



Explaining the Structural Relationship of Teachers' Readiness for Change, Their Perception of Social Capital, and Teachers' Tendency to Participate: The Case Study Education in Fars Province

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Abstract

The main aim of this study this study was explaining the structural model of teacher's perception of school's social capital and teacher's psychological capital with their readiness for change in primary schools. The research statistical population was included all primary school teachers (17500) in Fars province, that 733 of them were selected as the research sample by using systematic sampling method. The research instruments were included three questionnaires: social capital, psychological capital and readiness for changing, which were distributed and collected after calculating validity (speciation analysis) and reliability (Cronbach's alpha). Research data were analyzed using one-sample t-test, Pearson's correlation's matrix and multivariate regression (structural equation model) and also Amos23 and Spss25 software. Findings showed that while the average dimension of social network was higher than the desired level, the rest of the dimensions of social capital and the average total of social capital was less than the desired level. The average of teacher's psychological capital and all its dimensions was higher than desired. Examining the simultaneous role of social capital and psychological capital in predicting readiness for change, it was concluded that social capital loses its predictive power for readiness for changing ($\beta = 0/07$ & $p = NS$) and psychological capital have a positive and significant predictive power for readiness for change ($\beta = 0/62$ & $p < 0/01$). The output of this research can be use by managers, teachers and other staff in different domains to providing readiness ground for change by developing and strengthening the capacities of psychological capital.

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Introduction

The Ministry of Education is the most important institution of formal education which is considered as a trustee of the Education process in all areas of education, Society excellence and consolidation of public culture with the participation of governmental and non-governmental organizations institutions and families. (Mohammadi, 2021). Education is one of the factors that affect individual growth and social adjustment. The efficiency and effectiveness of the education system depends on the expertise, knowledge, ability and skills of human resources especially school teachers. In fact, teachers are considered as one of the most important elements in teaching learning process (Farahani, Nasr Esfahani and Sharifi, 2012) and one of the widest and most importantly that have a significant impact on the Equality growth and development of any society (Heidary, Mokhtari and Dehghani, 2017). Therefore, it is necessary for them to adapt to environmental and educational changes (Nordin, 2011). In this regard Weiner, Amik and Lee (2008), stated that the main prerequisite for the successful implementation of change is the preparation for change in human resources in social systems.

Several definitions of readiness for change are presented which can be referred to mental and physical readiness of individuals to performing activities and gaining new experiences (Walinga, 2008) or believing in necessity of change (Rafferty, Jimmieson & Armenakis,

2013). Readiness for organisational changing has various dimensions such as content, Environmental, contextual, individual and process Readiness (Bouckennooghe, Devos & Van den Broeck, 2009), and emotional, purposeful and cognitive readiness for change (Mohtaram, 2021). Readiness of people to accept change, not only reduces their resistance and fear of Change, but also it will causes adapting better and faster to the new conditions and also increasing the effectiveness level of change (Sharifian Sani, Vala & Sharifi, 2020).

It should be noted that process of accepting and implementing changes does not happening easily. For many employees, organizations change is a stressful experience. Because it may be associated with uncertainty and negatively effect on the abilities and feelings of employees (Nordin, 2011). Readiness for change occurs when members of the organization feel the need for change and ability to make change (Armenakis, Harris & Mossholder, 1993). Therefore, organizations should examine the readiness to accept changes before doing any action in context of implementing desired changes from various aspects. When this readiness does not exist, employees consider the changes undesirable and avoid accompaniment (Caliskan & Isik, 2016). Numerous studies have been conducted on the importance of changes and readiness to accept it, which have studied the impact of various factors and variables of it, that

