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

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Abstract

The current study explained the structural relationship between readiness for change, social capital, and teachers' tendency to participate. The current research was applied in terms of purpose and was a correlation type in descriptive-survey research. This study's statistical population includes all education teachers in Fars province in 2021-22, and 500 were selected using random class sampling. The research tool included three questionnaires on readiness for organizational change, the tendency to participate, and social capital, which were distributed and collected after calculating validity and reliability. This research showed 1) a positive and significant relationship between teachers' perception of social capital and teachers' tendency to participate and 2) a positive and significant relationship between teachers' readiness for change and their tendency to participate. In addition, the simultaneous relationship between readiness for change and social capital with teachers' tendency to participate concluded that the variable of readiness for change is a positive and significant predictor of the tendency to participate, but social capital does not significantly predict the tendency to participate.

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Introduction

Organizations in competitive conditions and extended and rapid changes and developments in the current dynamic environment need efficient human resources with perform beyond the requirements and expectations of their organizational role and consider themselves responsible for the fate of the organization (Kang et al. 2020). In such a situation, human power is considered the real wealth and the most important productive factor of the organization (Meniado, 2020). Education is one of the government organizations that need reliable, committed, and motivated human capital to accurately implement development and progress programs so that in addition to being permanent in the organization and preventing repeated expenses, do more useful work in their jobs and their duties (Hosseini, Eskandari and Shaigh, 2011). According to Jadica (2011), administrators should increase the level of teachers' participation in decision-making in schools, because teachers are among the human resources who perform the main tasks and activities and are more familiar with the activities and organizational measures (Ngussa and Gabriel, 2017).

Participation is defined as a kind of mental and emotional involvement of individuals in group situations that motivate them to help the organization to achieve group goals and be responsible (Taleghani and Faiz, 2011). Wadesango (2012) states that teachers need the opportunity and space to participate in decision-making because people who participate in organizational decisions feel like team members with a common goal, gain a sense of self-esteem and their creative performance increases. Smith (2012) studied and investigated participation in different physical, cognitive, and emotional dimensions. The physical dimension is the amount of energy consumed in the work environment (Rich, Lepin, and Crawford, 2010), the cognitive dimension is the extent of the individual's belonging to the organization and his perception of his membership in the organization, and the emotional dimension is the emotions and experiences of the individual due to his membership in the organization (Khorshidi and Yazdani, 2011). The amount and quality of teachers' participation in various decision-making depend on various causes and factors, including their readiness for change and the quality of social capital in their workplace. Readiness occurs when the environment, structure, and attitude of organizational members are receptive to change when it occurs (Armenakis and Harris, 2002). Readiness for change is one of the structures that create positive behavioral factors, attitudes, and thinking toward new ideas in employees (Kondakci and Zaim, 2015).

According to Pomare, Long, Churruca, Ellis, and Braithwaite (2020), readiness for change indicates the degree of the cognitive and emotional tendency of people to accept, welcome and adopt a specific change that changes the existing situation. In addition, Susanto (2008) defines readiness for change as the beliefs, attitudes, and conscious intention of organizational

members towards changes and the organizational capacity to successfully implement these changes. Therefore, people's attitude toward change is one of the elements that affect their readiness for change (Eby et al., 2000; Holbchehe, 2006). Some people may welcome change and consider it as an opportunity to gain benefits and improve their position in the organization. However, some other people consider it a threat and show a negative attitude toward it (Vakola, 2014). Therefore, they resist changes. This resistance may be due to their inability to adjust their behavior, skills, and commitments to meet new needs. This group of people possibly does not have the skills to be ready for change (Vakola, 2014). Those people who can understand the need for change and believe in it and intend to do it have been empowered to make organizational changes and have the necessary preparation to make changes and show less resistance to changes. (Yu Ming chu and Lee Meng-Hsiu, 2015; Madsen, Miller and John, 2005).

In the change process, it is important to pay attention to the teacher's point of view and their level of readiness for change because this issue not only increases the self-confidence of the members of the organization and shows respect and preserves their human dignity, but also reduces the resistance caused by change. The conscious participation of people working in the organization is obligatory in the process of organizational change and in all stages of creating change (Khakchian et al., 2012). Educational centers, schools, and teachers are among the most important groups that face extensive

changes due to facing scientific-educational developments. Therefore, identifying the level of readiness for change and the factors affecting it can significantly help policymakers and planners.

People's readiness to change is crucial for the organization's success. Therefore, identifying its effective factors has become an interesting topic for experts and scientists in the last decade (Choi, 2011; Zayim & Kondakci, 2014). On the other hand, the organization's members are the most valuable organizational resource. Therefore, it should notice more about the factors influencing their behavior. The social capital state is one of the most important elements that can affect the educational systems' effectiveness and the development of people's participation in the organization.

