferential statistics (frequency analysis, correlative analysis, analysis of the degree of association between variables, multiple regression, analysis of artificial neural networks, modeling of structural equations). Based on a rich review of the literature, survey results and interpretation of these results through the concepts of change and organizational performance management, the study explored the change process, change needs analysis, quality improvement tools in the change process, and the influences of these variables on individual and organizational performance.

Key words: employees' perception, educational institutions, organizational change, change process
J.E.L. classification: L16, H75

1. Introduction

Like other organizations, organizational change in educational institutions is any change, improvement, enhancement, restructuring, or adjustment of educational processes or content in educational institutions (Dimmock, 1996). Organizational change has been extensively analyzed in the literature (Vărzaru et al., 2012; Vărzaru and Vărzaru, 2013, 2015a, 2015b, 2016). Hargreaves et al. (2005) point out that educational change processes and initiatives are intended to change learning and teaching in educational institutions. However, the change in the organization of educational institutions, for Hoy and Sweetland (2001), does not consist in trying to eliminate all the difficulties that educational institutions face, but in planning to innovate taking into account the internal and external pressures of change.

In the paper we aim to evaluate the impact of the employees' perception from the educational institutions in the process of organizational change and the implications of the change on the performance of the organization. The structure of the paper has 5 sections. In the introduction and theoretical background is proposed the research topic, the third section presents the research methodology, and the fourth the research results. The last section brings the conclusions of the research.

2. Theoretical background

Organizations, including educational institutions, are under constant pressure from their internal and external environment. Development and healthy change in educational institutions is essential for the survival of educational institutions as organizations and the achievement of progressive social change in society (Rosenblatt, 2004). Aslan et al. (2008) indicated that, not with standing the several tags given to change interferences, such as "reform, innovation, planned change, or improvement, it is more than just an increase in the scores of an educational institution" (Waite, 2002, pp. 161).

A school (generally accepted as an open system) has a more delicate assembly and is matter to unavoidable outward and inward pressures for adjustment (Fullan, 1993; Hargreaves, 2004; Hallinger, 2004; Harris, 2006; Beycioglu and Aslan, 2010). Hargreaves et al. (2005) show that change processes and initiatives in education are planned to revolution teaching and learning. The impact of the perceptions of those who teach in schools on how change is achieved is important, affecting the implementation of change and the smooth running of the organization.

3. Research methodology

In order to investigate the perceptions of the employees of the educational institutions on the general process of organizational change, the authors carried out a quantitative research on a sample consisting in 163 employees of some educational institutions financed from the state and private budget.

The distribution according to the type of institution of which the teachers included in the research are part aims at the type of employing institution (financed from the state and private budget). From this point of view, the proportion is unbalanced within the sample respecting the proportion at the level of the researched institutions and the proportion at the level of the Romanian educational system (figure no 1).