we can mention to Genuine leadership and readiness for changing (Khakpour, hajeanzahaie & ashraf ganjoui, 2019), organizational learning and staff readiness for changing (Afje & Rezaei Abiane, 2013), transformational leadership and readiness for organizational change (Ardalan, Ghanbari & Zandi, 2015), Strategic thinking with readiness for change (Jamali, Danayi, Amini, Hasanzade & Emami, 2016), organizational ability and readiness for Change (Mahmoudi, Karegar, Mottaghi Shahri & Eslami, 2015), culture of learning and motivation with readiness for change (Najafi, Rahmanian & Bashkooh, 2016), moral philosophy and readiness for change (Ardalan, 2009), organizational cohesion and readiness for change (Torkzade & AbdolSharifi, 2015). People's readiness for Change is affected by many factors and elements including social capital in the organization. Numerous studies show a significant effect of this variables on organizational readiness change (Jakobsen, Clausen & Andersen, 2020) organizational change (Qalavandi, Khalili & Koshki, 2015), organizational readiness (Sardari & Zare, 2011) and the evolution of the organization (Asadi, Farhadi & Zakeri, 2016).

In general, the concept of social capital includes Concepts such as participation, corporation, trust and mutual relations between members (Mousavi Khamene, Kamali & Azizi, 2016), valuable reserves of social groups and communities (Bhandari, 2014),

coordination and cooperation of personality and characteristic of people in organization, the ability of individuals to work together (Yu-Shu, Chyi-Lin, & Altan-Uya, 2015). and the potential and real resources arising from social and individual relationships (Golgeci & Kuivalainen, 2020) are what lead them to the pursuit of common interests by creating a purposeful system. These common interests can be realized in different ways and with different tools and methods including change and of course readiness for it (Sabatini, 2019).

Another factor that can affect a readiness to accept change is psychological capital (Dorling, 2017, Jabarian & Chegini, 2016). psychological capital is one of the positive characteristic and abilities of individuals that can play a powerful role in promoting individuals (Avey, Reichard, Luthans & Mhatre, 2011). Psychological capital is one of the positive thinking psychology indexes that relies on the strength of the individuals to improve their individual and organizational performance (Luthans & Youssef, 2007). Among the existing definition, the most comprehensive definition of psychological capital is the positive mental state of an individual's development which include characteristics such as optimism, hope, self-sufficiency and resilience (Lutans and Youssef, 2007). All thinkers in this field of study agree on dimensions of psychological capital and consider it to include four dimensions of Hope,

optimism, self-efficacy and resilience. Numerous studies indicate the positive and significant effect of this variable on individual readiness for change (Sani, Haji anzehaei & Ashraf Ganjouei, 2019). Readiness for organizational change (Jackson, 2018), and employee readiness for organizational change (Manousi, Bikzade & Imranzade, 2017) and readiness of staff change (Gani, Soeharso, Wicaksana & Pia, 2019). Psychological capital can play a role as a powerful resources in the development and growth of organizations and individual (Lewis, 2012). This variable, by strengthening positive psychological capacities and also focusing on understanding and describing happiness in the organization, leads manager to manage employees better and faster (Gardner, Coglisier, Davis & Dickens, 2011). Psychological capital leads to positive emotions in employees that these are excitement, readiness to accept change for organizational development and Growth (Khakpour et al, 2019)

According to the importance and role of the educational system in the cultural, political, economy and social dimensions of society and also need to accompany educational programs and policies with change in the environment, it is necessary take basic measures to reduce teachers resistance to change and increase their motivation and desire to accept change should be done through the development of organizational

infrastructure and promotion of the psychological characteristics of teachers as the main implementers of educational system. According to what has been said and lake of studies in the field of interaction of three variables of social capital psychological capital and readiness for changing teachers, this research seems necessary. Therefore, the aim of this study is explaining the structural model of the teachers perception of social capital and teacher's psychological capital with their readiness for change in Fars province's Primary School(fig 1).In this regard, the detailed objectives of the research were presented and pursued as follows:

-¹ Explaining teacher's perception of the current situation of social capital in primary schools

2-Explaining the current situation of psychological capital of primary school teachers.

3 -Explaining the level of Readiness of primary school teachers for change

4-Explaining the structural relationship between the dimensions of social capital, the dimensions of teacher's psychological capital with dimensions of their readiness for change in primary schools.

5-Explaining the simultaneous role of teacher's perception of social capital primary school and psychological capital in predicting the readiness for change.