Social capital is a set of networks, norms, values , and perceptions that facilitate intra-group and inter-group cooperation for mutual benefits (Yoon and Lee, 2019; Wu, 2021; Bhandari & Yasunobu, 2000). This capital consists of concepts such as unity and cooperation among the members of a group or society, which form a purposeful system and guide them toward achieving the organization's goals (Qassimi Menesh, 2018) and lead to the effectiveness of social networks and systems. School is the most important official institution in people's socialization, consisting of networks between people. Therefore, for the effectiveness of this social system, it is necessary to maintain and achieve social capital (Bagheri, Mehralizadeh, Hosseinpour, & Behmai, 2021). Social

capital is considered one of the important indicators for the survival and durability of any social system. It contributes to the quality of social relations and the development and consolidation of social solidarity for society's growth, success, and sustainable development through social relations and norms. (Grootaert & bastelare, 2002). Creating and maintaining organizational social capital is necessary, and the inability to recognize it may negatively impact organizations (Al Arkoubi & Davis, 2013).

The education organization is one of the most effective, important, and extensive social institutions that deal with the formal education and training of people in society and provide human resources for other organizations. Education should try to increase the teachers' tendency to participate by developing social capital and creating the conditions for the preparation of teachers for change. Based on the importance of teachers' participation in organizational decisions and programs, this research investigated the tendency to participate, readiness for change, and social capital in education in Fars province from teachers' perspectives. This research can provide useful information to managers and planners to create or develop the necessary infrastructure to encourage teachers to participate in planning and decision-making. Therefore, this research mainly explains the structural relationship between readiness for change, social capital, and teachers' tendency to participate: the case study; of education in Fars province.

Theoretical foundations of the research:

Internal research

(Bablan & Ahmadi, 2020) investigated the mediating role of organizational indifference in the relationship between organizational justice and organizational trust of high school teachers in Ardabil. They concluded that the direct effect of organizational justice and organizational trust is equal to 0.34. In addition, the indirect effect of the variable of organizational justice and organizational trust with the effect of the mediating variable of organizational indifference is equal to 0.062. The path coefficient between the two variables of organizational justice and organizational trust is also equal to (0.34). In other words, one unit change in organizational justice caused an increase of 0.34 units in organizational trust. In addition, the coefficient of our path between organizational justice and organizational difference is equal to (-0.39) and indicated the negative impact of the organizational justice variable on organizational indifference. In other words, one unit of change in organizational justice caused a decrease of 0.39 units in organizational indifference. This means that organizational justice has an inverse relationship with organizational indifference.

(Afkhami Ardakani, Rajabpour, & Alimohammadi Ardakani, 2021) investigated the impact of organizational justice and organizational trust on the innovation of school managers" (case study: Yazd

schools). They concluded that organizational justice significantly and positively affects organizational trust. In addition, organizational justice significantly affects managers' innovation. On the other hand, organizational trust directly and significantly affects innovation.

(Esmaili, Samri, & Hassani, 2019) analyzed the role of organizational trust, cooperation among teachers, and collaborative decision-making in teachers' teaching activities with the mediation of teachers' self-efficacy (structural equation modeling). Based on the findings, except for the trust, the direct effect of cooperation, collaborative decision-making, and self-efficacy on teaching is significant, except for the cooperation, the relationship of trust, collaborative decision-making with self-efficacy is significant, and except for cooperation, the indirect effect of trust and collaborative decision-making on teaching is confirmed with the mediation of self-efficacy. Based on the findings, it is concluded that to improve teachers' teaching, it is necessary to provide suitable conditions for creating and strengthening self-efficacy, cooperation, trust, and participation in decision-making for teachers in schools. Therefore, administrators and educational staff are suggested to behave with teachers so that they feel a sense of self-efficacy in themselves and strengthen their sense of self-efficacy by providing grounds and giving them freedom of action to participate in decision-making and cooperation in school activities. All these cases are

grounds for taking basic steps to improve teaching activities in schools.

(Sadat Sadr, Khorakian, & Malekzadeh, 2020) examined the effect of emotional commitment on employees' resistance to change through attitude and readiness for change. The findings showed the effect of emotional commitment on resistance to change. In addition, the results indicate the mediating role of a positive attitude towards change and readiness for change in the relationship between emotional commitment and resistance to change.

