

CHANGE MANAGEMENT AND WAYS OF INCREASING TEACHER MOTIVATION IN IMPLEMENTING INNOVATIONS IN EDUCATIONAL INSTITUTIONS

Barnokhon Abdullayeva

Master's student, Master's programme "Management: Educational Management", Centre for Training of Scientific and Pedagogical Personnel, Pucheon University in Tashkent, Tashkent, Uzbekistan
E-mail: barno.abdullayeva9002@gmail.com

Abstract

The article analyses resistance and teacher motivation in implementing innovations in educational institutions on the basis of change management theories. The causes of resistance are classified at four levels, and strategies for overcoming it are adapted to the context of an educational organisation. The paper proposes a three-phase model combining Lewin's and Kotter's approaches, a system of motivational measures based on self-determination theory and Herzberg's two-factor theory, and a method for diagnosing teachers' concerns about change stage by stage. The results can serve as a practical guide for school and university leaders drawing up innovation implementation plans.

Keywords: Change management, teacher motivation, resistance to change, innovative management, self-determination theory, implementation.

Introduction

The process of implementing innovations in educational institutions often yields less than the planned result. One of the reasons lies not in the idea of the novelty itself but in the people who are to accept and apply it in practice, that is, teachers and other staff. M. Fullan examines educational change in three phases – initiation, implementation and continuation – and singles out the implementation phase as the one that determines the fate of change [1, p. 68]. When the Law "On Education" [2] and the concept for developing the public education system [3]

place new requirements on educational institutions, the acceptance of these changes by teachers and their active participation are becoming a decisive condition for the effectiveness of the system.

Resistance to change is a natural phenomenon, and it is wrong to evaluate it only as an "obstacle". J. Kotter and L. Schlesinger distinguish four main reasons for resistance – parochial self-interest, misunderstanding, low tolerance for change and different assessments of the situation – and propose six approaches to dealing with it [4, p. 106–109]. K. Lewin describes the change process through the stages of "unfreezing, moving, freezing" [5, p. 34], and J. Kotter developed an eight-stage process for leading change [6, p. 21]. E. Rogers shows that the innovation-decision passes through stages from knowledge to confirmation [7, p. 169]; Hall and Hord substantiated that the concerns of those implementing change evolve stage by stage [8, p. 61].

Among theories of motivation, the self-determination theory of E. Deci and R. Ryan is important: it shows that intrinsic motivation and engagement increase when the needs for autonomy, competence and relatedness are satisfied [9, p. 68–70]. In his two-factor theory, F. Herzberg argues that working conditions (hygiene factors) reduce dissatisfaction, but motivation is increased only by factors such as achievement, recognition, responsibility and opportunities for growth [10, p. 56–58]. In the Russian school of educational management, preparing and encouraging the teaching staff for innovations is regarded as a leadership function [11, p. 120; 12, p. 12].

Nevertheless, change management and motivation are often studied separately: the former focuses on the process and stages, the latter on personal needs. For the leader of an educational institution, however, these two aspects must come together in a single management plan. The aim of the study is to develop an integrated model of change management and of increasing teacher motivation in implementing innovations in educational institutions. The objectives are: (1) to classify the causes of resistance in the educational context; (2) to adapt strategies for overcoming resistance; (3) to build a staged model that combines the approaches of Lewin and Kotter; (4) to substantiate a system of motivational measures; (5) to propose a method for diagnosing concerns.

Working hypothesis: if the implementation of innovations is accompanied by diagnosing the causes of resistance, choosing suitable strategies and applying

measures that satisfy teachers' needs for autonomy, competence and relatedness, the continuity of implementation and teachers' participation will increase.

METHODS

The study was conducted in a theoretical and analytical design. The methods applied were: a systematic analysis of theories of change management and motivation; a comparative analysis of the causes of resistance and of strategies for overcoming it; synthesis of approaches and design of a process model; adapting motivational factors to the context of an educational institution (contextualisation); and designing a method for diagnosing concerns.