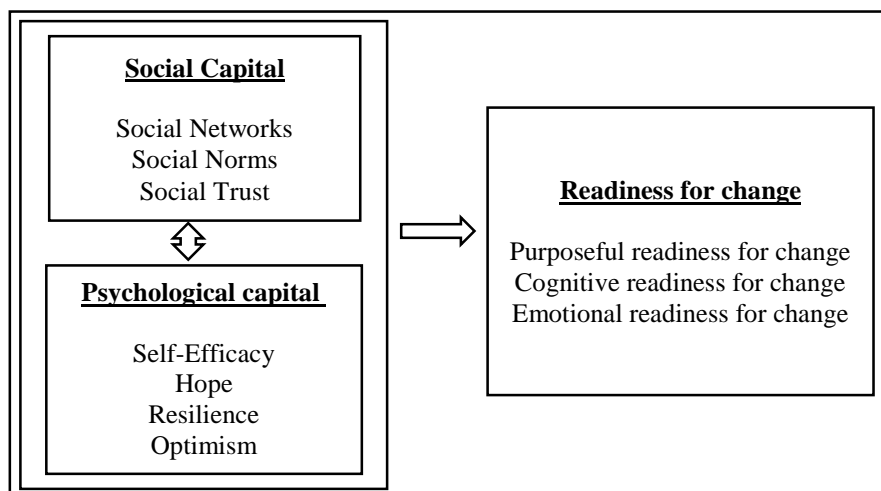


Fig 1. Conceptual model of relationship between research variables

Research methodology

The method of the present study was description of a type of correlation. The statistical population of this study were included all primary school's teachers in Fars province in academic year 2020 – 2022 (17500 people). In order to select the sample group due to the prevalence of coronavirus and The problem of access to teachers, 733 people were selected as a research sample using systematic sampling method. In this research in order to collect research field data was used three social capital questionnaires (Torkzade & Mohtaram, 2012). Which included three dimensions of social networks, social norms and social Trust; psychological capital (Thompson, Lemmon & Walter, 2015) which included four dimensions of self-efficacy, hope, resilience and optimism and also the readiness for change questionnaire (Mohtaram, 2021) which

included three dimensions of purposeful readiness for change, cognitive readiness for change and emotional readiness for change; to assess the validity of the questionnaires was calculated by using item analysis method, the correlation coefficient between the items of each subscale with a total score of the respective subscale; the results are shown in table 1. All items had high and relatively high validity due to the significant correlation with the total score of the respective subscale. For Cronbach's alpha methods was used to calculate reliability of questionnaires. According to the table 1, in all dimensions the items had high and desirable reliability and the questionnaires had a very high internal consistency

Table 1. Validity and reliability of the questionnaires used in this research

Subscales	Correlation	Cronbach's Alpha Coefficients
Social networks	0/61- 0/84	0/89
Social norms	0/50 – 0/84	0/96
Social Trust	0/65 – 0/90	0/95
Self-efficacy	0/70 – 0/89	0/89
Hope	0/79 – 0/90	0/94
Resilience	0/70 – 0/87	0/85
Optimism	0/77 – 0/87	0/88
Purposeful readiness for change	0/70 – 0/89	0/73
Cognitive readiness for change	0/79 – 0/90	0/75
Emotional readiness for change	0/70 – 0/87	0/86

Sig= 0/0001

In this study, in order to data analysis with Spss 25 and Amos 23 software used one sample t- test (question 1to3), Pearson correlation coefficient (question 4) and multivariate regression (structural equation model)

Research findings

1- from the teacher's points of view, how much is the social capital of primary school?

According to the table 2, the average of all three dimensions is assessed higher than the average criteria (3), and based on the value of obtained(t) in the degree of freedom 732, there is a significant

difference at the level of 0/00001. The average of social networks is higher than the desired level (4) and based on the value of obtained(t) in the degree of freedom 732, a significant difference has obtained at the level of 0/00001. These findings mean that according to the teacher's point of view the social norms and social trust in primary school in the field of research is higher than the average criteria and lower than desired level and social network is higher than desired level.