(Nikpour, 2020) explained the mediating role of organizational trust in the relationship between managers' lean leadership skills and readiness for change in the public sector. The findings of the research showed that the proposed model has a good fit and the lean leadership skills of managers, in addition to the direct effect, indirectly and through organizational trust affect the readiness for change. In addition, the mediating role of employees' organizational trust was confirmed in the relationship between managers' application of lean leadership skills and readiness for change.

(Ardalan, Erfanizadeh, & Sultanzadeh, 2019) conducted research entitled "Preparation for Change: Explaining the Role of organizational commitment, job commitment and social relations in the Workplace". They concluded that the effect of organizational commitment, job commitment, and social relations on readiness for change was positive and significant among employees. As a result, university managers should pay

attention to organizational commitment, job commitment, and workplace social relations to increase the readiness to change employees.

(Turkzadeh, Mohtaram, & Gaini, 2019) provided a framework for social capital from the perspective of the Holy Quran in a qualitative study. In this research, all chapters of this light book were studied and analyzed according to the method of the cyclical process of analysis (including four stages: gathering information, reductive reduction of data, organization, and analysis of information, interpretation, and conclusion) by focusing on the Holy Qur'an and using guide and sample interpretation books to enumerate the components of social capital in the Holy Quran and avoid any mental bias in extracting the components and also speed up the conclusion. Finally, the items found were arranged in the form of a coherent framework including the foundations, dimensions, and consequences of social capital as well as spiritual orientation. to better and faster understand the concept of social capital based on the Holy Qur'an

(Turkzadeh & Abd Sharifi, 2016) examined the effect of organizational cohesion on readiness for organizational change in the branches of one of the state banks in Shiraz. The findings showed that organizational cohesion 0.78 explains the readiness for organizational change in this bank. Therefore, organizational cohesion is a significant predictor of readiness for organizational change. It should be noted that the level of readiness for organizational change and organizational cohesion in the research

area was also estimated to be higher than average and lower than optimal.

(Turkzadeh & Abdesharifi, 2015) investigated one of the state banks with an organizational structure with the mediating role of organizational cohesion to predict the readiness for organizational change based on the perception of the employees. Research findings showed that the inhibiting organizational structure is a negative and significant predictor of organizational cohesion. In addition, inhibiting organization is a negative and significant predictor of readiness for organizational change. According to the findings, the enabling organizational structure is a positive and significant predictor of readiness for organizational change, and the mediating contribution of organizational cohesion is also evident.

External research

(Ben-Hador, Eckkhaus, & Klein, 2021) defined personal social capital and prepared and validated their social capital questionnaire, and divided personal social capital into two different but complementary structures, internal personal social capital, and external personal social capital. In addition, the results of this research indicate that the complex structure of personal social capital in organizations makes a unique contribution to the literature of organizational studies.

By using social capital theory, (Boekhorst & Halinski, 2021) examined a moderated mediation model that examines the effect of employee participation in fun activities on individual creativity through friendship in the environment. The results of this

research show a positive mediation by friendship in the workplace between participation in fun activities and increased creativity. This research also deals with the practical and theoretical importance of fun activities in creating innovative and useful ideas.

(Pomari et al., 2020) validated the questionnaire of readiness to change the hospital. It was found that the mentioned questionnaire is derived from theoretical fields and has high internal reliability. Cronbach's alpha for two subscales (appropriateness and effectiveness of change) was 0.85 and 0.75, respectively. In terms of statistics, there was no significant difference between the professional groups. The results also showed that the perception of appropriate change has a significant relationship with job satisfaction and a significant negative relationship with job burnout. The feeling of being able to implement change has a significant negative relationship with job burnout.

(Metwally, Ruiz-Palomino, Mottoli, & Gartzia, 2019) examined how leadership can shape employees' readiness for change, emphasizing the mediating role of organizational culture. According to the findings, ethical leadership increases employees' readiness for change and this is an effective part of organizational culture. Therefore, these findings highlight the new role of ethical leadership and the mechanisms it uses to increase employees' readiness for change.

(Meng, Borg, & Clausen, 2019) examined the impact of intervention programs on the creation of social capital in the organization. The results showed that social capital in the

workplace is related to employee well-being and work interaction. The intervention method is a useful tool in the work environment, which positively affects social capital. To increase the intervention programs, this research suggests participating management in the implementation and monitoring of the implementation of practical plans and integrating practical plans into the existing process at the workplace.

(Saukani & Ismail, 2019) investigated the effective factors in creating social capital. Their research showed that the five following dimensions should be considered to create social capital: The influence of spirituality and culture, the benefits of interacting with friends and colleagues in social networks, building trust in times of financial problems, norms such as the benefits of receiving financial aid, and, the benefits of participating in communication in social networks.

