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Resistance to Change and Change Management in Organizations: A Comparison Study of Libya and Turkey

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ABSTRACT

Change is a critical factor in the success of organizations, dut to the rapid development in technology and the work environment. This paper aims to compare the methods that are used in managing change among Libya and Turkey. This involves examining employees' perceptions of resistance to change. A stratified purposive sample consists of 248 managers was selected from the University of Tobruk in Libya (140) and the University of Kastamonu in Turkey (108). The data was collected using a five-point Likert scale questionnaire. The Statistical Package for the Social Sciences (SPSS), version 21 was employed to assess the reliability and validity of the study instrument. Besides, Pearson correlation analysis, and Regression Analysis, were carried out to analyze the collected data. The findings reveal that the most important cause of employees' resistance change in Libya is the lack of planning for change, and in Turkey is poor communication between management and employees. Concerning the administrative methods to overcome the resistance to change, the findings of both countries showed that the readiness to change is an essential method. Moreover, the study confirms that there are statistical differences in the causes of changes and the administrative methods regarding Libya and Turkey.

Keywords: Change Management, Resistance to Change, Overcome Resistance to Change, Libyan Universities, Turkish Universities

1. INTRODUCTION

Change is an important factor in our lives; people cannot live without a change, especially with the rapid development of technology and means of living. It is common knowledge that organizations are open systems influencing by the surrounding environment. In addition, due to the tremendous development and strong competition among organizations in the business environment, change has become inevitable for the organizations. Thus, organizations need to undergo changes constantly if they want to be competitive. However, there is always resistance to change by employees within an organization. Hence, managing organizational change is the process of planning and implementing change in organizations, in a way that reduces employee resistance to change by studying administrative methods that can be used to overcome the change resistance.

During the past twenty years, there has been an ongoing debate in organizational literature regarding the appropriate approach to administering organizational change (Bhatnagar et al., 2010). Subsequently, the notion that organizations are regularly involved in changes to a greater or lower degree is not novel as changes facilitate work, and reduce costs (Hodges and Gill, 2014). Furthermore, change is not straightforward for some employees. In fact, change is challenging because it affects the organization as it can make usual activities suddenly unusual. Urging employees to adopt change as a positive process for the organization is a complicated task. The key challenge is that there is no effective model to follow when it comes to adapting to change. It is a challenge for managers to convince employees to consider change as a valuable and necessary experience (Ortiz, 2016). The question that arises here is: Why do employees resist change? "There are many causes why employees resist change resulting from the organization's internal forces. The internal forces of an organization are signals produced to change an organization indicating that the change is necessary" (Esparcia and Argente, 2012, p. 4). In general, growth, power, political factors, goals, life-cycle, human resources, decisions, managers' behavior, economic restrictions, mergers and acquisitions of organizations, and crisis play a significant role to build up resistance (Esparcia and Argente, 2012). There are several

different causes behind employees' resistance to change ranging from a straightforward intellectual disagreement to deep-seated psychological prejudices; however, there are many reasons, which cause the employees to resist change that may prevent an organization from making essential changes.

In his book, Kotter (1996) summarized “Leading Change" as it is an eight-phase process including creating the guiding coalition, taking empowering action, developing a vision and strategy, generating short-term wins, anchoring new approaches in the organizational culture, and consolidating gains to produce more change. Dent and Goldberg (1999) believe that the causes behind resistance to change include misunderstanding, surprise, lack of trust, fear of failure, emotional side effects, personality conflicts, threats to job status/security, inadequate training, work group breakup, fear of poor outcomes, faults of change, and uncertainty. To control the resistance to change, leaders must define and persuade employees to accept the new ways as they relate to all the three dimensions. Another cause of resistance to change is when the organization decides to use new technology such as computers, re-engineered processes, or new decision-making models. Such technologies can play a role in creating massive resistance to change because employees resist them out of their fear to lose jobs (Darf, 2009).

Other scholars (e.g., Beer and Mohna, 2000; Allan et al., 2007; Scholar, 2003) state some reasons behind employees’ resistance, which include: The belief that the change initiative is a passing stage. The belief that fellow managers or employees are incompetent persons. The loss of control or authority and the loss of job security. Fear of losing social standing or status. Lack of trust in their ability to learn new skills. Lack of trust in their managers. Feeling that the employees will be overloaded with work after applying changes., The belief that the organization will not be able to make more efforts. Moreover, Hiatt and Creasey, (2003) in their study about organizational change, which was presented in the Change Management Learning Center, highlight that the employee side of change is an introduction to change management for managers and executives.

In addition to the previous factors, managers consider certain factors when implementing organizational changes in organizations to deal with the significant effect of changes on both individual and group levels. Individuals in the organization can formally or informally resist change. For instance, labor unions can strongly resist the new ways of action proposed by the senior management. Informal groups also have an impact on creating resistance within the organization. Therefore, change can have impacts on many managerial aspects in organizations, such as organizational culture, work methods, work design, business turnover, communication and system type. Hence, managers' focus can be scattered because of turmoil, discomfort, continuous change, uncertainty, and tensions regarding employees' change resistance.

The reason behind this complicated situation can be attributed to the lack of clarity regarding how managers can maintain their control and leadership effectively. In addition, how a manager can act in different conversations to manage the organization' affairs. Changes that organizations take are a consequence of the rapid development of the external environment of organizations. For example, changes such as global financial crises forced organizations to change their long-established ways of work to adapt to changeable global situations. These uncertain situations have motivated scholars to develop strategies to overcome esistance to change. Kotter and Schlessinger (2008) developed a set of models that can be applied to overcome resistance to change in accordance with certain situations. As shown in table 1.

Table 1. Methods for Dealing with Resistance to Change

No	Approach	Commonly used in situations	Advantages	Drawbacks
1	Education and communication	Lack of data and information, low accuracy, and analysis of information.	Once persuade, employees will often help with the implementation of any further change	Time exhaustion if employees are involved.
2	Participation and involvement	Managers do not have all the information about change, while opponents of change have considerable power to resist.	Individuals who participate will be committed to implementing change, and any relevant information they have will be used for the change programs.	If participants design an inappropriate change plan, it will take a long time to implement it.
3	Facilitation and support	Employees are resistant because of adjustment problems.	There is no other issue besides adjustment problems.	May take much time, capital, and effort but still fail.
4	Negotiation and agreement	A person or a group will clearly lose out in the change, and that person/group has maximum power to resist.	Occasionally, it is easy to avoid considerable resistance.	Can be too expensive in many situations, especially if it pressures other people to negotiate.
5	Manipulation and co-optation	When other processes do not work, or they are expensive.	It may be a quick and inexpensive solution to overcoming resistance to change.	May lead to future problems if employees feel deception.

6	Explicit and implicit coercion	For speed and necessity when the change initiators have high stakes in the business.	Very speedy, easy, and able to overcome resistance to change.	May be risky if it leaves employees angry with the initiators.

Source: Kotter, J. P., & Schlesinger, L. A. (2008). Choosing strategies for change. Harvard Business Review, p. 7.

Thus, this study provides four significant contributions to knowledge. Firstly, it is the first of its kind to compare between two different environments: Libyan and Turkish University environments. Secondly, for the best of the researcher knowledge that most literature relied on the theoretical analysis of the causes behind resistance to change and overcoming resistance to change, this study employs empirical investigation to study this phenomenon. Thirdly, this is one of the few studies that investigate the changing-process in the education sector employees and how they respond to change. Finally, this study provides some solid recommendations that may be useful for both Libyan and Turkish Universities as this study is based on the current employee resistance trends in the universities of Libya and Turkey.