Table 2. t-test to explain current situation of social capital

	Mean	Sd	Cut Off Point	T Value	Q ₃	T Value	Df
Social Networks	4/13	0/60	3	50/25	4	5/80	732
Social Norms	3/93	0/76	3	33/17	4	2/21	732
Social Trust	3/88	0/84	3	28/26	4	3-62	732
Social Capital	3/98	0/68	3	38/66	4	0/6	732

Sig= 0/0001

2- How much is the teacher psychological capital of primary schools?

According to table 3, all four dimensions of psychological capital are not only higher the average criteria 3, but also are higher than the desired level 4. Therefore, based on the value of

obtained (t) in degree of freedom 732, there is a significant difference at the level of 0/00001. These findings mean that from their point of view of respondents, self-efficacy, hope, resilience and optimism in research area Primary Schools is higher than the desired level.

Table 3. t-test to explain current situation of psychological capital

	Mean	Sd	Cut Off Point	T Value	Q ₃	T Value	Df
Self-Efficacy	4/43	0/51	3	75/46	4	23/03	732
Hope	4/39	0/53	3	70/92	4	20/09	732
Resilience	4/32	0/55	3	64/34	4	15/83	732
Optimism	4/21	0/59	3	55/24	4	9/81	732
Psychological Capital	4/34	0/50	3	72/45	4	18/55	732

Sig= 0/0001

3- How much is the readiness of primary school teachers of Fars for change?

According to table 4, the average of all three dimensions of Readiness for Change is assessed higher than the average criteria (3), and based on the value of obtained(t) in freedom degree 732, there is a significant difference in 0/00001 level. The average of targeted

readiness for change and emotional readiness for Change is higher than desired level 4, and based on value of obtained t in degree of freedom 732, there is a significant difference in level 0/00001. These findings mean that according to point of view of respondent's, cognitive readiness for change and emotional readiness for change is higher than desired level.

Table 4. t-test to explain current situation of Readiness for Change

	Mean	Sd	Cut Off Point	T Value	Q ₃	T Value	Df
purposeful readiness for change	4/19	0/63	3	50/48	4	8/11	732
cognitive readiness for change	3/40	0/92	3	11/73	4	17/49	732
emotional readiness for change	4/19	0/60	3	53/36	4	8/76	732
Readiness for Change	3/92	0/54	3	46	4	3/47	732

Sig= 0/0001

4-Is there a significant relationship between the dimensions of social capital dimensions of teachers psychological capital and dimensions of teachers readiness for change?

According to table 5, it is observed that all dimensions of the variables of this research have a positive and significant and relationship.

Table 5. Social and psychological capital correlation Matrix and readiness for Change

	Social Networks	Social Norms	Social Trust	Self-Efficacy	Hope	Resilience	Optimism	Cognitive Readiness	Emotional Readiness	Purposeful
Social Networks	1									
Social Norms	0/76	1								
Social Trust	0/67	0/91	1							
Self-Efficacy	0/49	0/49	0/46	1						
Hope	0/47	0/45	0/42	0/82	1					
Resilience	0/48	0/44	0/42	0/74	0/85	1				
Optimism	0/45	0/44	0/43	0/68	0/75	0/78	1			
Cognitive Readiness	0/35	0/30	0/29	0/45	0/49	0/50	0/51	1		
Emotional Readiness	0/11	0/08	0/08	0/02	0/07	0/14	0/14	0/22	1	
Purposeful Readiness	0/41	0/34	0/33	0/47	0/50	0/50	0/52	0/69	0/22	1

5-Do teachers' perception of a school social capital and their psychological capital significantly predict a readiness for change?

According to figure 2, when social capital and teachers' psychological capital enters to the structural equation, simultaneously, social capital loses its predictive power to prepare for change ($B=0/07$, $p=Ns$) and psychological capital ($B=0/62$, $p<0/01$) have a

positive and significant predictive power for readiness for change. Thus, according to the Research findings, teacher's psychological capital has a more prominent predictive power than social capital to increase teacher's readiness for Change.