Figure no. 1. Distribution of the sample according to the type of educational institution
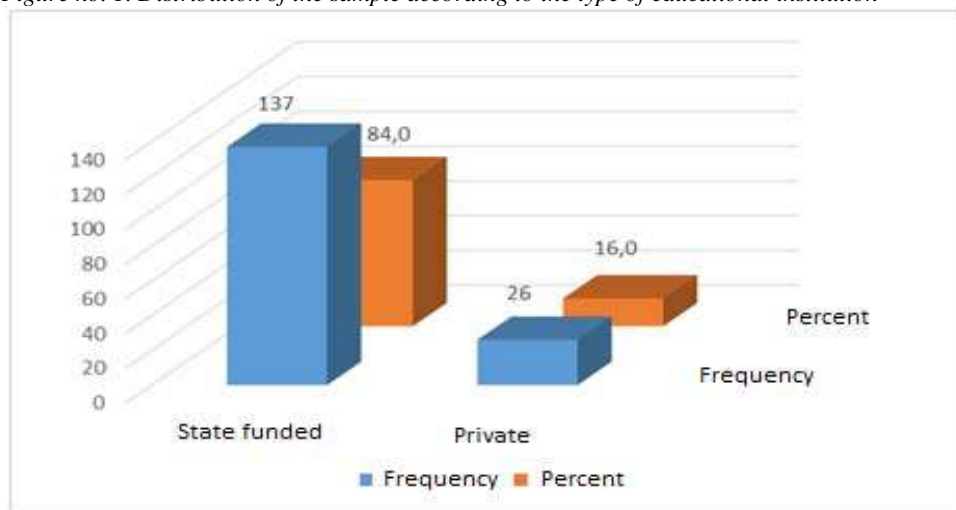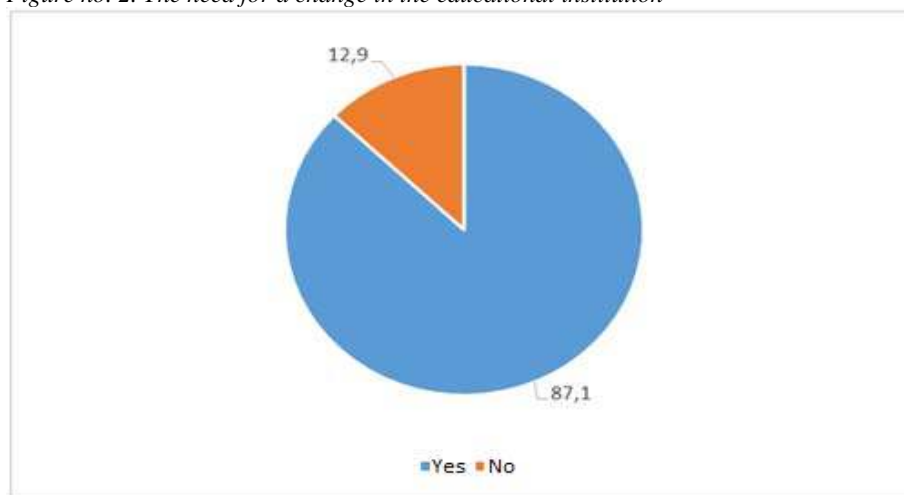

Source: authors' concept

In order to investigate teachers' perceptions of the process of change, the frequencies of variables will be analyzed and interpreted, as well as the degree of association between socio-demographic variables. We will also use neural network analysis in a similar way to other authors (Vărzaru et al., 2021a; Vărzaru et al., 2021b; Nicolescu and Vărzaru, 2021).

4. Results and discussions

In order to investigate teachers' perceptions of the process of change, the frequencies of variables will be analyzed and interpreted, as well as the degree of association between socio-demographic variables and variables regarding the process of change. The analysis of the frequencies registered by the variable regarding the need for a change in the educational institution, in the perception of the teachers selected in the research, revealed an openness and a willingness to change, considered necessary by 87.1% of respondents, as can be seen in figure no 2.

Figure no. 2. The need for a change in the educational institution

Source: authors' concept

The analysis of the frequencies recorded by the variable on involvement in producing change by participating in international projects, in the perception of selected teachers in research, highlighted a willingness of teachers to support change by improving skills and enriching experience after participating in international projects. 89% of respondents (as can be seen in Figure 3) believe that they can get involved in institutional change by participating in international projects that will allow them to create new relationships with teachers from other countries, to learn from their experience, transposing examples of good practice from other education systems in the institution where they operate.