Resistance to change is an essential factor that should be considered before implementing any kind of change process because proper resistance reduction is the key to the success of any new process. Indeed, resistance to change must be seen as a phenomenon that can hinder the change strategy at any time during the change process (Pardo del Val and Martínez Fuentes, 2003). Hence, many factors should be considered to achieve successful change. This study discusses the causes behind organizational change and the resistance elements, change management, and the methods that can be used to overcome the resistance to change. Briefly, the above factors can be summarized in the following questions:

- ✓ Is there a statistically significant relationship between the dimensions of resistance to change and the dimensions of change management?
- ✓ Do the dimensions of management of change have an effect on the dimensions of resistance to change?
- ✓ Is there a statistically significant difference between the dimensions of the resistance to change in Libya and Turkey?
- ✓ Is there a statistically significant difference between the dimensions of change management in Libya and Turkey?

Aims

The aims of the study are:

- ✓ To identify the statistically significant relationship between the dimensions of resistance to change and the dimensions of change management.
- ✓ To identify the dimensions of management of change affect the dimensions of resistance to change.
- ✓ To identify the statistically significant difference between the dimensions of the resistance to change in Libya and Turkey.
- ✓ To identify the statistically significant difference between the dimensions of change management in Libya and Turkey.
- ✓ To provide clues to future work on change.

Hypothesis

The main research hypotheses will be formulated as follows:

- ✓ *H1:* There is a statistically significant relationship between the dimensions of resistance to change and the dimensions of change management.
- ✓ *H2:* The dimensions of management of change affect the dimensions of resistance to change.
- ✓ *H3:* In general, there is a significant relationship between change resistance and change management
- ✓ *H4:* In general, Change management affect resistance to change
- ✓ *H5:* There is a statistically significant difference between the dimensions of the resistance to change in Libya and Turkey.
- ✓ *H6:* There is a statistically significant difference between the dimensions of change management in Libya and Turkey.

2. LITERATURE REVIEW

Through the last twenty years, Resistance to change has grabbed considerable attention from scholars. Kirkman et al., (2000) in their study about resistant to change, attempted to explore why employees resist self-managing work teams (SMWTs). Their investigation was based on examining open-ended employee comments about their top concerns in the transition to teams in two Fortune-50 organizations. The study demonstrates that employees' concerns about change generally result in resistance and in turn, it can cause other negative organizational outcomes such as conflict. The ongoing changes in technology, conflict and resistance are interlinked. Besides, the study supports the findings of previous literature regarding team transitions concerns. For example, the employees' concerns related to procedural and distributive justice, changes in their roles, workloads, and social support. Bovey and Hede, (2001) suggested that management must develop different methods to overcome resistance, especially during the implementation of radical changes as there is a need for giving guidelines and developing interventional strategy. In this regard, Laframboise et al., (2002) recommended that the top management should develop effective communication tools during the change process to deal with the psychological and the economic impacts of changes. Besides, they recommended that there is a need to provide appropriate resources, which play a critical role in overcoming the resistance to change and enhancing the change efforts.

Schuler, (2003) presented the top ten reasons behind resistance to change. These reasons investigate employees' perception regarding the change, such as the risk of change, as the employees feel scared about the changes in the old way of work. In addition, employees fear that they lack competence and skills of performing new duties after implementing changes. Employees also feel that they will have overloaded work schedules. Most importantly, employees have a healthy skepticism about their duties after implementing changes, and they want to be sure that new ideas are suitable for them. Employees also may fear that there are hidden agendas among reformers. Furthermore, employees feel that the proposed changes may threaten their opinions. Moreover, employees anticipate a loss of status or quality of life. Finally, employees genuinely believe that the proposed change is a bad idea.

Another study by Armenakiset el al., (2006) aimed to explain the readiness for organizational change concept and to test how change agents can affect individuals' readiness for organizational change. The study contributes to improve the understanding of change methods in four important ways. Firstly, readiness to change is exactly the opposite of resistance to change. Readiness is described regarding the intentions, attitudes, and beliefs of organizational members. Secondly, the model describing impact strategies is presented, keeping in view trust in the change factor, and personal and social dynamics, which affect the process of creating readiness. Thirdly, by combining insistence and individual readiness to change, suggestions about needed changes, and classification of readiness plans can be offered. Finally, a major multinational corporation's efforts to create readiness for large-scale change have been described.

Regarding readiness assessment, Holt et al. (2007) develop and evaluate an instrument that can be used to assess whether an organization is ready for change at the individual level or not. More than 900 organizations from public and private sectors were examined. The study revealed that the organizations are ready for change. Besides, the study provided other important results, which are: (A) organizations have an ability to apply the proposed change (change-specific activity), and (B) the proposed change is appropriate for the organization, (C) the leaders commit to the proposed amendment (management support), and (D) the proposed change is useful to the organization's members.

Haymes (2008) proposed three basic strategies to overcome resistance to change to acceptance of new technology. First, it must be evident to the user that the proposed technology has the potential to make his/her life easier. Second, the technology must be easy to use to avoid inadequacy. Third, the technology must be essential to the user for his or her business activities. Erwin and Gorman, (2010), conducted a review of the literature related to organizational change to provide practical guidance which can address individuals' resistance to organizational change initiatives. The study revealed that there are three dimensions to individual resistance to change, namely cognitive, affective, and behavioral dimensions. These three dimensions are influenced by a range of factors, such as individual predispositions towards openness and resistance to change, individuals' considerations of threats and benefits of change, and trust in management.

Bateh et al. (2013) argued that understanding resistance might enable managers to reduce conflict and increase collaboration with employees. They concluded that organizational leaders must be trained and educated to overcome resistance to change. Moreover, Bateh et al. (2013) pointed out that there is a need to determine the types of resistance during the changing-process, which can play an important role in determining effective strategies to overcome resistance to change. Regarding employees' response to change. Wittig, (2012) provided a model that illustrates the process of how employees react to change. The study relied on three factors, including communication, employees' emotions and cognitions, and employees' participation in decision making. These three interrelated factors can

explain most of the employees' reactions during organizational change. Wittig, (2012) also provided a guideline about the organizational development of practitioners concerning employees' reactions to change. This guideline recommends that the agents of change must understand the role of success in the change processes.

Bateh et al. (2013) argued that understanding resistance casn enable managers to reduce conflict and increase collaboration by employees. The study found that organizational leaders must obtain adequate training to overcome resistance to change. The authors also pointed out that there is a need to determine types of resistance during the changing-process, which can play a key role in determining appropriate solutions. Kılçoğln, and Derya, (2013) conducted an empirical study to investigate in he causes behind in educational Organizations. Constant improvements and various triggers are found as the motives for schools and other educational institutions to implement change. In addition, the study found that although change has been applied for positive reasons such as adapting to volatile environmental conditions, members of the organizations often react to those efforts resistantly. Some common causes behind changing-resistance in schools are the fulfillment of needs, economic effects, selective perception, habit formation, unknown fear, discomfort, and loss of liberty, lack of job security, threats, knowledge/skill obsolescence, organizational structure and limited resources. The study also revealed that school management can use six specific methods to reduce resistance, including education, communication, participation, facilitation and support, negotiation and contracting, manipulation and co-optimization, openness and coercion.

Çalık et al., (2013) studied the relationships between primary school teachers' resistance to change and their self-efficacy levels. The results indicate that all sub-scales of teacher self-efficacy are negatively correlated with resistance to change. The results also revealed that the sub-scales of teachers' self-efficacy were positively correlated with each other. Furthermore, the study indicated that the resistance to change was not significantly predicted by any subclass of teachers' self-efficacy levels. As one potential strategy to deal with resistance to change, Battilana and Caesar, (2013) proposed a relational theory to enhance and strengthen relationships between management and employees. The study argues that strong relationships individual in orgainistions who are uncertain about change (fence-sitters). This can support change agents by providing them awith a reasonable basis to co-opt them. The cooptation can also play an important role in enhancing adoption of change by orginaziations. In contrast, strong relationships have a potential negative impact on individuals who outrightly refuse change when the change diverges a little from institutionalized practices. With more divergent changes, the advantages of strong relationships to resistors can lead to weakening the change agent, which may turn into a liability that reduces the likelihood of change adoption.