(Lee et al., 2018) investigated the role of cross-cultural adaptation and social capital formation to develop dynamic capabilities in the organization. According to the results, two aspects of intercultural compatibility (compatibility with oneself and compatibility with others) have a significant role in the formation of social capital among managers. The results also indicated that social capital has a significant role in the development of dynamic capabilities in organizations.

(Treuer et al., 2018) conducted research entitled "organizational factors related to Readiness for Change". They concluded that management leadership style affects readiness for change in the

organization. (Yasir et al., 2016) also conducted research titled "Leadership Styles in Relation to employee trust and organizational change capacity in Non-profit Organizations". They concluded a relationship between leadership styles and organizational change capacity. (Sagvandy & Omidian, 2015) concluded that participation in management decisions and curriculum decisions is related to job satisfaction, and participation in curriculum decisions is related to commitment. As observed in the practical research section, several studies have been conducted on readiness for change, social capital, and the tendency to participate in various organizations. Most of them show the existence of a relationship between readiness for change, social capital, and a tendency to participate. Therefore, according to the examined theoretical foundations and the research conducted over the years, it is concluded that no research investigated the relationship between the three variables in question in the field of education. Therefore, it is tried in this research to study the relationship between readiness for change, social capital, and teachers' tendency to participate in education in Fars province, because this knowledge can provide very useful knowledge and information to respond to the changing environmental conditions of the organization.

A) Readiness for change

Organizations should regularly review their processes and methods to have a significant role in the external environment. They also have to organize their operation processes to

achieve missions, values, and desirability to maintain and survive in the current conditions and respond to environmental needs (Torakzadeh & Abbasi, 2013). Organizations should not expect to survive and provide resources in this environment if they can not respond appropriately to environmental changes and growing expectations from the organization. Due to increased environmental dynamics, organizations need to implement continuous changes in their strategy, structure, and processes. They should improve their ability to respond to the environment by preparing for change. (Lunenburg & Ornstein, 2008). (Pitch et al., 2005) defined readiness for change as the extent to which employees have a positive attitude and view about change and the extent to which employees believe such a change is likely to have positive consequences for themselves and the organization. Readiness occurs when the environment, structure, and attitude of organizational members are receptive to change when it occurs (Armenakis & Harris, 2002). A concept related to readiness for change is resistance to change. People usually resist implementing a strategy because they cannot understand what is happening and why it is changing. In this case, employees may only request detailed information. (Cole et al., 2006) showed that change begins with people because resistance or support is ultimately the decisions and behaviors of individuals (Afje & Rezaian, 2012).

b) Social capital

The social capital history goes back to 1916 in the writings of Lida J. Hanyfan, the superintendent of West

Virginia schools in the United States. He considered social capital an important intangible asset in people's daily lives. Then, this theory was expanded by a group of Canadian urban sociologists, the exchange theorist (humans), a professor of urban issues named Jane Jacobs in the 1970s, and an economist named Lowry in the 1970s (Woolcock & Narayan, 2004). Social capital benefits society by expanding awareness, reducing interaction costs, and strengthening mutual behavior. Other aspects of development are dependent on this concept because social capital is the relationship and connection that connects the whole society and is widely considered a resource that facilitates the cooperation of groups. Values and social relations solve the problems of people's collective action and allow them to give up profit for the sake of the common good (Esfandiari, Qajri, & Mohammadi Fard, 2019). Different definitions and interpretations of social capital have made it difficult to understand this category. Social capital is defined as follows: individual sacrifice and partnership with others (Oxoby, 2009), single sets of resources in a long-term and stable network of relationships (Chang et al., 2010), and the types of relationships between individuals and groups (Pare et al., 2008). The social capital theory has described many exchanges and interactions in the organizations' relationships while creating theoretical concepts in organizational studies by emphasizing the role of the social network in achieving competitive advantage and providing useful arguments to explain

the success or failure of relationships at the micro or macro organization level (Carey et al., 2011).

c) Tendency to participate

A document from The United Nations Education, Science and cultural organization emphasizes that it is impossible to make changes in education without the participation of teachers (UNESCO, 2005). This article confirms that teachers are the most important factor in school activities. In addition, the quality of school performance largely depends on teachers, who play the most important role in the learning process. Therefore, teachers' participation in decision-making encourages them to use their mental and emotional power in a group situation that can affect group goals and shared responsibilities (Mualuko, Mukasa, & Judy, 2009). Participation can be considered a type of mental and emotional involvement of individuals in group situations that motivates them to help the organization achieve group goals and share in the responsibility of work (Taleghani & Faiz, 2019). The benefits of teachers' participation in decision-making are not limited to creating a sense of ownership in the results. (Chinelo, 2007) confirms that teachers' adequate and acceptable participation in decision-making in schools is not only for accepting, adapting, and implementing important and vital decisions; rather, teachers' participation maintains internal order in the school, a positive attitude towards school work and improve the quality of