Figure no 3. Involvement in producing change by participating in international projects
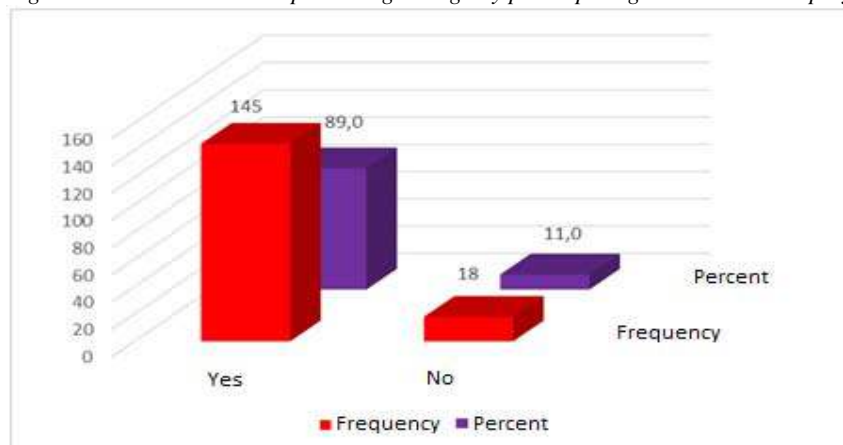
Source: authors' concept

In order to determine the optimal way to achieve organizational change in the educational institution, in the perception of teachers in the research, the authors calculated the correlations between the variable indicating the need for a change in the educational institution and the variables indicating how to participate in producing change: by supporting teaching degrees, by participating in professional development courses, by participating in international projects, in the perception of teachers.

The investigation was deepened by developing a multiple linear regression model with the variable dependent on the need for a change in the educational institution, and as independent variables the variables that indicate teachers' perception of how to participate in producing change: by supporting teachers, by participating in development courses professional participation in international projects.

Following the analysis of the multiple linear regression model, it was found that in the perception of teachers, professional development is the most important way to implement an effective change in the educational institution. However, the participation of international projects also has an important role, which gives them the opportunity to create new relationships with teachers from other countries and to learn from their experience. The results of the multiple regression to which is added the analysis of the frequencies recorded by the variable on the promotion of professional development through organizational change indicate that the relationship between organizational change and professional development is a two-way one. The multiple regression shows that change can be achieved through the professional development of employees, that change encourages professional development, creating a virtuous circle that ultimately leads to organizational development. 92% of respondents believe that change encourages professional development, providing opportunities for teachers to improve and diversify their skills, increasing organizational performance.

In order to investigate teachers' perceptions on the influence of the change process on organizational performance, the frequencies of organizational performance variables, the degree of association between socio-demographic variables and organizational performance variables, correlations and analysis of artificial neural networks between variables that characterize the change process were analyzed and interpreted. in general, the variables that characterize organizational performance.

The analysis of the frequencies recorded by the variable on current organizational performance revealed that over 70% of respondents consider that the level of performance of the educational institution at present is excellent and very good, as can be seen in figure no.4

Figure no. 4. Teachers' perception of current organizational performance
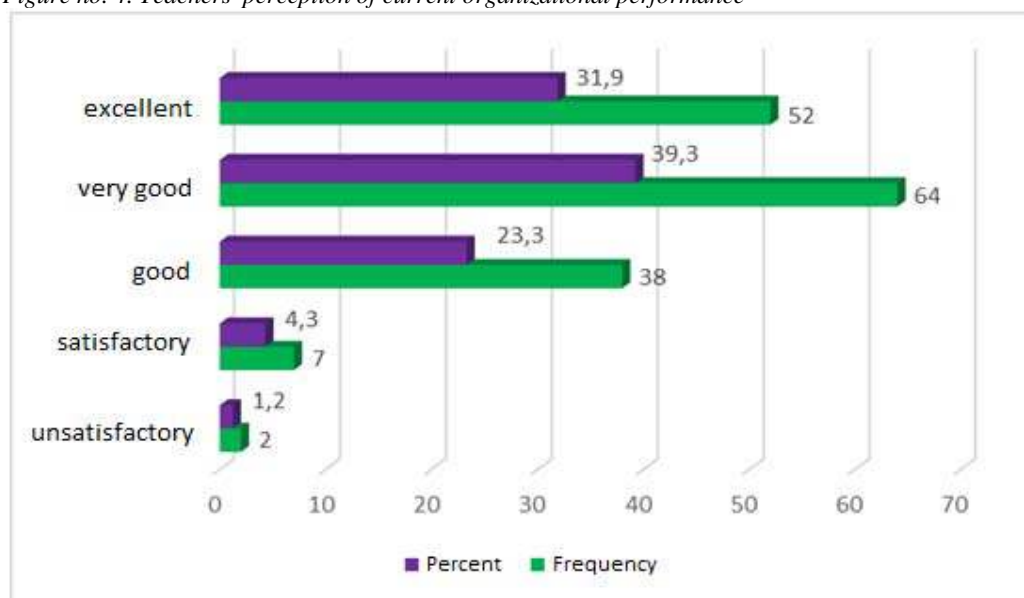
Source: authors' concept