Regarding the impact of age on resistance to change, Felix et al., (2013) conducted a Case Study on Cotton Company (COTTCO) in Zimbabwe, the study found that age has a significant impact on resistance to change due to positive correlation exists between the age and the resistance of employees. The study suggests that older employees pose the strongest resistance to change. In addition, the study shows that employees who have above 35 years of age are the most resistant age group within an organization Hon et al., (2014) have found out that the three contextual variables showed a moderately negative relationship with resistance to change and creativity. The results indicate that successfully managing human resources and practices can possibly mitigate the detrimental effects of resistance to change on creativity. Kerman and Öztop, (2014) investigates public employees' perception towards management of organizational change. The findings indicated that management of organizational change has an impact on the perception of employees towards change. In particular, it has been observed that the management of organizational change is an important factor affecting employees' perception towards organizational change, and it is likely to increase their support to the change process.

Regarding the influence of change on productivity, Masunda (2015), found that employees understand the importance of change. However, resistance emanated mainly because of lack of communication, lack of participation and involvement of employees, concerns about lack of skills and capabilities, and fear of moving from their current position to a new position and new systems. The study also revealed that employee productivity is not affected during the resistance to change. Communication, leadership and management support and commitment, and employee participation and involvement are central factors to the success of overcoming resistance and managing change.

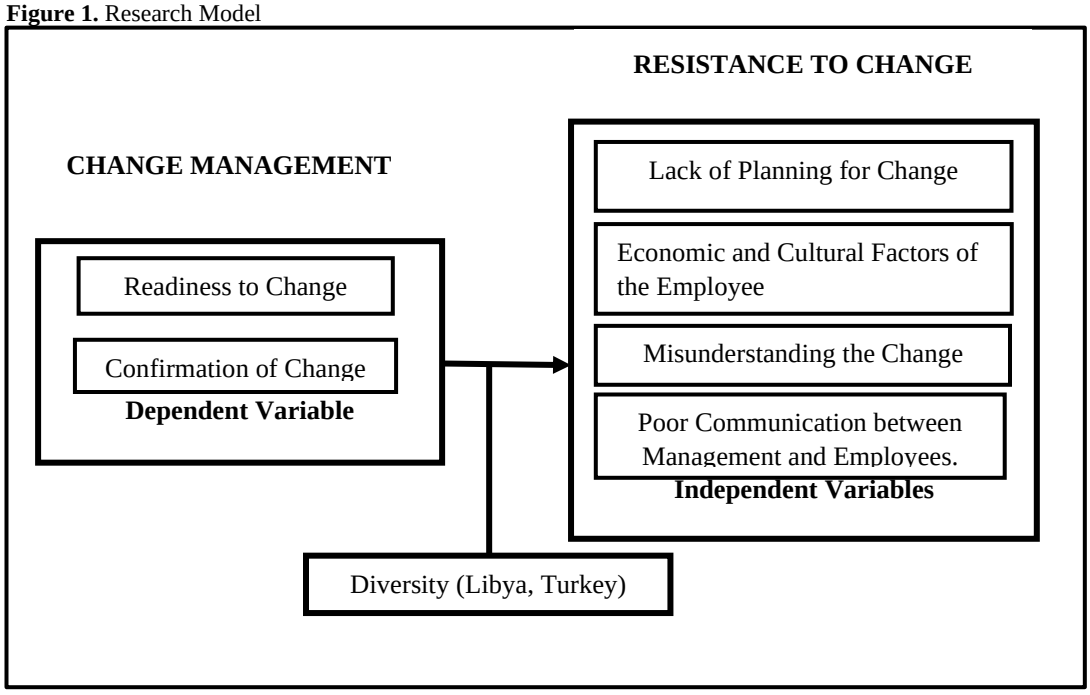
Concerning employees' motives to adopt, change et al., (2016) found that employee openness to change is relatively high, while the most significant motives of resistance to change are the feeling of insecurity, due to fear of losing their position and the sense of challenging their current status quo. According to Appelbaum et al., (2017), a high level of resistance to change as a result of inappropriate information sharing, an inadequate understanding of the need for change, lack of communication and trust in management. The findings also indicate that a significant influence of fear of job loss and uncertainty as the reason to resist change. Kupresakovic, (2018) conducted a study to examine employees' resistance to organizational change (Doctoral dissertation, National College of Ireland). The findings indicate a significant influence of fear of job loss and uncertainty as the reason to resist change.

It can be concluded from the previous literature that change management has become a fundamental element in organizations due to its influence on individual performances. The relevant literature describes successful and unsuccessful change management initiatives. The relevant literature also provides insights into the nature of change management and its most common elements. The most common themes include resistance to change, readiness to change, leadership effectiveness, and reasons behind employees' resistance to organizational change, and methods to overcome the phenomenon of resistance. Hence, after reviewing the change management literature, this study identifies a clear gap in the literature that need to be bridged. This theoretical gap is that the majority of literature mainly have focused on change management in developed countries and neglected their counterparts in the developing world. Thus, this study differs to other studies in the field as it seeks to determine the relationship between the causes behind employees' resistance to the process of change and methods to overcome it.

3. RESEARCH MODEL

The research model of this study illustrates the key stages for designing the current study. It includes four stages: causes, resistance, methods, and non-resistance. The causes create employees' resistance to organizational change and administrative methods, which lead to non-resistance. As shown in Figure 1:

Figure 1. Research Model



4. METHODOLOGY

Since the present study seeks to test hypotheses regarding a natural phenomenon, the positivist paradigm is the appropriate research paradigm. Thus, the quantitative research strategy was selected to conduct the empirical investigation of the current study. In conclusion, the study relies on the background of a strong theory about change management, and it also relies on quantitative data used in the analysis, through the collection of data from the participants and analyzed by the SPSS software. The following subsections discuss the data collection and analysis procedures, and report the findings of the data analysis.

4.1. Sampling Techniques in Libya and Turkey

In this study, both Convenience and Purposive sampling procedures were used. The selection of these sampling procedures is attributed to many reasons as follows:

- ✓ The study is based on purposive sampling to select managers who influence decision making for change.
- ✓ Using purposive sampling saves time, effort, and cost.
- ✓ Because of the difficulties in obtaining a sample framework, convenience sampling was used.
- ✓ The use of a convenience sample depends on the freedom to participate in answering the questionnaire, which makes the answers more reliable.

- ✓ The researcher is working as a lecturer at the University of Tobruk in Libya and currently, a PhD student at the University of Kastamonu in Turkey. Therefore, the researcher can easily use of purposive and convenience sampling.

4.1.1. Population and Sample in Libya and Turkey

As mentioned, this study is conducted in two countries i.e. Libya and Turkey. Therefore, the study comprised two populations. Managers who are working at the University of Tobruk. For the purpose of this study, the targeted sample included all 154 managers (Documentation and Information Management _ University of Tobruk 2017). The sample size is determined by the table of both Krejcie and Morgan (1970), which showed different sizes of the samples corresponding to different sizes of the population. Another table was used for easy referencing of sample size determination (see, Bartlatt et al., 2001; Alkindy et al., 2016). Specifying the sample size 108; however, with increased responses and participation from the participants, the sample size rose to 148 participants. Second, in Turkey, the target population consist of all the managers who are working at Kastamonu University. The size of the population is 120 (Documentation and Information Management _ University of kastamonu 2017). The size also was determined by the table presented by Krejcie and Morgan (1970). Using which, a person can specify the sample size (92); however, with increased participation, the sample size rose to 108). Table 2 shows a classification of the study samples for both countries Libya and Turkey.

