Resistance to changes in the field of the education

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Abstract

The educational changes of Romanian school system respond to the needs of teachers and students regarding the improving of the quality of educational. In this process of change, the teachers are the most important role, the position which they adopt towards change, the their beliefs, attitudes, ideologies and behavior.

Our paper present a few observations of a more ample research that we have achieved about how the changes of education were understood by teachers and students. Consequently, the teachers involve differently in the change process: they accept the educational reforms or they refuse change, depending on the place that the plead for change is situated, in the acceptance or rejection area, or depending on the degree of involvement.

Keywords: Education; teachers; educational reform; attitudes

1. Introduction

Today, in the Romanian educational environment, it is talking more and more about change, in a way of adaptation to the socio-professional transformations or even of reorganization or re-orientation in some of the organizational and didactic aspects (Chelcea, 1995). In the pre-university education system, the changes based on democratization and transparency principle (Neculau, 1994), suppose the implementation of a combination of principles, previsions, methodologies, actions, institutional engagements and instruments through we can get the quality of the educational and training processes both at the supplier (institution, school) and at the whole system level (Boncu, 2002). These changes answer the educational needs and necessities which the teachers and students have.

The educational performers are the most important in the process of change, because beside the position they adopt towards change, of a great importance are the beliefs, attitudes, ideologies and behaviour of the performers involved in it. Consequently, the educational performers of the pre-university system involve differently in the

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change process (Neculau, 1996): they accept the educational reforms or they refuse change, depending on the place that the plead for change is situated, in the acceptance or rejection area, or depending on the degree of involvement.

2. Hypothesis, objectives and discussion

Adopting a change position, a position of accepting the educational reforms or of resistance to change by the educational performers both teachers and students (Golu, 2004), represents the subject of this study. The illustration of these aspects of acceptance or resistance to change is part of a vaster study which presumed the analysing of the way of reporting to the educational changes in Romania.

In order to make this research, we begin from the supposition that for the ones involved, the change meant a thinking process, a mood, which made or not cognitive, affective or behavioural changes. In this respect, we questioned a number of 800 teachers in Galati and Braila town, who are active in the pre-university, secondary, primary school and preschool.

The questionnaires measure the degree of satisfaction or dissatisfaction of the teachers towards the educational reforms, their involvement or non-involvement in the implementation of the educational change. In order to find out more arguments about acceptance or resistance to change, it was used the focus-group method. The form filling and the debates with groups of six subjects did not influenced the mood of the interviewed people, this being given in their free time.

In our undertaking, we exploited the results partly, in such way to highlight in percentage the manifestation of the attitude toward change process in education of the teachers and students. We will present you these results.

After interpretation the results, we observed the following:

1. 60% of the respondents, being teachers in pre-university system, were available, they wanted the change and they accepted the educational reforms easily.
   a. To this category of respondents, the change phenomenon is more emphasised because they have already anticipated it and even they have made efforts for change.
   b. Most of them attended debates that took place within the local inspectorates where it was “analysed” the educational reform. They support the idea that the changes that were proposed answer to the needs which the educational agents and even the society have. This facultative implication in the act of analysing the educational reforms determined the fast acceptance of change, and even more of the change motivation, automatically followed by the increasing of the professional satisfaction.
   c. A great part of these respondents engaged in the continuation of the optimization of the reform.

2. 26% where they stated their wish of change, but when they had to adopt new behaviours, they were reserved and did not engage in analysing and argumentation of change efficiency.
   a. When they had to adopt new behaviours and to give up habits and stereotypes or to change the context, they manifest fear of new experiences and the unease which is a result of many associated aspects. This preservation trend was highly argued with examples.
   b. They enumerated a lot of personal successes, students performance. These teachers are excessively confident in themselves and show consciously vanity aspects.

3. 10% of the respondents are resistant to change and adopt a neutral position, refusing it by ignorance in order not to disturb their balance. At this category of subjects it can be seen a lack of informational support regarding the educational reforms.

4. A small part of the respondents (3.8%) refuse change by ignorance, arguing by respect for achievements, successes of their personal history and respect for the “classical pedagogy”.

The effect of this process of change, triggered anxiety feelings, feelings of deep nostalgia, these arguments ensuring the identity and meaning, all these being in contradiction with change.
   a. Regarding the resistance of this category to change another possible cause which generates and feed it may be derived from their dependency of their primary concepts gained initially (through education). This aspect is more difficult; it is known that it is much easier to create new attitudes than to change the older one.
b. Moreover, another factor that generated resistance to change is the lack of confidence in the people around them, sometimes even in themselves. To most of the respondents in this category was seen a neutral, bivalent attitude. They stated this aspect directly, admitting their incapacity of defining a clear attitude, this being a serious reason for refusing alternative.

For help to understand these observations, the attitude of interviewed teachers is expressed by the following graphic:

![The attitude of teachers towards the educational change](image)

Figure 1. The attitude of teachers towards the educational change

Analysing these aspects, we can conclude that the educational changes in the pre-university system answer to all the educational needs and necessities which the teachers and students have.

3. Conclusions

Consequence of the research, we may say that the respondents (the teachers) who are exposed to change, process the information and elaborates cognitive responses, depending on their own interests, their prior attitudes, the reference groups, the certain context they analyse the educational reform. To this aspect, we could add the abilities and intellectual preoccupations specific to everyone who has a very large contribution and leads the individual towards change or resistance.

Consequently, the attitude towards change of the ones who were involved in the contemporary Romanian instructive- educative process enrols in the subjectivism register. In the case of the interviewed ones, the change in education represented a personal matter, being judged through the advantages- disadvantages own perspective. This must be the main component of any scientific debates which have as basis the attitude toward change.

References