The process of change in educational institutions aims to improve the processes and ultimately the educational act, leading to better organizational performance. Among the variables of the change process, the analysis of change needs exerts the greatest influence on current organizational performance and the evolution of organizational performance in the last five years, research that involves determining the influences that are established between the change process and organizational performance. The authors used the analysis of artificial neural networks to detect influences between variables an input layer (which characterizes the process of change in general) and the variables located in an output layer (which characterizes current performance, respectively the evolution of performance in the last five years), through a hidden layer (represented by organizational culture, characteristics of students, the environment from which the students come, etc.).

The model used in the analysis of artificial neural networks is of the multilayer perception (MLP) type in which external influences are present in the form of biases that exert an action on the hidden layer and on the output layer. A sigmoid function was used to activate the hidden and output layers, which allows a better evaluation of the relationships that are established between variables that are relatively opposite. The synaptic connections that are established between the variables can be fine-negative indicating opposite evolutions, or positive indicating indications in the same direction. The most important influence among the variables of the organizational change process is the analysis of the need for change that determines an increase in organizational performance.

An analysis of the importance of input layer variables in the MLP model that indicates the amplitude of their influences on output layer variables shows that the most intense influence is the analysis of the need for change (Figure 5).
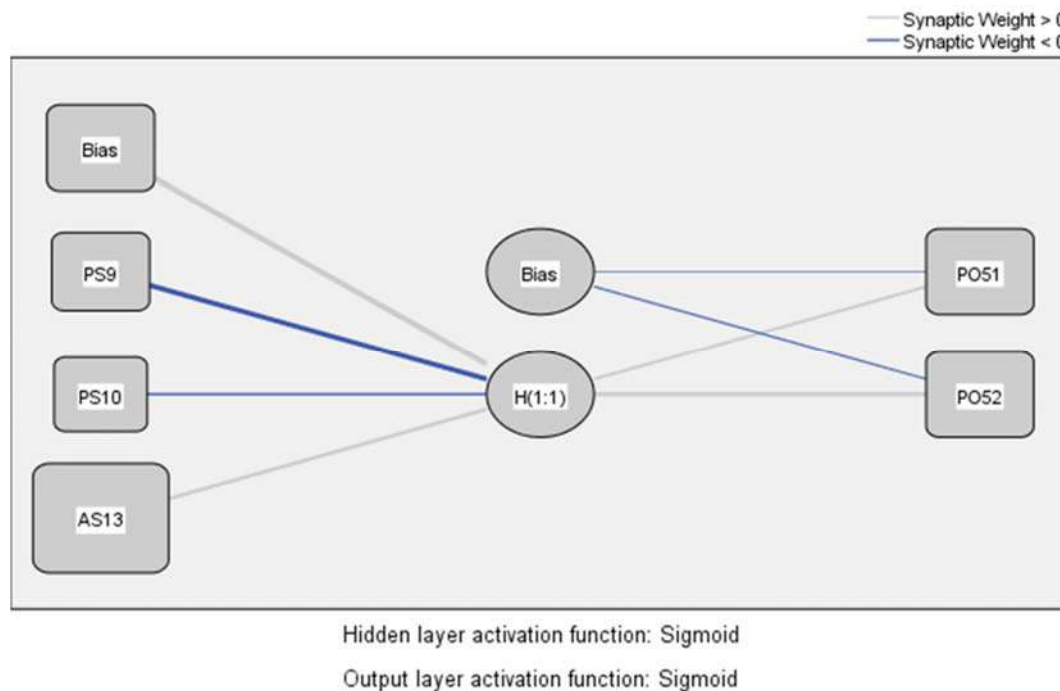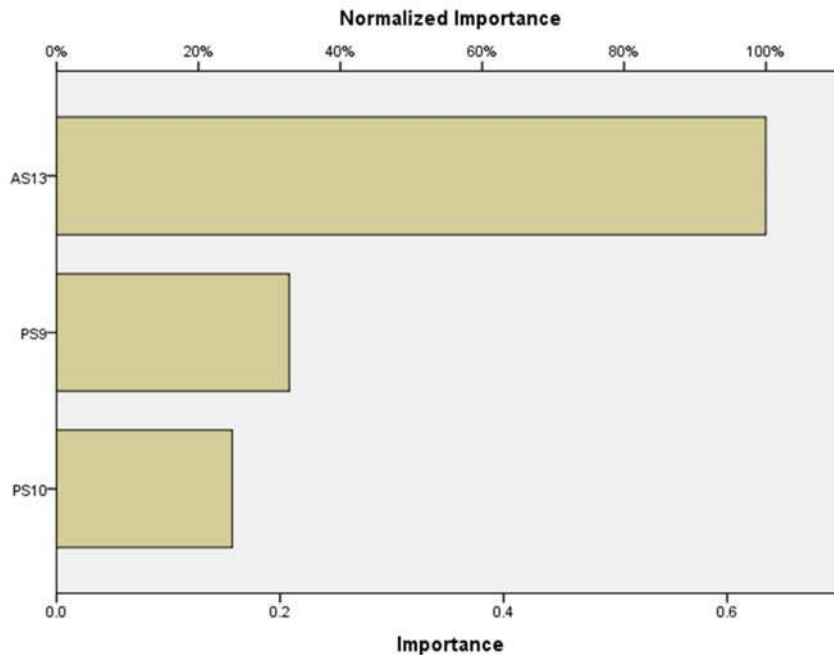