Table 2. Population and Sample Study in Libya and turkey

No	Function	Libya	Turkey
1	General Manager	20	16
2	Department Manager	25	8
3	Head of Department	70	57
4	Dean	13	13
5	Technical	13	13
6	Service/ Maintenance	13	13
	Total	**154**	**120**

4.2. Data Collection

There are two systematic stages related to data collection at the Libyan university as follows: Firstly, the researcher submitted a written request accompanied by the questionnaire to the dean of the University of Tobruk in Libya, presenting the application of the field study at the university. The researcher then obtained the approval one month before the data collection. Secondly, the scale forms were distributed to the managers under study in the morning during the working hours in Libya from 8:30 am to 2:00 pm, the period of distribution and collection of forms took 10 days. Later, the researcher encountered a problem while collecting all the questionnaires within the same period because limited time was allowed to collect data for field study in Libya. The researcher initially received (100) filled-in questionnaires, so, in order to increase the response rate, the researcher redistributed questionnaires to obtain more questionnaires both by post and through e-mail.

Regarding the Turkish sample, the researcher took three steps to gather data from the Turkish university; at first, the researcher submitted a written request to the dean of the University of Kastamonu. It was accompanied by the questionnaire, which was translated in the Turkish language. Secondly, the scale forms were distributed to the managers in the morning and afternoon; therefore, the researcher had more freedom to collect data as the Turkish university operated from 8:30 am to 5:30 pm. Thirdly, the scale forms were distributed to managers during the official working hours so that a sufficient number of managers can be approached. The researcher distributed all the questionnaire forms directly among the participants.

4.2.1. The Scale of Study in Libya and Turkey

To identify the managers' views on employees' resistance to change and change management methods at both Libyan and Turkish universities, we developed the causes scale according to the recommendations by Hajjaj, (2009). The scale is divided into three sections: The first section relates to demographic variables (gender, age, marital status, working hours per day, length of service, and level of formal education etc.). The second section relates to the causes of employees' resistance to change. The third section relates to the administrative methods to overcome resistance to change. This scale has forty-eight questions asked based on a Likert scale, including 21 questions for causes behind employees' resistance to change, and 17 questions about the administrative methods to overcome resistance to change. Although there was no time limit, the respondents were expected to complete the questionnaire within 15 minutes. The range of the scale is 5 for "strongly agree", 4 for "agree", 3 for "neither agree nor disagree", 2 for "disagree," and 1 for the "strongly disagree." The scale was based on the sample mean and standard deviation to determine the causes behind employees' resistance to change, and the administrative methods to overcome it. The highest grade of the

scale must be interpreted as a level of causes behind employees' resistance to change, and the administrative methods to overcome it.

4.3 Data Analysis and Results

Statistical Package for the Social Sciences (SPSS version 21) was used to analyze the collected data. The SPSS software has been widely used in social research through testing reliability and validity, Pearson correlation and Regression Analysis for hypotheses testing. In this study.

4.3.1. Tests of Reliability and Validity

4.3.1.1. Factor Analysis (Validity Analysis for Scales)

Resistance to change

Table 3 shows the rotated component matrix analysis. This matrix contains the factor loadings for each item or question of each variable in the research model. The exploratory factor analysis was conducted using Principal Component Analysis (PCA) with Varimax and Kaiser Normalization having eigenvalue criteria more than 1, and factor loadings above 0.50 were used for identifying the factor loadings. As a cross-factor loading value above 0.50 (Han, 2009) was used to eliminate the cross-factor loadings. As shown in table 3, there is no cross-factor loading. The results revealed four factors. The first factor has high factor loadings for five questions, which are Q1, Q2, Q3, Q4, and Q5, and their factor loadings range was 0,731; 0,696; 0,7330; 0,732; 0,544. The second factor is loaded by four questions, which are Q6, Q7, Q8 and Q9, as their factor loadings range was 0,587; 0,747; 0,733 and 0,725. The third factor is loaded by four questions, which are Q11, Q12, Q13, Q14 and Q15, as their factor loadings range was 0,599; 0,714; 0,799; 0,604 and 0,639. The fourth factor is loaded by five questions, which are Q17, Q18, Q19, Q20, and Q21, as their factor loadings range was 0,654; 0, 652; 0,777; 0,793 and 0,699. Overall, these results indicate that all questions have high factor-loading values except Q10 and Q16, which have been dropped because of their very low factor-loading values.

The next phase is to look at the content of items or questions that load into the four factors in order to identify common themes. The questions Q1, Q2, Q3, Q4 and Q5, load onto the first factor; therefore, the researcher might label these factor as "lack of planning for change." The second factor was loaded by questions Q6, Q7, Q8 and Q9, the researcher labeled this factor as "economic and cultural factors of the employee." The third factor was loaded by the questions Q11, Q12, Q13, Q14 and Q15, which were labeled as "misunderstanding about the change." The fourth factor was loaded by the questions Q17, Q18, Q19, Q20, and Q21, which were labeled as "Poor Communication between Management and Employees." All of the above, shown in Table 3.5, which illustrates the rotated component matrix of causes behind employees' resistance to change.

Table 3. Rotated Component Matrix of Causes Behind Employees' Resistance to change

Rotated Component Matrix				
	Component			
	1	**2**	**3**	**4**
Q1		,731		
Q2		,696		
Q3		,733		
Q4		,732		
Q5		,528		
Q6			,587	
Q7			,747	
Q8			,733	
Q9			,725	
Q11				,599
Q12				,714
Q13				,799
Q14				,604
Q15				,639
Q17	,654			
Q18	,652			
Q19	,777			
Q20	,793			
Q21	,699			
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 8 iterations.				

Management change

Similar to the method used to validate resistance to change, table 4 shows the rotated component matrix analysis for change management. Obviously, there is no cross-factor loading. The results revealed existence of two factors. The first factor with high factor loadings that has fourteen questions: Q22, Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q33, Q34, Q35, Q36, Q37, and Q38, and their factor loadings are 0,607; 0,716; 0,807; 0,743; 0,758; 0,825; 0,568; 0,510; 0,671; 0,737; 0,542; 0,675; 0,640 and 0,657. The second factor is loaded by three questions, which are Q30, Q31 and Q32, as their factor loadings are 0,752; 0,841 and 0,830. Overall, there was no question dropped from the analysis dut to all factor-loading values were above the threshold of this test. The next phase is to evaluate the content of items or questions that load onto the fourteen factors to identify the common themes. The questions: Q22, Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q33, Q34, Q35, Q36, Q37, and Q38 load onto the first factor; therefore, the researcher might have labeled this factor as "readiness to change." The second factor was loaded by questions Q30, Q31 and Q32, which were labeled as "confirmation of change results."

Table 4. Rotated Component Matrix of change management

Rotated Component Matrix		
	Component	
	1	**2**
Q22	,607	
Q23	,716	
Q24	,807	
Q25	,743	
Q26	,758	
Q27	,825	
Q28	,568	
Q29	,510	
Q30		,752
Q31		,841
Q32		,830
Q33	,671	
Q34	,737	
Q35	,542	
Q36	,675	
Q37	,640	
Q38	,657	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

4.3.1.2 Reliability Analysis for Scale

The current study used the Cronbach's coefficient alpha to assess the internal consistency of research model. For resistance to change: (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q11, Q12, Q13, Q14, Q15, Q17, Q18, Q19, Q20, Q21), (0,90%). Change Management: (Q22, Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q36, Q37, Q38), (0,927%). Hence, all Cronbach's alpha values were the greater than acceptable level, which is 0,60. Therefore, the current study's scales reveal a high degree of the internal consistency.

Table 5. Reliability Statistics

Scale	**Reliability Statistics**
Dimensions	Cronbach's Alpha
Resistance to Change	0,903
Change Management	0,927

4.3.2 Demographic Characteristics of the Respondents

Table 6 shows the demographic characteristics of the Libyan and Turkish respondents. Both Libyan and Turkish respondents were classified into the following seven groups according to their gender, marital status, age group, educational level, function, working hours per day and length of service.