In classifying the causes of resistance, the four causes substantiated by Kotter and Schlesinger [4, p. 106–107] were placed at four levels – individual, group, organisational and systemic; the strategies were selected from the authors' six approaches [4, p. 107–109] by the criterion of practicality for an educational institution. In designing the diagnostic method, the stages of concern described by Hall and Hord [8, p. 61] served as the basis. No primary empirical data were collected in the study; the tables presented are the result of theoretical analysis and should be tested later.

RESULTS

1. Classification of the causes of resistance

The analysis showed that it is appropriate to group the causes of resistance at four levels (Table 1). This classification helps the leader to identify that resistance lies not "in whom" but "in what": for example, a teacher's abandonment of a new programme may be due not to a personal trait but to excessive workload (organisational level) or the absence of a clear explanation (information cause).

Table 1. Classification of the causes of resistance to innovations by level

Level	Manifestation in an educational institution	Theoretical basis	Main direction of solution
Individual	Fear of insufficient qualification; attachment to the existing way of working; additional workload	Parochial self-interest; low tolerance for change [4, p. 106–107]	Training, mentoring, redistributing workload
Group	Informal norms within a department or methodological association; the attitude "we have always done it this way"	Different assessments of the situation [4, p. 107]	Participation and involvement; working with informal leaders
Organisational	Lack of time, resources and authority; growth of paperwork	Difficulties of the implementation phase [1, p. 68]	Allocating resources; reducing unnecessary reporting
Systemic	Incentive system inconsistent with the innovation; conflict with regulatory requirements	Misunderstanding; the problem of compatibility [7, p. 15]	Aligning the regulatory framework and the reward system

Source: compiled by the author.

2. Adapting strategies for overcoming resistance

Kotter and Schlesinger proposed six approaches – education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion [4, p. 107–109]. The likelihood of their use in an educational institution is not equal (Table 2). The analysis showed that in educational organisations, participation, communication and support approaches give the most sustainable results, while coercion is fast but does not consolidate change. Manipulation is not recommended from the standpoint of ethics and trust.

Table 2. Application of approaches to overcoming resistance in an educational institution

Approach	Application in an educational institution	When suitable	Risk
Education and communication	Meetings and model lessons explaining the purpose and benefit of the innovation	When information is lacking	Takes a lot of time
Participation and involvement	Including teachers in project groups; joint planning	When teachers' experience is important	May delay the decision
Facilitation and support	Methodological help, mentoring, additional time and resources	When resistance stems from fear or anxiety	Requires resources and time
Negotiation and agreement	Redistributing workload; agreeing on incentive conditions	When interests conflict	Uncomfortable precedent for others
Manipulation	Selective communication of information	Not recommended	Loss of trust
Coercion	Orders and disciplinary measures	Only in emergencies, in extreme urgency	Dissatisfaction and hidden resistance

Source: adapted by the author for an educational institution on the basis of [4, p. 107–109].

3. A three-phase model combining the approaches of Lewin and Kotter

Lewin's "unfreezing – moving – freezing" structure [5, p. 34] gives the general logic of change, while Kotter's eight stages [6, p. 21] reveal the practical content of each phase. They were combined to develop a three-phase model for an educational institution (Table 3). In the first phase (preparation), the leader substantiates the need and prepares the team; in the second phase (implementation), authority is given to teachers and the first results are achieved; in the third phase (consolidation), the gains are embedded in rules, incentives and culture.

Table 3. A model combining the approaches of Lewin and Kotter

Phase (Lewin)	Kotter's stages	Actions in an educational institution	Result indicator
I. Preparation ("unfreezing")	1. Increase urgency; 2. Guiding coalition; 3. Develop the vision	Showing the problem with data; involving informal leaders; defining the goal of the innovation together with the team	Most teachers understand the need; a coalition is formed
II. Implementation ("moving")	4. Communicate the vision; 5. Empower action; 6. Short-term wins	Regular communication; removing obstacles; publicising the first results	Level of participation; number of teachers piloting; first results
III. Consolidation ("freezing")	7. Consolidate gains; 8. Anchor new approaches in the culture	Including the new practice in regulations and job responsibilities; rewarding; training new staff	The practice continues even when the leader changes

Source: compiled by the author.