subsequent decisions. In addition, participation can increase teachers' commitment to school policies and their motivation to implement those policies (Smylie & Tuermer, 1992). The success and failure of any organization generally depend on the correct use of knowledge, capabilities, and intellectual and practical skills of the employees of that organization. Today, organizations have correctly realized that human resources and cooperation with them can help the development and further progress of the organization. Organizations, especially an organization like a school, should allow their employees to participate in various issues of the organization that affect them and their work because not only does it provide the possibility of sharing knowledge, teamwork, and improving relations between employees and management and their professional growth, but it also motivates employees to show more honest and more efforts to achieve organizational goals.

Research Methodology

The present study was applied in terms of purpose and correlational in terms of descriptive method. The research statistical population included all the teachers of education in Fars province in 2021-2022 (31023). According to the size of the population and based on Morgan's Table, 500 teachers in different levels were selected as samples using a stratified random sampling method (different educational levels). Three scales have been used to collect the necessary data:

A) Readiness for change

The scale of readiness for organizational change (Torakzadeh & Abd-Sharifi, 2016) was used to collect data, which consists of five dimensions of content, process, contextual, environment, and individual, and 21 items. This scale is based on the dimensions and content of Melfords' (1996) readiness for change questionnaire and Holt et al.'s (2007) organizational change readiness model. A five-point Likert scale was used to respond. The scoring of the answers is also from five to one (completely successful to completely disagree), the numbers of the items related to each of the dimensions are listed in Table (-1). The validity and reliability of each dimension of the scale have been measured and reported by (Turkzadeh & Abd Sharifi, 2015). According to the obtained correlation coefficients, and the calculated significance level, it can be said that all five dimensions of the scale have good validity. Cronbach's alpha values also confirmed the high reliability of all three dimensions. In the present study, the validity and reliability of each dimension of readiness for change scale were calculated using the question analysis method and Cronbach's alpha. The results showed that each dimension of readiness for change has high reliability.

Table 1: Questions related to the components of readiness for change

variable	Dimensions	Questions
Readiness for change	content	1-6-9-12-13-14-16
	Process	11-17-18-20-21-23
	contextual	3-8
	Environmental	4-19
	Individual	2-5-7-10-15-22

b) Social capital:

In this research, the scale of social capital was used to investigate social capital, which was prepared based on the dimensional model of social capital (Torakzadeh and Mezmada, 2013). This scale includes dimensions of a social network, social norm, and social trust and includes 44 questions. A five-point Likert scale was used to respond. The numbers of the questions related to each of the dimensions are given in Table (2-). The validity and reliability of each dimension of the scale have been measured and reported by Turkzadeh and Mohtaram (2012) and Porasad

(2020). The validity and reliability of each dimension were calculated using question analysis and Cronbach's alpha. The obtained correlation coefficients and the calculated significance level showed that all three dimensions of the scale have good validity and Cronbach's alpha values also confirmed the high reliability of all three dimensions. In the present study, the validity and reliability of each dimension of the social capital scale were calculated using the question analysis method and Cronbach's alpha, and the results showed that each dimension of the social capital scale has high reliability.

Table 2- Questions related to the components of social capital

Variable	Dimensions	Questions
Social capital	social network	1-12
	Social norm	13-33
	Social trust	34-44

c) Tendency to participate:

The scale of the tendency to participate (Torekzadeh, 2017) was used to determine the tendency of employees to participate, which includes three physical, cognitive, and emotional dimensions. This scale includes 9 items. A five-point Likert scale was used to answer the questions. Answers are graded from five to one (completely successful to completely disagree), which is as follows. The

number of questions related to each of the dimensions is listed in Table (-3). The validity and reliability of each dimension of the scale have been measured by Mofkhami (2019) and Pourasad (2020). The validity and reliability of each dimension were calculated using the question analysis method and Cronbach's alpha. According to the obtained correlation coefficients, the calculated significance level showed that all three dimensions

of the scale have good validity and Cronbach's alpha values also confirmed the high reliability of all three dimensions. In the present study, the validity and reliability of each dimension of the tendency to participate scale were calculated using the question analysis method and Cronbach's alpha. The results showed that each dimension of the tendency to participate has high reliability.