Out of the 248 Libyan and Turkish respondents, the largest gender group in both Libyan and Turkish was men (94,3%, 132 men) and Turkish (82,4% or 89 men). Thus, the women participants in both Libyan and Turkish groups were a small percentage of the total sample. This is because the majority of the managers who are working for universities in both countries are men. Likewise, similar trend can be noticed in the marital status, as the married respondents were far more in both Libyan (88,6%), and Turkish (85,2%) samples compared with single and widowed respondents (11,4% Libyan respondents and 14,8% Turkish respondents). Regarding the respondents' ages, 31-35 was the

dominant age group in both samples as it consisted of 29,3% of the Libyan respondents and 25% of the Turkish respondents.

The educational level of the majority of the Turkish respondents was PhD (56,5%), while most of the Libyan respondents had a master's degree (42,1%). This may indicate that there are more opportunities to accomplish a PhD degree in Turkey compared to Libya as Tripoli University is the only PhD degree awarding institution. However, on the functional level, the majority of the Turkish and Libyan respondents had the same departmental levels. The Libyan heads of department constituted 40% of the total sample. Similarly, the Turkish heads of department comprised 49,1% of the total sample. Concerning the working hours per day, they are a significant difference between both countries. The majority of Libyan employees (71,77%) work less than 8 hours per day, while the majority of the Turkish employees (66,7%) work from 8 to 10 hours per day. Likewise, it can be noticed that the dominant length of service variable in the Libyan setting is from 0 to 5 years that forms 33,6% of the total sample, while the length of service variable in the Libyan university is from 5 to 10 years (25,9%).

Table 6. Demographic Characteristics of Libya and Turkey

Demographic Variables	**Demographic Characteristics of Libyan Respondents, Sample Size =140**			**Demographic Characteristics of Turkish Respondents, Sample Size =108**	
	Within Variables	N	%	N	%
Gender	Male	132	94,3	89	82,4
	Female	8	5,7	19	17,6
Marital status	Married	124	88,6	92	85,2
	Female	16	11,4	16	14,8
Age	(20 - 25) years	6	4,3	2	1.9
	(26 - 30) years	26	18,6	9	8.3
	(31 - 35) years	41	29,3	27	25
	(36 - 40) years	37	26,4	22	20,4
	(40 - 45) years	19	13,6	22	20,4
	(46 - 50) years	7	5	12	11,1
	Above 50	4	2,9	14	13
Educational level	High School	4	2,9	1	0,9
	Bachelor's Degree	47	33,6	6	5,6
	License Degree	16	11,4	25	23,1
	Master's Degree	59	42,1	15	13,9
	PhD Degree	14	10	61	56,5
Function	General Manager	34	24,3	17	15,7
	Department Manager	13	9,3	14	13
	Head of Department	56	40	53	49,1
	Dean	12	8,6	12	11,1
	Technical	15	10,7	5	4,6
	Service/ Maintenance	10	7,1	7	6,5
Working hours per day	Less 8	108	77,1	12	11,1
	(8 - 10)	15	10,7	72	66,7
	(10 - 12)	11	7,9	20	18,5
	Above 12	6	4,3	4	3,7
Length of service	(0 - 5) years	47	33,6	13	12
	(5 – 10) years.	44	31,4	28	25,9
	(10 -15) year	29	20,7	22	20,4
	(15 - 20) years	10	7,1	15	13,9
	(20 - 25) years	2	1,4	15	13,9
	25 years and older	8	5,7	15	13,9

4.3.3 Hypotheses Test

The criteria used to test the hypothesised relationships between the study variables are illustrated in table 7.

Table 7. Hypothesis testing and analysis:

Hypotheses	**Tests**
H1: There is a statistically significant relationship between the dimensions of resistance to change and the dimensions of change management	Pearson Correlation Analysis
H2: The dimensions of management of change have an effect on the dimensions of resistance to change.	Regression Analysis
H3: In general, there is a significant relationship between change resistance and change management	Pearson Correlation Analysis
H4: In general, Change management have an effect on resistance to change	Regression Analysis
H5: There is a statistically significant difference between the dimensions of the resistance to change in Libya and Turkey.	T-test

H6: There is a statistically significant difference between the dimensions of change management in Libya and Turkey	T-test

The Relationship between Dimensions of Change Resistance and Dimensions of Change Management

The first hypothesis of the study is H1: There is a significant relationship between the dimensions of resistance to change and the dimensions of change management. First of all, this study mainly aims to investigate sufficient variability in the measures of the study's variables by demonstrating the means and standard deviations of each variable, as shown in table 8. Specifically, it can be seen that the means of lack of planning for change (Mean = 3.590; Std. Deviation=0.78467) and poor communication between management and employees (Mean = 3.5533; Std. Deviation=0.81343), resistance to change (Mean = 3.4597; Std. Deviation=0.68731) and Misunderstanding the Change (Mean = 3.3075; Std. Deviation=0.98443) are greater than the means of confirmation of change results (Mean = 2.1841; Std. Deviation=0.88047), change management (Mean = 1.9153; Std. Deviation=0.64751) and readiness to change (Mean = 1.8577; Std. Deviation=0.67138). This implies that lack of planning for change, poor communication between management and employees and resistance to change play key roles in creating change resistance.

Table 8. Resistance to change and dimensions / mean and standard deviation values for change management and dimensions

Descriptive Statistics			
Dimensions	**Mean**	**Std. Deviation**	**N**
Lack of Planning for Change	3,5904	,78467	248
Economic and Cultural Factors of the Employee	3,3281	,97699	248
Misunderstanding the Change	3,3075	,98443	248
Poor Communication Between Management and Employees	3,5533	,81343	248
Readiness to Change	1,8577	,67138	248
Confirmation of Change Results	2,1841	,88047	248
change management	1,9153	,64751	248
Resistance to change	3,4597	,68731	248

Table 9 depicts that the bivariate correlation matrix of all the study variables. It is obvious that all the study variables are positively and negatively correlated with each other. In particular, the Correlation's coefficients ranged from -0.591 to + 0.979, and some of them are highly significant at the 0.001 level. In particular, the lack of planning for change is positively correlated with economic and cultural factors of the employee (2) ($r = 0.440$, $p<0.01$), misunderstanding the change ($r = 0.456$, $p<0.01$), poor communication between management and employees ($r = 0.530$, $p<0.01$), and resistance to change ($r = 0.739$, $p<0.01$). While, lack of planning for change is negatively correlated with readiness to change ($r = - 0.438$, $p<0.05$), confirmation of change results ($r = -0.444$, $p<0.01$) and change management ($r = -0.481$, $p<0.01$). However, it can be noticed that readiness to change, confirmation of change results and change management are negative with lack of planning for change, economic and cultural factors of the employee, misunderstanding the change and poor communication between management and employees. Thus, based on the findings of the bivariate correlation matrix, there is negative rises in the readiness to change. Confirmation of change results and change management is likely explained by the negative increase in lack of planning for change, economic and cultural factors of the employee, misunderstanding the change and poor communication between management and employees.

Table 9. Pearson Regression Analysis

Correlations									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Lack of Planning for Change **(1)**	r	1							
Economic and Cultural Factors of the Employee **(2)**	r	,440	1						
	p	,001							
Misunderstanding the Change **(3)**	r	,456	,521	1					
	p	,001	,001						
Poor Communication Between Management and Employees **(4)**	r	,530	,499	,383	1				
	p	,000	,000	,000					
Readiness to Change **(5)**	r	-,438	-,325	-,264	-,511	1			
	p	,000	,000	,000	,000				
Confirmation of Change Results **(6)**	r	-,444	-,494	-,336	-,495	,520	1		
	p	,000	,000	,000	,000	,000			
*change management **(7)***	r	-,481	-,396	-,306	-,555	,979	,684	1	
	p	,000	,000	,000	,000	,000	,000		
*Resistance to change **(8)***	r	,739	,770	,709	,777	-,525	-,591	-,590	1
	p	,000	,000	,000	,000	,000	,000	,000	
	N	248	248	248	248	248	248	248	248
**. Correlation is significant at the 0.01 level (2-ended).									
*. The correlation is significant at the 0.05 level (2-ended)									

The Dimensions of Management of Change have an Effect on the Dimensions of Resistance to Change.