An important aspect of the model is that it takes into account the "implementation dip" described by Fullan: when a new practice begins, results may temporarily decline because people are mastering new skills [13, p. 40]. If the leader does not explain this to the team in advance and strengthen support in the second phase, the team may abandon the innovation.

4. A system of measures to increase teacher motivation

According to self-determination theory, intrinsic motivation is strengthened when the needs for autonomy (freedom of choice and decision-making), competence (the feeling of success in one's work) and relatedness (belonging to the team) are satisfied [9, p. 68–70]. Herzberg's theory shows that working conditions (pay, workplace, management policy) remove dissatisfaction, while achievement, recognition and opportunities for growth increase motivation [10, p. 56–58]. On the basis of both theories, a system of measures was compiled (Table 4).

Table 4. Measures to increase teacher motivation

Direction	Theoretical basis	Practical measures
Autonomy	Self-determination theory [9, p. 68–70]	Allowing the teacher to choose how to implement the innovation; the right to propose one's own pilot project
Competence	Self-determination theory [9, p. 68–70]	Targeted professional development; mentoring; recording small successes; constructive feedback
Relatedness	Self-determination theory [9, p. 68–70]; professional communities [14, p. 6]	Professional learning communities; peer lesson observation; experience-sharing seminars
Working conditions (hygiene factors)	Herzberg's theory [10, p. 56–58]	Reducing unnecessary reporting; reasonable distribution of workload; providing necessary resources and equipment
Motivators	Herzberg's theory [10, p. 56–58]	Publicly recognising achievement; assigning responsible projects; showing career and professional growth paths

Source: compiled by the author.

In the system of measures, a balance of material and non-material incentives is important. Ryan and Deci's analysis shows that external rewards may weaken intrinsic interest, so it is recommended that rewards focus on learning and results rather than on participation as such, and that reward rules are transparent [9, p. 70].

5. Stage-by-stage diagnosis of concerns

Hall and Hord divide teachers' concerns about change into seven stages: awareness, informational, personal, management, consequence, collaboration and refocusing [8, p. 61]. Each stage requires different support, so the same "motivational" event will not be effective for everyone. Table 5 shows the stages and the leader's appropriate response.

Table 5. Stages of teachers' concerns and the leader's appropriate response

Stage	Typical question or concern	Leader's appropriate response
Awareness	"What kind of novelty is this?" – little or no interest	Short and clear information; explaining the purpose and scope of the innovation
Informational	"What is it and how does it work?"	Model lesson, written guide, question-and-answer session
Personal	"How will it affect me? Will I be able to cope?"	Individual conversation; clarity about workload and assessment; assurances
Management	"How will I allocate time and resources?"	Practical guidelines, adapting the schedule, providing resources
Consequence	"How will this benefit my students?"	Analysing results together; data-based feedback
Collaboration	"How can I work together with colleagues?"	Professional communities, peer observation, experience exchange
Refocusing	"How can this be improved?"	Letting the teacher contribute improvement proposals and try them in practice

Source: adapted by the author on the basis of [8, p. 61].

DISCUSSION

The results show that theories of change management and motivation can be combined in a single management plan. The model takes into account the point emphasised by Fullan – the decisive importance of the implementation phase in the change process – and supplements it with Kotter's stages and motivational measures [1, p. 68; 6, p. 21]. The model also encourages treating resistance not as an obstacle to be overcome but as a source of information: the cause of resistance may also signal to the leader about shortcomings in the innovation project.

Several specific features should be taken into account when applying the model in educational institutions. First, leadership in educational organisations usually operates in a rigid vertical structure, which may make it difficult to realise the principles of "involvement" and "autonomy"; it is therefore advisable to introduce these measures step by step, beginning with small pilot projects. Second, the pay and incentive system in many cases rests on a regulatory basis that cannot be fully changed at the institutional level; in such conditions, non-material factors

(recognition, growth opportunities, reducing workload) acquire special importance. Third, as Hargreaves and Fink note, changes that deliver quick results but exhaust people are not sustainable [15, p. 17].