**Table 3- Questions related to the components of the tendency to participate**

Variable	Dimensions	Questions
Tendency to participate	Physical	2-5-23
	Cognitive	11-15-16
	Emotional	6-14-21

Findings

In this part of the research, SPSS23 and AMOS23 software were used to analyze the data, and a sample T-Tech test and structural equation modeling were used to answer the research questions.

1) Is there a significant relationship between teachers' readiness for change and their tendency to participate? Figure 1 examines the relationship between readiness for change and the tendency to participate using the structural equation model. Therefore, readiness for change has been considered a predictor variable, and the tendency to participate is a criterion variable. Figure 1 shows that tendency to participate is predicted through the readiness for change variable. There is a positive and significant relationship between readiness for change and the tendency to participate ($P < 0.01$ and $\beta = 0.49$). As observed in Figure 1, the content, individual, process, contextual, and environmental dimensions have a predictive power of 0.95, 0.94, 0.92, 0.88, and 0.85 in explanation. They are ready to change teachers. Therefore, the content dimension has a decisive effect on the quality of teachers' preparation for change.
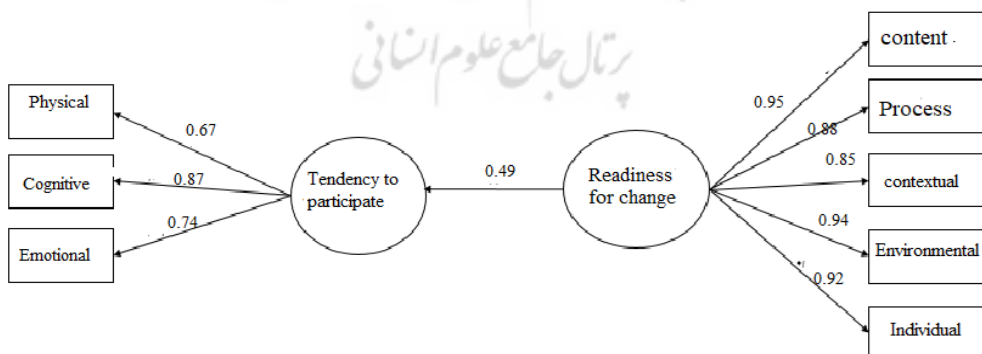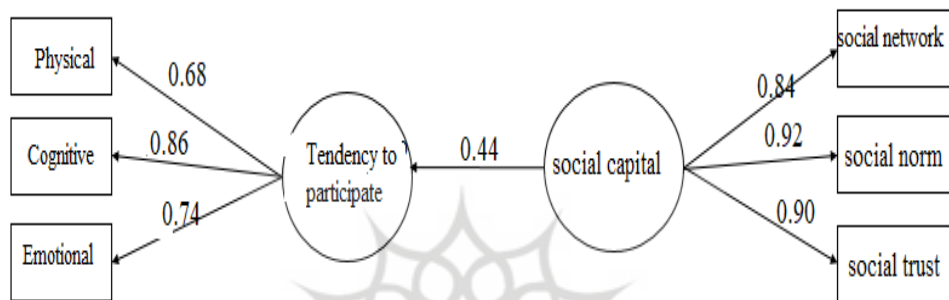

Chi-Square = 66.03 df = 18 P-value = 0.000 RMSEA = 0.07

Figure 1: The relationship between readiness for change and the tendency to participate

2) Is there a significant relationship between social capital and their tendency to participate? Figure 2 examines the relationship between social capital and the tendency to participate using the structural equation model. For this purpose, social capital has been considered a predictor variable, and the tendency to participate is a criterion variable. Figure 2 shows that the social capital variable predicts the tendency to participate. There is a positive and significant relationship between social capital and the tendency to participate ($P < 0.01$ and $\beta = 0.44$). As observed in Figure 2, social norm, social trust, and social network dimensions have the highest factor loadings of 0.92, 0.90, and 0.84, respectively, in explaining social capital.