Regression analysis results are given to test the hypothesis H2: The dimensions of change management have an effect on the dimensions of resistance to change. As a result of the analysis, it has been determined that change management dimensions (Readiness to Change, Confirmation of Change Results), change resistance dimensions (Lack of Planning for Change, Economic and Cultural Factors of the Employee, Misunderstanding the Change, and Poor Communication between Management and Employees) are affected.

The Change Management have an effect on Lack of Planning for Change

Before testing the first hypothesis, the regression model was evaluated by R^2, ANOVA *F* and Durbin Watson Statistic. As depicted in table 10, the value of R^2 is 0.256, as R^2 designates that approximates 26% of changes in the value of the lack of planning for change that can be attributed to readiness to change, confirmation of change results. Such percentage shows that there is a good Goodness-of-Fit for the first regression model of the first hypothesis. The result of R^2 is supported by the value of ANOVA *F*, which is (F =42.215), that is significant at 0.01 level. Consequently, there is a good Goodness-of-Fit for the first regression model of the first hypothesis. In addition, the rule of thumb indicates that when Durbin Watson Statistic is close to 2, which results in accepting the null hypothesis of no autocorrelation in the sample (Marsh, Cormier, & Cormier, 2001). Thus, the model has enough structure to represent the data adequately. Based on Table 10, the first hypothesis is completely supported, as the Standardized Coefficient (β) of confirmation of change results is significant (β= -0.264, p<0.01) and the Standardized Coefficient (β) of readiness to change is significant (β= -0.332, p<0.01). Therefore, both confirmation of change results and readiness to change have negative impacts on the lack of planning for change.

Table 10. The Change Management have an effect on Lack of Planning for Change

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,506[a]	,256	,250	,67945	1,676
a. Predictors: (Constant), Readiness to Change, Confirmation of Change Results					
b. Dependent Variable: Lack of Planning for Change					

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	38,977	2	19,488	42,215	,000[b]
	Residual	113,104	245	,462		
	Total	152,080	247			
a. Dependent Variable: Lack of Planning for Change						
b. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,784	,138		34,758	,000
	Confirmation of Change Results	-,264	,058	-,296	-4,593	,000
	Readiness to Change	-,332	,075	-,284	-4,405	,000
a. Dependent Variable: Lack of Planning for Change						

The Change Management have an Effect on Economic and Cultural Factors of the Employee

Before testing the second hypothesis, the regression model was evaluated by R^2, ANOVA *F* and Durbin Watson Statistic. As shown in Table 11, the value of R^2 is (0.250), as R^2 designates that approximates 25% of changes in the value of the economic and cultural factors of the employee that can be attributed to readiness to change, confirmation of change results. Such percentage shows that there is a good Goodness-of-Fit for the second regression model of the second hypothesis. The result of the R^2 is supported by the value of ANOVA *F*, which is (F =40.861), that is significant at the 0.01 level. Consequently, there is a good Goodness-of-Fit for the first regression model of the first hypothesis. In addition, the rule of thumb indicates that when Durbin Watson Statistic is close to 2, which results in accepting the null hypothesis of no autocorrelation in the sample (Marsh et al., 2001). Thus, the model has enough structure to represent the data adequately. Based on the results in table 11, the second hypothesis is almost completely supported, as the Standardized Coefficient (β) of confirmation of change results is significant (β= -0.494, p<0.01). In contrast, the Standardized Coefficient (β) of readiness to change is insignificant (β= -0.137, p>0.01). That is, only confirmation of change results has a negative impact on the economic and cultural factors of the employee.

Table 11. The change management has an effect on Economic and Cultural Factors of the Employee

Model Summary[b]						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	Durbin-Watson
1	,500[a]	,250	,244		,84947	1,728
a. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						
b. Dependent Variable: Economic and Cultural Factors of the Employee						
ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	58,971	2	29,485	40,861	,000[b]
	Residual	176,792	245	,722		
	Total	235,763	247			
a. Dependent Variable: Economic and Cultural Factors of the Employee						
b. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						
Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,660	,172		27,079	,000
	Confirmation of Change Results	-,494	,072	-,445	-6,864	,000
	Readiness to Change	-,137	,094	-,094	-1,450	,148
a. Dependent Variable: Economic and Cultural Factors of the Employee						

The Change Management have an Effect on Misunderstanding of Change

Before testing the third hypothesis, the regression model was evaluated by R^2, ANOVA F and Durbin Watson Statistic. As illustrated in table 12, the value of R^2 is0.124, as R^2 designates that approximates 13% of changes in the value of the misunderstanding the change can be attributed to readiness to change, confirmation of change results. Such percentage shows that there is a good Goodness-of-Fit for the first regression model of the third hypothesis. The result of R^2 is supported by the value of ANOVA F, which is (F =17.299), which is significant at the 0.01 level. Consequently, there is a good Goodness-of-Fit for the third regression model of the third hypothesis. In addition, the rule of thumb indicates that when Durbin Watson Statistic is close to 2, which results in accepting the null hypothesis of no autocorrelation in the sample (Marsh et al., 2001). Hence, the model has enough structure to represent the data adequately. Based on table 12. The third hypothesis is completely supported, as the Standardized Coefficient (β) of confirmation of change results is significant (β= -0.304, p<0.01) and the Standardized Coefficient (β) of readiness to change is significant (β= -0.180, p<0.01). Therfore, both confirmation of change results and readiness to change have negative impacts on misunderstanding of change.

Table 12. The change management have an Effect on misunderstanding of change

Model Summary[b]						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	Durbin-Watson
1	,352[a]	,124	,117		,92527	1,766
a. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						
b. Dependent Variable: Misunderstanding the Change						
ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29,620	2	14,810	17,299	,000[b]
	Residual	209,749	245	,856		
	Total	239,369	247			
a. Dependent Variable: Misunderstanding the Change						
b. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						
Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,306	,187		22,972	,000
	Confirmation of Change Results	-,304	,078	-,272	-3,879	,000
	Readiness to Change	-,180	,103	-,123	-1,756	,080
a. Dependent Variable: Misunderstanding the Change						

Change Management have an Effect on Poor Communication between Management and Employees

Before testing the fourth hypothesis, the regression model was evaluated by the R- Squared (R^2), ANOVA *F* and Durbin Watson Statistic as shown in the Table 13, it can be seen that the value of R Squared (R^2=0.333), as R^2 designates that approximates 33% of changes in the value of the Poor Communication Between Management and Employees can be attributable to readiness to change, and confirmation of change results. Such percentage shows that there is a good Goodness-of-Fit for the fifth regression model of this hypothesis. The result of the R- Squared is supported by the value of ANOVA *F*, which is (*F* =61.234), that is significant at the 0.01 level. Consequently, there is a good Goodness-of-Fit for the third regression model of the third hypothesis. Besides, the rule of thumb indicates that when Durbin Watson Statistic is close to 2, which results in accepting the null hypothesis of no autocorrelation in the sample (Marsh et al., 2001). That is, the model has enough structure to represent the data adequately. Based on Table 13, the third hypothesis is completely supported, as the Standardized Coefficient (β) of confirmation of change results is significant (β= -0.290, p<0.01) and the Standardized Coefficient (β) of readiness to change is significant (β= -0.422, p<0.01). That is, both confirmation of change results and readiness to change have negative impacts on the Poor communication between management and employees.