Hidden layer activation function: Sigmoid

Output layer activation function: Sigmoid

Figure no. 6. The importance of the variables that characterize the process of change

|	Importance	Normalized importance
PS9	0,208	32,8%
PS10	0,157	24,8%
AS13	0,635	100,0%

Source: Created by authors using SPPS v.20

Among the variables of the change process, the analysis of the needs for change exerts the greatest influence on the current organizational performance and the evolution of the organizational performance in the last five years.

In order to investigate teachers' perceptions of the influence of tools used to increase quality on organizational performance, the frequencies of variables on tools used to increase quality, the degree of association between socio-demographic variables and variables on tools used to increase quality and neural network analysis were analyzed and interpreted, between the variables that characterize the tools used to increase quality and the variables that characterize organizational performance.

The analysis of the frequencies recorded by the variable on ensuring well-being, in the perception of the teachers selected in the research, revealed that a significant percentage of teachers (84%) believe that increasing quality as a result of the change process should be done. by ensuring well-being, as can be seen from figure no 7.

Figure no. 7. Perception regarding the well-being of teachers
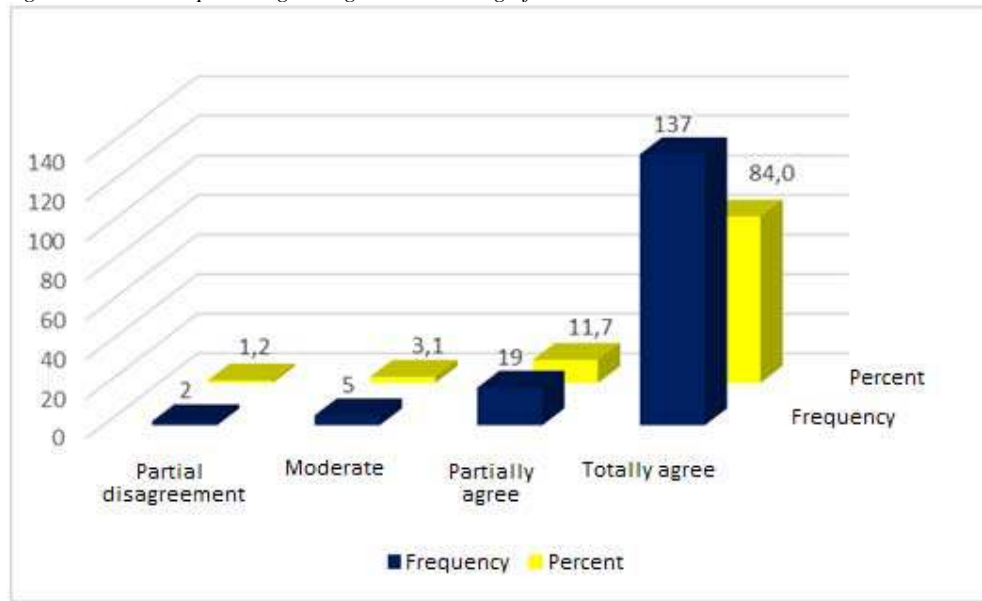
Source: authors' concept

The analysis of the frequencies registered by the variable regarding the specific attitudes of the active citizenship highlighted a support of the teachers regarding the involvement of the school by implementing changes in the community that would add the value of this community. 94.5% of respondents fully or partially agree with the statement that the increase in quality as a result of the change process should be done through an attitude specific to active citizenship.

To analyze the degree of association between socio-demographic variables and the variable on specific attitudes of active citizenship, the author used a Chi-square test, which revealed an association between this variable and the gender of the respondent. Depending on the gender, it was found that male representatives in particular are the most involved in attitudes specific to active citizenship, none of whom are in moderate positions or disagree with the statement that the increase in quality must be done through an attitude specific to active citizenship.