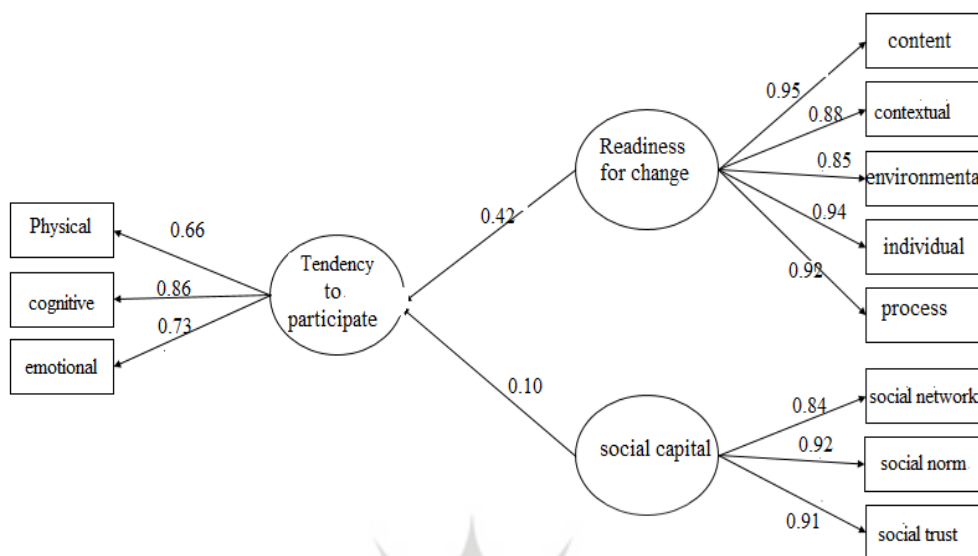Chi-Square = 14.93 df = 8 P-value = 0.000 RMSEA = 0.04
Figure 2: The relationship between social capital and their tendency to participate

3) Are readiness for change and social capital simultaneously significant predictors of the tendency to participate? Figure 3 examines the relationship between readiness for change, social capital, and the tendency to participate. For this purpose, readiness for change and social capital have been considered independent variables, and the tendency to participate as criterion variables. Figure 3 shows that readiness for change is a positive and significant predictor ($P>0.01$ and $\beta=0.42$) of the tendency to participate, but social capital does not significantly predict the tendency to participate. As observed in Figure 3, the content, individual, process, contextual, and environmental dimensions have a factor load of 0.95, 0.94, 0.92, 0.88, and 0.85 in explaining readiness for change. In addition, three dimensions of social norm, social trust, and social network, with factor loadings of 0.92, 0.91, and 0.84, respectively, have the highest value in explaining social capital. This finding means that two variables of social capital and readiness to change are simultaneously entered into the structural equation model. The readiness to change variable predicts teachers' tendency to participate, but social capital, unlike when it independently predicts participation, loses its predictive power. Therefore, according to this finding, increasing their readiness

for change is more important than developing social capital in schools to increase teachers' tendency to participate in decisions and activities.
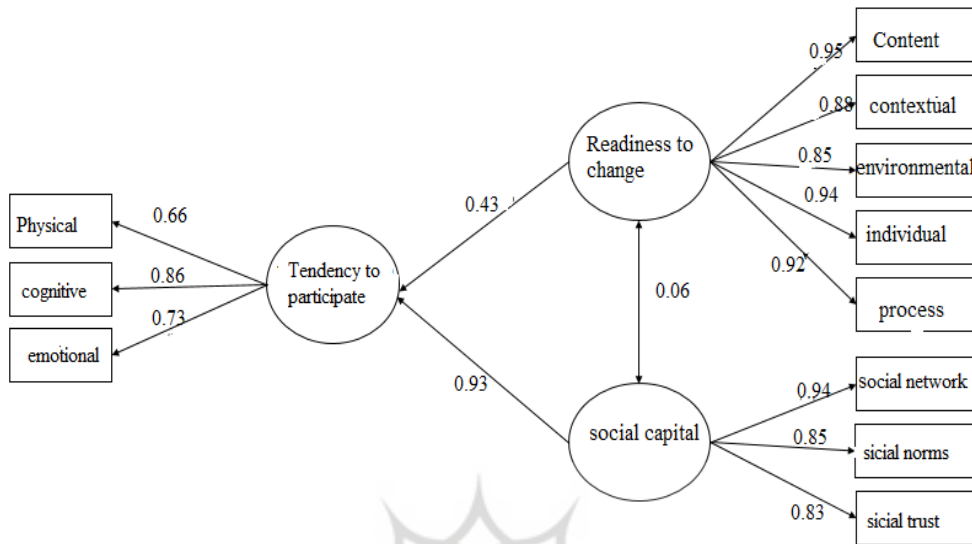

Chi – Square = 883.815 df =39   P-value = 0.000   RMSEA = 0.21

Figure 3: The relationship between readiness for change, social capital, and tendency to participate