Table 13. The change management have an Effect on Poor Communication between Management and Employees

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,577[a]	,333	,328	,66689	1,819
a. Predictors: (Constant), Readiness to Change, Confirmation of Change Results					
b. Dependent Variable: Poor Communication Between Management and Employees					

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54,468	2	27,234	61,234	,000[b]
	Residual	108,963	245	,445		
	Total	163,430	247			
a. Dependent Variable: Poor Communication Between Management and Employees						
b. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,970	,135		36,785	,000
	Confirmation of Change Results	-,290	,056	-,314	-5,136	,000
	Readiness to Change	-,422	,074	-,348	-5,696	,000
a. Dependent Variable: Poor Communication Between Management and Employees						

The Change Management have an Effect on Resistance to Change in General

In the study, regression analysis was conducted to test the hypothesis of to H4: Change management, in general, affects the resistance to change an which was developed to show the effect of change over the resistance to change, the regression model was evaluated by the R- Squared (R^2), ANOVA *F* and Durbin Watson Statistic as shown in table 14, it can be seen that the value of R Squared (R^2=0.414), as R^2 designates that approximates 41% of changes in the value of the resistance to change can be attributable to readiness to change, and confirmation of change results. Such percentage shows that there is a good Goodness-of-Fit for the fifth regression model of the fifth hypothesis. The result of the R- Squared is supported by the value of ANOVA *F*, which is (*F* =86.601), that is significant at the 0.01 level. Consequently, there is a good Goodness-of-Fit for the third regression model of the third hypothesis. In addition, the rule of thumb indicates that when Durbin Watson Statistic is close to 2, which results in accepting the null hypothesis of no autocorrelation in the sample (Marsh et al., 2001). That is, the model has enough structure to represent the data adequately. Based on Table 14, the third hypothesis is completely supported, as the Standardized Coefficient (β) of confirmation of change results is significant (β= -0.340, p<0.01) and the Standardized Coefficient (β) of readiness to change is significant (β= -0.305, p<0.01). That is, both confirmation of change results and readiness to change have negative impacts on the resistance to change.

Table 14. The Change Management have an effect on Change to Resistance

Model Summary[b]						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	,644[a]	,414	,409	,52821	1,753	
a. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						
b. Dependent Variable: Resistance to change						
ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48,325	2	24,162	86,601	,000[b]
	Residual	68,358	245	,279		
	Total	116,683	247			
a. Dependent Variable: Resistance to change						
b. Predictors: (Constant), Readiness to Change, Confirmation of Change Results						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,770	,107		44,575	,000
	Confirmation of Change Results	-,340	,045	-,436	-7,608	,000
	Readiness to Change	-,305	,059	-,298	-5,209	,000
a. Dependent Variable: Resistance to change						

Resistance to Change Perception by Turkey and Libya

According to the table 15, it can be noticed that according to the Libyan data, it can notice that there are significant differences between Libyan and Turkey in terms of lack of planning for change, economic and cultural factors of the employee, misunderstanding the change, poor communication between management and employees and resistance to change. It can be easily observed that the means of lack of planning for change (3.750), economic and cultural factors of the employee (3.451), misunderstanding the change (3.451), poor communication between management and employees (3.635) and resistance to change (3.57), are more significant than the means of in the Turkish Data, the differences are significant the 0.01 level or 0.05 level.

Table 15. Change the perception of resistance by Turkey and Libya

Independent Samples Test						
	Nationality	N	Mean	Std. Deviation	t	P
Lack of Planning for Change	Libya	140	3,7500	,79282	4,356	,001
	Turkey	108	3,2944	,84652		
Economic and Cultural Factors of the Employee	Libya	140	3,4514	,95642	2,472	,014
	Turkey	108	3,1426	,99946		
Misunderstanding the Change	Libya	140	3,4518	,95204	2,661	,008
	Turkey	108	3,1204	,99853		
Poor Communication Between Management and Employees	Libya	140	3,6357	,80654	2.155	,032
	Turkey	108	3,4056	,86832		
Resistance to change	Libya	140	3,5786	,68144	3.157	,002
	Turkey	108	3,3056	,66693		

Perception of Change Management by Turkey and Libya

There is a statistically significant difference between the dimensions of change management in Libya and Turkey. According to the table 16, there are significant differences between Libya and Turkey regarding confirmation of change results, readiness to change and management change. It is clear that the means of confirmation of change results (2.36), readiness to change (1.96) and management change (2.03) are more significant than the means of the Libyan Data, and the differences are significant the 0.01 level or 0.05 level.

Table 16. *Change management based on the perception of Turkey and Libya*

Independent Samples Test						
	Nationality	N	Mean	Std. Deviation	t	p
Confirmation of Change Results	Libya	140	2,0476	,84967	-2,819	,005
	Turkey	108	2,3611	,89201		
Readiness to Change	Libya	140	1,7745	,56258	-2,241	,026
	Turkey	108	1,9656	,78011		
Management change	Libya	140	1,8227	,55711	-2,595	,010
	Turkey	108	2,0354	,73409		

Table (17) illustrates the results of dimensions of change resistance and change management, it can be noticed that according to the Libyan and Turkish data, the most important causes to resistance against the change processes, arranged according to their means are: **(1)** lack of planning for change (3,45), **(2)** poor communication between management and employees (3,55), **(3)** important employee's economic and cultural factors (3,32). Furthermore, **(4)** misunderstanding about the change process (3,30), in general resistance to change (3.45). They are highly important causes behind resistance to change in the Libyan and Turkish universities because their means are more significant than the mean of the Likert scale, which are 3 at 0,01 significance level (2-tailed).

Table 17. Dimensions of change resistance and change management

Descriptive Statistics		
Dimensions of Change Resistance and Change Management	**Mean**	**Std. Deviation**
Resistance to Change	3.45	.687
Lack of Planning for Change	3,59	,784
Poor communication between Management and Employees	3,55	,813
Important Employee's Economic and Cultural Factors	3,32	,976
Misunderstanding about the change process	3,30	,984
Change Management	1.91	.64751
Confirmation of Change Results	2,18	,880
Readiness to Change	1,85	,671

Concerning the administrative methods, the most important administrative methods to overcome the resistance to change in Turkey as depicted in table 18 along with their means: (1) readiness to change (1,91) and (2) confirmation of change results (1,85). Furthermore, it is obvious that all the important administrative methods in the Libyan and Turkish institutions are greater than the mean of Likert scale, which is 3 at 0,01 significance level (2-tailed); therefore, the Libyan and Turkish respondents agree that the two important methods to overcome resistance to change are readiness for change and the confirmation of change results.

In short, all hypotheses of the study were accepted. First, there is a significant relationship between the dimensions of change resistance and the dimensions of change management. Second, the change management dimensions have an effect on the change resistance dimensions. Thirdly, there is a statistically significant difference between the change in resistance size in Turkey and Libya. Fourth, there is a statistically significant difference between the change management dimensions in Turkey and Libya. On the other hand, there are many important reasons for the change in resistance of workers in Libya and Turkey. Similarly, Libya and Turkey have many important administrative methods can be used to overcome the resistance to change. Table 18 provides a summary of the results of hypotheses testing.

Table 18. Summary of hypothesis presentations

Hypotheses	**Hypothesis Result**
H1: There is a statistically significant relationship between the dimensions of resistance to change and the dimensions of change management.	Supported
H2: The dimensions of management of change have an effect on the dimensions of resistance to change.	Partially supported.
H3: In general, there is a significant relationship between change resistance and change management.	supported.
H4: In general, Change management have an effect on resistance to change.	Partially supported.
H5: There is a statistically significant difference between the dimensions of the resistance to change in Libya and Turkey.	supported
H6: There is a statistically significant difference between the dimensions of change management in Libya and Turkey.	supported

5. DISCUSSION

This study provides some contributions to knowledge. One important outcome of our study is identifying the causes behind resistance to change, such as a lack of team members' social support. This result is consistent with the study that was conducted by Kirkman et al., (2000). This study also examined the resistance of teams by employees, which is similar to resistance to change that our study aimed to investigate. In addition, our study examined the appropriate methods to overcome resistance to change within organizations. There is prior research that has investigated this notion, for example, Bovey and Hede (2001) suggested that management must develop different methods to overcome resistance to change. The study investigated the relationship between irrational ideas, emotions and resistance to change.