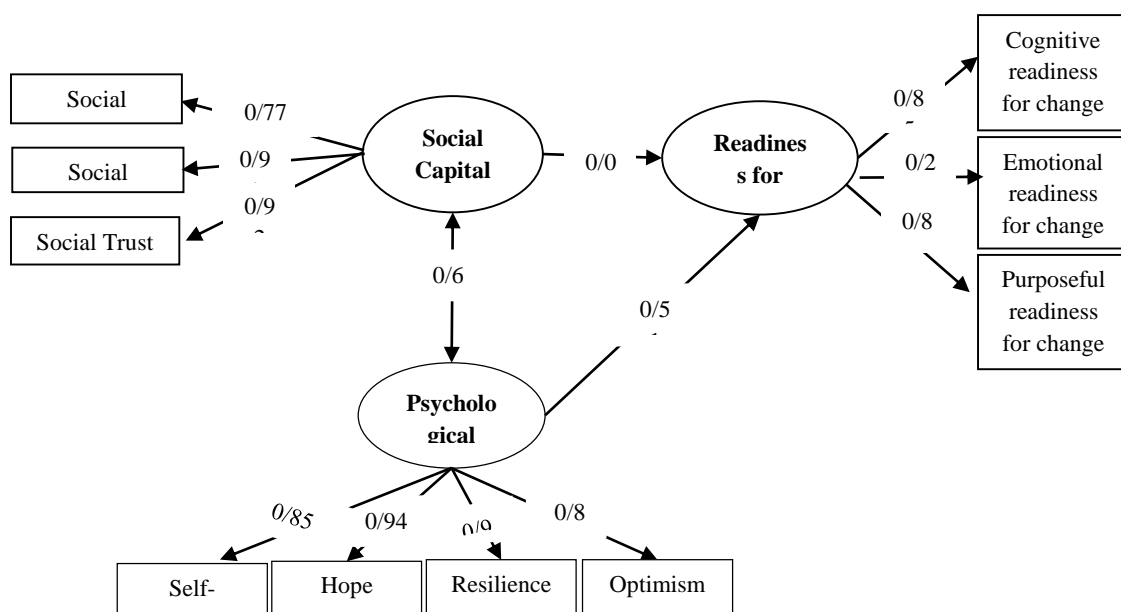


Fig 2. Predictive readiness for changing based and social capital and psychological capital

To determine the fit of the final model different fit values were calculated by using Amos 23. According to table 6 it can be found that due to the

High fit index CMIN/PF,NFI,IFI,GFI,CFI and low RME ,SRMR, the model has a good fit.

Table 6. Fitting of the final model

Index	Amount
CFI	0/96
GFI	0/94
IFI	0/96
NFI	0/96
CMIN/DF	6/46
SRMR	0/02
RMSEA	0/08

Discussion and conclusion

Based on the findings of this study, it was concluded social capital of schools in the field of research was higher than the acceptable level of adequacy and amount dimensions of social capital, the Social Network dimensions was higher than the desired level of adequacy. The fact that the value of the dimensions of the social Norm and social Trust are below the desired level, may be due to the fact that from the perspective of teachers in schools, there is inequality in the implementation of processes and lows and there is no floor of perspective and opinion sharing ,secrecy is common, rumors are spread among people, commitment to a school goal is not at the expected level, people do not try hard enough to respect each other's feelings and emotions, and feeling of empathy is in the low-level, people do not trust each other ability and competencies and they cannot rely on each other in any situation, scientifically they aren't secure, and they are afraid to share their thoughts and experiences with others. On the other hand, according to the results obtained based on the value Dimension of the social capital network is significantly higher than the desired level of adequacy, it can be inferred that there is a friendly relationship between teachers and can solve problems and issues in a participatory team. There is participation and cooperation in school decisions and supported spontaneous educational, cultural and social activities of teachers. Thus, it can be acknowledged that the presence of social

capital in organization, increases trust, creates interrelation ,participation of individuals and commitment and accountability, and lack of any of these reduces access to information and collaboration, which in turn leads to problems such as increasing employee absence, reducing job satisfaction, reducing in motivation and finally reducing effectiveness and Efficiency.(Rahmani,Kavousi,2002). Thus, managers, planners and education officials can develop school social capital by designing strategies such as holding conferences seminars, workshops, preparing books and etc., and encouraging people to work in teams and partnerships.