Increasing the quality improve the change processes. Among the tools used in the change process, the greatest influence on current organizational performance and the evolution of organizational performance in the last five years is: ensuring the well-being of teachers, open attitude towards lifelong learning, increasing system funding , groups of less numerous students In order to determine the influences exerted by the tools used to increase quality as a result of the process of change on current organizational performance and the evolution of organizational performance in the last five years, in the perception of teachers included in the research, the analysis of artificial neural networks between the variables located in an input layer (which characterizes the tools used to increase quality as a result of the change process) and the variables located in an output layer (which characterizes the current performance, respectively the evolution of performance in the last five years), through a hidden layer (represented by the organizational culture, the students characteristics , etc.

The use of e-learning platforms in the teaching process is followed in terms of the absolute and normalized importance of the open attitude towards lifelong learning and ensuring the well-being of teachers. Among the variables that characterize the tools used to increase quality as a result of the change process, the use of e-learning platforms in the teaching process exerts the greatest influence on current organizational performance and the evolution of organizational performance in the last five years crisis caused by the COVID-19 pandemic.

5. Conclusions

Understanding change provides a strong viewpoint on the connection amid deliberate change and constant change. Continuous change does not invalidate the structure of the organization consequently of the deliberate change approach. The achievement of defined, planned or formally constructed practices depends to a large extent on the recognition and management of the informal part. Continuous change functions not just in deliberate change practices, but likewise in further operational organizational practices.

The enlightenments for the issues in executing change in schools reveal the old-fashioned understanding of change, being complete from the viewpoint of deliberate change. The more fruitful change actions are, the better the amount of change models suggested by changing scientists. Therefore, we need an innovative attitude to direct our thoughtful and practice. With a meaningfully dissimilar understanding of the extent, speed, and source of change, numerous investigators have recognized totally dissimilar sets of errors in the method we deliberate and practice change in educational organizations.

Theorizing change as a substance of time and bringing opportunities for change interventions offers therapies not just for treating pathologies connected to the application of change, but likewise for ensuring personal development.

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