4) Are teachers' readiness for change and their perception of social capital in interacting with each other a significant predictor of teachers' tendency to participate? Figure 4 examines the predictive power of readiness for change and social capital in interaction with teachers' tendency to participate using the structural equation model. For this purpose, readiness for change and social capital have been considered predictive variables, and the tendency to participate as criterion variables. Figure 4 shows that readiness for change is a positive and significant predictor (P < 0.01 and β = 0.42) of the tendency to participate, but social capital does not significantly predict the tendency to participate. As observed in Figure 4, the content, individual, process, contextual, and environmental dimensions have a factor load of 0.95, 0.94, 0.92, 0.88, and 0.85 in explaining readiness for change. In addition, the three dimensions and social network, social norm, and social trust, with factor loadings of 0.94, 0.85, and 0.82, respectively, have the highest value in explaining social capital. This finding means a positive and significant relationship exists between teachers' readiness for change and their perception of social capital, with r=0.92. When these two variables interact, social capital loses its predictive power for teachers' tendency to participate. The degree of readiness for change, with a value of 0.42, affects the quality of teachers' tendency to participate. Therefore, the development of content, contextual, environmental, individual, and process infrastructures is more important for teachers' readiness to

change than the development and improvement of the quality of social capital, which should be considered.

Chi-Square = 79.694 df = 38 P-value = 0.000 RMSEA = 0.04
Figure 4: The relationship between readiness to change and social capital simultaneously with the tendency to participate

Discussion and conclusion

Examining the relationship between readiness for change and teachers' tendency to participate concluded that the tendency to participate is predicted through the variable of readiness for change. There is a positive and significant relationship between readiness for change and the tendency to participate (P < 0.01 and β = 0.49). People's attitude toward change affects their behavior in supporting the desired programs of the organization and their tendency to participate (Shah, 2011). Readiness for change is one of the variables that creates a positive attitude and thinking in the human force and is considered a field to increase the tendency to participate. In other words, when people have the necessary preparation regarding change and have sufficient knowledge and information, they not only do not resist change but also support it, which increases the people's tendency to participate. Participation in decision-making can increase teachers' personal goals and sense of self-efficacy. It also promotes teachers' organizational goals and strengthens teachers' internalization of school goals and values as personal goals (Vadsango, 2012). Teachers' readiness for change positively correlates with their tendency to participate. Therefore, creating readiness for change in people is considered one of the important and influential strategies on teachers' tendency to participate, which

administrators and Planners should consider more.

In addition, investigating the relationship between social capital and the tendency to participate showed that the tendency to participate is predicted through the variable of social capital. There is a positive and significant relationship between social capital and the tendency to participate (P<0.01 and β=0.44). The findings of this part are consistent with the findings of Cham et al. (2016) regarding the effect of social capital on participation and cooperation. In addition, this finding is consistent with the results of Mohtaram et al. (2022) based on the fact that social capital has a higher power to predict their tendency to participate in the role of mediating employees' readiness to change. This finding means that social capital creates a field of cooperation between people. In other words, the development of social capital can be one of the important and influential factors that provide the field of cooperation and cooperation of people. Social capital has a positive internal and external function teachers' membership in various social groups and networks lead to the effectiveness of social networks and systems. School is the most important official institution in the socialization of people. Therefore, for the effectiveness of this social system, maintaining and achieving social capital is essential (Bagheri, Mehralizadeh, Hosseinpour, and Behmai, 2021). Based on this, it can be said that the development of existing social networks and norms in schools will help to improve the quality of social capital on the one hand and the development of teachers' participation

in decision-making. In another part of the research, examining the relationship between readiness for change and social capital and the tendency to participate showed that readiness for change is a positive and significant predictor (P < 0.01 and β = 0.42) of the tendency to participate. But social capital does not significantly predict the tendency to participate. According to this research finding, when the variables of readiness for change and social capital are considered simultaneously, the predictive power of social capital for the tendency to participate is lower than when it is examined independently. This finding means that although the quality of social capital will determine teachers' tendency to participate, it has less impact on teachers' tendency to participate compared to readiness for change. When teachers know the organization's new plans and decisions and are more prepared to accept change, their tendency to participate will increase. Finally, due to the rapid changes in the world, education is always changing and evolving. Still, it is not always easy to implement changes and it is not accompanied by success. Because the teachers have reacted to the change and because they have not prepared enough for the change and have no correct understanding of the change, as a result, they resist the change. Therefore, it is necessary to adjust the changes according to the people's understanding and culture. Otherwise, it will be associated with failure due to the contradiction of the change with their values. People's participation in certain aspects of the design and implementation of change

can also increase the success rate and reduce the failure rate. Therefore, education must provide a suitable platform for increasing teachers' participation. Thus, based on the findings of this research, the following suggestions are made:

− Creating a suitable platform for understanding and deepening the nature, dimensions, characteristics, values , and basic requirements of social capital.

− Planning to develop social capital and strengthen related infrastructures through holding workshops and training sessions

− Identifying other factors affecting teachers' tendency to participate

Ethical Considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of Interest

According to the authors of the present article, there was no conflict of interest.

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