In addition, in this study, it was concluded that the average of all four dimensions of psychological capital of primary school teachers in the research area was higher than the acceptable level of adequacy and desired adequacy. The results of the present study are consistent with the results of Farzin and Barzegar (2019). Rastegar, Seif & Ali Mohammadi Madanoei and Rastegar, Seif, Ali Mohammadi Madanoei & Tajvaran (2020), in explaining these results it can be said that the high level of psychological capital may be due to the fact that teachers while looking at the positive aspects of their program actions and educational policies, they do not disappointed in their work, when faced with the challenge or failures, and they tried to overcome the challenges and obstacles with a positive and optimistic view of the future. On the other hand,

access to these results can be attributed to the fact that teachers avoid or eliminate stressful situation in their works and follow their goals with energy. Thus, because the strengthening psychological Capital on the one hand leads to the formation of informal relationship resulting from trust (Thompson, Lemmonb & Walter, 2015) and on the other hand leads to create internal cohesion, formulation of common vision between employees, promote innovation and finally improve organizational performance (Mensah & Amponsah-Tawiah, 2016). Managers and educational planners should pay attention via various ways such as welcoming and using teacher's idea, improving the level of self-efficacy and confidence of teachers, developing a sense of their hope by honoring the achievement of teachers and also developing a flexible and creative atmosphere- promoting psychological capital.

According to other findings of this study, teacher's readiness to change was higher than the acceptable level of adequacy and except cognitive readiness dimension for change, dimensions of purposeful readiness for change were higher than the desired level of adequacy. This research findings means that teacher's readiness for change has a positive function and the high dimensions of purposeful readiness and emotional readiness for change may be due to the fact that teachers have good and positive feeling about change and adapting their selves to the process of

change. In turn, lowering readiness for change likely that from point of view of teachers, planning of future improvement are not very effective, or many of the change projects that supported to solve problems in school doesn't work very well. Thus, developing readiness for change gives organization flexibilities and also facilitate the process of integration and adaptation in the organization (Ghiasi, Mahki, Qaisarian & Mohammadian, 2020). In this way school managers can prepare teachers to accept change by providing emotional support and listening to their wants and needs, while establishing good emotional relationships with teachers. It is also suggested that by increasing face-to-face and effective interactions, they provide the background for teachers to adapt to changing conditions.

Also, in this research concluded that when social capital and teacher's psychological capital enter to the structural equations, simultaneously, social capital loses its powerful readiness ($B=0/07$, $p=NS$) and psychological capital ($B=0/62$, $p< 0/01$) has a positive and significant predictive power of Readiness for change. Therefore, it can be acknowledged that psychological capital by having effect on teacher's behavior and thoughts can have positive consequences such as job satisfaction, job performance improvement and job dynamic behavior. This capital enables teachers to access a clear understanding of their abilities to be prepared to face

challenges, and to use all their ability to the face of problems. Thus, according to the results based on the more prominent rule and the power of explanation and more predictability of teacher's psychological capital than social capital in their readiness for change, it can be understood that psychological capital, in addition to increasing teacher's readiness to accept changes, to facilitate changing process, why so changes always accompanied by negative consequences such as confusion, stress and fear. Therefore, the development of this capital increases the resilience of teachers in face of negative consequences and ambiguity caused by changes, which is the indicator of their resilience of psychological capital can increase teacher's confidence and acceptance of change which can be described as a self-efficacy. Teachers with high self-efficacy seeking the best condition, and considering change as a means to achieve the best condition. Also, the development of this capital, increases teachers' optimism about changes. In such situation teachers believe that changing has a positive consequence and this reduces its resistance to change. Also, the development of psychological capital increases teachers hope that teachers will be hopeful about the consequences of change.

In general, according to the findings of this part of research, it is suggested that is school managers, officials and generally education system while paying special attention to psychological capital

as a relatively new introduced capital and neglected in administrative and structural field of education, investigate it on other interested people in education such as a student, parents, employee and etc.

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Conflict Of Interest

According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal, whether domestic or foreign.

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