Furthermore, although there is an agreement with the existing literature regarding reasons behind resistance to change, our results are not completely compatible with the findings of some other studies. For example, Laframboise et al. (2002) recommended that the top management should develop effective communication tools during the change process. Also, they suggested that there is a need to provide appropriate resources to overcome resistance to change

and enhancing the change efforts. Schuler, (2003) mentioned several reasons behind resistance to change such as adherence to old methods, lack of readiness, and lack the competence to change. Thus, some of the causes are incompatible with the findings of our study. For example, change may be a bad idea in the daily life of an individual but not for the employees. Moreover, Holt (2007) suggested that employees influence readiness to change, which is consistent with the current study. The study also found a set of factors which affect the management change in terms of factor analysis. These factors include the effectiveness of change, appropriateness, management support, and personality. Some of these factors are consistent with our study.

Concerning change management strategies, our study agrees with other prior studies that have investigated employees' resistance and strategies to overcome it. For example, Hayimes (2008) presented concepts to deal with employees' resistance to change. Erwin and Gorman (2010) provided substantial practical guidance on overcoming resistance to change in several peer-reviewed journals from 1998 to 2009. They discussed the role of cognitive, affective, and behavioral dimensions of individuals' resistance to change and how it is influenced openness, individuals' perceptions of threats and benefits of change, communication, understanding, participation, trust in management, management styles, and the nature of relationships with the change agents. Besides, our findings are consistent with the study of Wittig, (2012) regarding the methods to overcome resistance to change in terms of participation in decision-making and communication support. The results of this study are also consistent with the studies of Battilana and Casciare, (2013) and Felix et al., (2013) which show that the understanding of resistance may enable managers to reduce conflict and increase collaboration. To meet these challenges, leaders must be trained and educated to overcome resistance to change.

As our study is focused on change management in the educational sector, our results are consistent with the study of Kılçoğln and Derya (2013). Kılçoğln and Derya (2013) conducted a study on resistance to change and ways of reducing resistance in educational institutions. They found that there are some common causes behind resistance to change in schools. these causes are inadequate fulfillment of needs, economic issues, employees' perceptions, discomfort or loss of liberty, fear of the unknown, and job security in the past, threats to power or prestige, knowledge and/or skill obsolescence, changes in organizational structure, and limited resources. According to Kılçoğln and Derya (2013), school managements can use six specific methods to reduce resistance, which are information dissemination, negotiation and contracting opportunities, facilitation and support, participation, manipulation, co-optimization, and coercion. Hence, their results are in good agreement with the current study. Our study also agrees with the study of Çalik et al. (2013) who studied the relationship between primary school teachers' resistance to change and their self-efficacy. The results revealed that the sub-scales of teacher self-efficacy were positively correlated with each other. Moreover, regression analysis indicated that the resistance to change was not significantly correlated with any subclass of teacher self-efficacy levels.

Regarding leadership style needed to deal with resistance to change, our study agrees with Hon et al., (2014) who claimed that three variables, including modernity climate, leadership style, and coworker characteristics, help managers overcome resistance to change. They found a negative relationship between resistance to change and creativity. Furthermore, they indicated that successful HRM practices might mitigate the detrimental effects of resistance to change on creativity, which is consistent with the current study in terms of leadership style and coworker characteristics. However, they differ with the current study in terms of modernity climate as a tool to overcome resistance. Kerman and Öztop (2014) observed that management of organizational change is an important factor that affects employees' perception toward organizational change, and it is likely to increase their support in the change process. The current study is in accordance with Masunda, (2015); Stavros vd, (2016); Appelbaum, (2017); Kupresakovic, (2018) regarding employee's resistance to organizational change. These patterns include the lack of participation of employees in the process of change, fear of the unknown, loss of work, lack of control and lack of confidence in management, poor of communication.

6. MANAGERIAL IMPLICATIONS

The results of the current study may help to implement change in universities successfully. The recommendations that this study provided can be applied while managing change in universities. Managers should focus on effective change management that involves all the employees. Universities can first invest time to inform employees about the benefits of change, and the importance of implementing new ways to make progress keeping in view how to manage the planned changes. Universities should allow employees to participate in the planning and implementation phases of change, which helps to identify the requirements for bringing change. This will ultimately reduce employees' resistance to change. The results of this study supported the hypotheses of all nine research questions. They show how important readiness to change and confirmation of change results are successful change management methods for Libyan and Turkish universities. These methods reduce employees' resistance to change. Universities in Libya and Turkey need to focus on creating a suitable climate for their employees. Thus, participation/involvement of

employees in the decision making specifically about the change processes supports achieving successful changes. Since most of the Libya population is young, they are less likely to resist change as compared to older employees.

This study will benefit Libyan and Turkish universities by enhancing the understanding of readiness to change through understanding the reasons behind employees' resistance to change and the administrative methods and change policies to overcome resistance to change. This study also contributes to the existing literature by providing a research-based approach to change management literature. This study provides unbiased and neutral processes of the theoretical foundations of the relationship between the causes behind employees' resistance to change and methods to overcome it.

This study also provides an insight into the relationship between the causes behind resistance to change and the demographic variables. In addition, this study provides a better understanding of causes behind resistance to change and overcoming resistance to change in the Libyan and Turkish public sector universities. Furthermore, this study identifies opportunities for improvement and strategies to overcome resistance to change in the public sector universities of Libya and Turkey particularly the University of Tobruk, Libya, and the University of Kastamonu, Turkey. Moreover, several recommendations were proposed to help institutional managers overcome resistance to change while implementing change initiatives in Libya and Turkey.

7. LIMITATION AND FUTURE RESEARCH

There are Four limitations for this study. firstly, this study is limited to Tobruk University, which is located in the Eastern part of Libya. It was chosen because the eastern part of Libya is stable and comparatively peaceful. The Kastamonu University, on the other hand, is the alma mater of the researcher, so it was chosen because of considerations such as time, effort, and cost. Thus, future research can apply the research model in other settings and countries. Secondly, this study deals with limited questions about the causes behind employees' resistance to organizational change and the methods of overcoming resistance to change. Other causes or methods are beyond the scope of the study. Therefore, researchers can conduct further research to investigate other causes of resistance to change and other methods to address it.

Thirdly, the research population consists of all the managers working at the Tobruk of University and the University of Kastamonu, Turkey. The managers selected have the following roles/designations: Director General, Head of the Management, Dean, and Head of the Department, Office Manager, and Unit Manager. In Libya, only 140 managers were selected to collect the data, and in Turkey, only 108 managers were selected. This was the maximum data we could collected, which can be a limitation in terms of sample size. Finally, the researcher includes open-ended questions about the causes behind resistance to change and administrative methods to overcome resistance to change to understand the phenomena, but the response was feeble. A majority of respondents did not answer the questions and repeated the same answer for causes and administrative methods mentioned in the questionnaire. Therefore, the researcher did not include those responses, which may be one of the limitations of the study.

9. RECOMMENDATIONS

Based on the results of this study, we formulate some recommendations for higher education practitioners. First, the results found a certain level of resistance to change in both research samples. Therefore, the causes for the resistance to change should be clearly defined, and administrative decisions should be taken and implemented forth solution of these issues. Effective change should be based on planned change management. Hence, managers should plan before implementing organizational change. Training managers and change leaders should develop a clear plan for a convenient change process. The training should involve contents on how to support employees during the change and allow them to share their ideas about the change and its benefits.

In addition, managers should treat their employees with appreciation and respect, and motivate their feeling that they an important part in achieving successful change. According to the existing change management literature, most organizations are consistently facing resistance to change, and universities are no exception. Therefore, organizations should constantly develop plans and strategies to reinforce their jobs and employees' skills.

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