Limitations of the study: the model is theoretically grounded and has not been tested empirically; the classifications and measures in the tables should be adapted in a specific institution. At the next stage, it is planned to develop a questionnaire on teachers' concerns, test it in several institutions, and assess the effect of motivational measures on the continuity of implementation.

CONCLUSION

According to the results of the study, the following conclusions were drawn: resistance to innovations in educational institutions has individual, group, organisational and systemic causes; classifying them allows the leader to choose a suitable solution;

in overcoming resistance, education, participation and support approaches give the most sustainable results; coercion should be used only in emergencies, and manipulation is not recommended at all;

the three-phase model combining the approaches of Lewin and Kotter (preparation, implementation, consolidation) can serve as a practical basis for an innovation implementation plan; the model must take the "implementation dip" into account;

the system of measures to increase teacher motivation should cover the needs for autonomy, competence and relatedness as well as working conditions and motivators;

stage-by-stage diagnosis of concerns makes it possible to provide each teacher with suitable support and to avoid the ineffectiveness of identical measures for everyone.

Practical recommendations: before implementing an innovation, to draw up a map of the causes of resistance; to divide the implementation plan into stages according to the three phases; to set indicators in each phase; to diagnose teachers' concerns every quarter; and, in choosing motivational measures, to maintain a balance between external rewards and intrinsic interest.

REFERENCES

1. Fullan M. The New Meaning of Educational Change. 5th ed. – New York: Teachers College Press, 2016. – 328 p.
2. Law of the Republic of Uzbekistan "On Education" No. ZRU-637 of 23 September 2020 // National Database of Legislation of the Republic of Uzbekistan. – URL: <https://lex.uz> (In Uzbek)
3. Decree of the President of the Republic of Uzbekistan No. PF-5712 of 29 April 2019 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030" // National Database of Legislation of the Republic of Uzbekistan. – URL: <https://lex.uz> (In Uzbek)
4. Kotter J.P., Schlesinger L.A. Choosing strategies for change // Harvard Business Review. – 1979. – Vol. 57, No. 2. – P. 106–114.
5. Lewin K. Frontiers in group dynamics: Concept, method and reality in social science; social equilibria and social change // Human Relations. – 1947. – Vol. 1, No. 1. – P. 5–41.
6. Kotter J.P. Leading Change. – Boston: Harvard Business School Press, 1996. – 187 p.
7. Rogers E.M. Diffusion of Innovations. 5th ed. – New York: Free Press, 2003. – 576 p.
8. Hall G.E., Hord S.M. Implementing Change: Patterns, Principles, and Potholes. – Boston: Allyn & Bacon, 2001. – 304 p.
9. Ryan R.M., Deci E.L. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being // American Psychologist. – 2000. – Vol. 55, No. 1. – P. 68–78.
10. Herzberg F. One more time: How do you motivate employees? // Harvard Business Review. – 1968. – Vol. 46, No. 1. – P. 53–62.
11. Potashnik M.M., Lazarev V.S. (eds.). Upravlenie razvitiem shkoly [School Development Management]: A Handbook for Heads of Educational Institutions. – Moscow: Novaya shkola, 1995. – 464 p. (In Russian)
12. Slastenin V.A., Podymova L.S. Pedagogika: innovatsionnaya deyatel'nost' [Pedagogy: Innovative Activity]. – Moscow: Magistr, 1997. – 308 p. (In Russian)
13. Fullan M. Leading in a Culture of Change. – San Francisco: Jossey-Bass, 2001. – 224 p.



14. Senge P.M. The Fifth Discipline: The Art and Practice of the Learning Organization. – New York: Doubleday, 1990. – 424 p.
15. Hargreaves A., Fink D. Sustainable Leadership. – San Francisco: Jossey-Bass, 2006. – 336 p.