The Relationship between Change Fatigue and Job Satisfaction of Teachers: Gender and Experience as Moderators

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Cover Page Footnote
Dear editor; We included a reference to support discarding the "Undecided" option and the unequal distances between options (Chyung, S.Y., Roberts, K., Swanson, I., & Hankinson, A. (2017). Evidence-Based Survey Design: The Use of a Midpoint on the Likert Scale. Performance Improvement, 56(10), 15-23. doi: 10.1002/pfi.21727) this reference suggest that the difference between options (a-b,b-c,c-d) may be unequal. Thank you.
The Relationship Between Change Fatigue and Teacher Job Satisfaction: Gender and Experience as Moderators

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Abstract

This study investigates the relationship between change fatigue and job satisfaction. It also aims to test the moderator roles of gender and experience in this relationship. To this end, we conducted an online data collection procedure during the 2020–2021 academic year. Participants were recruited through convenient sampling, and they worked in different parts of Turkey. In all, 379 teachers participated in the study voluntarily. The PROCESS macro was used to test the moderator roles of gender and experience. The findings showed that change fatigue and job satisfaction were negatively correlated. While gender moderated the relationship between change fatigue and job satisfaction, experience did not. The findings were discussed based on previous literature, and some suggestions were presented.

Keywords: Change fatigue, job satisfaction, gender, experience, moderation.

Introduction

The concept that best describes the age we are in is change. Rapid changes are taking place in all areas of life; education systems also feel the need to constantly renew themselves by keeping up with this change. Different countries are launching many reform initiatives to make schools more effective (Aksit, 2007; Dilkes et al., 2014; Ibrahim et al., 2013; Thoonen et al., 2011; Vandeyar, 2017). However, these reform initiatives create some difficulties for the stakeholders practicing them (Helvacı & Kılıçoğlu, 2018; Snyder, 2017). Specifically, the perception that change is repeated too often can increase the possible negative consequences (Huy, 2001, cited by Bernerth et al., 2011). In this context, the concept of change fatigue has come to the fore recently in the literature (Ace & Parker, 2010; Beaudan, 2006; Brown et al., 2018; Dilkes et al., 2014; Garside, 2004; Orlando, 2014; Vestal, 2013).

To manage organizational change successfully, organizations should consider the steps of change and put the changes into practice accordingly (Fernandez & Rainey, 2006). Lewin (1947) was a leading researcher in change literature and divided change in organizations into three stages: unfreezing, changing, and
In Lewin’s model, which reigned in the organizational change literature for a very long time, the change process can be compared to a ziggurat pyramid. However, in today’s dynamic environment, change is constant and can be compared to a pyramid (Winter, 2013), which can be regarded as one of the main sources of change fatigue. On the other hand, Kotter (1996) suggested an eight-stage process for successful change. These stages are establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gains and producing more change, and anchoring new approaches in the culture. Organizations may experience a smoother change process by considering the principles above.

In his influential book *Leading Change*, Kotter (1996) anticipated that organizations would feel a growing pressure to transform themselves due to an increasing environmental movement. The findings in the literature suggest that change fatigue has become widespread recently in educational organizations (Deschenes, 2019; Dilkes et al., 2014; Kennedy, 2010; Limon, 2019; Nunnelly, 2016), which confirms Kotter’s anticipation. The findings in the literature also show that change fatigue has some unfavorable outcomes. For example, Limon (2019) found that it is positively associated with teacher demoralization while negatively associated with job performance. It may also hinder the successful implementation of educational reforms (Dilkes et al., 2014). The frequent repetition of reform initiatives may direct teachers’ attention to efforts to keep up with the innovations brought by the reforms rather than the content they will teach (Kennedy, 2010). Thus, teachers’ experience of change fatigue can be seen as a threat to reforms whose purpose is to increase the quality of teaching.

The Turkish educational system has recently witnessed frequent reform initiatives, which stakeholders have regarded as one of the weaknesses of the system (Güven & Güven, 2019). An atmosphere of continuous change in the system can cause significant problems for stakeholders, and new initiatives are introduced before the existing ones are completed (Örücü, 2014; Taşdemir, 2015). A recent study showed that Turkish teachers were change-fatigued (Limon & Sezgin-Nartgün, 2020), which means that the situation should be investigated more thoroughly. Although it has important implications at both organizational and individual levels, change fatigue has not been adequately addressed in the context of educational organizations. In this context, associating change fatigue with different variables may contribute to the organizational change literature. Additionally, the findings to be revealed may have important implications for both policymakers and education managers in terms of change management. This study aims to reveal the relationship between change fatigue and job satisfaction of teachers, which is one of the key concepts of organizational psychology. It also unearths the moderator roles of gender and experience in this relationship.
Theoretical Framework

Change Fatigue

Change, defined as making a difference (Robbins & Judge, 2012), is necessary for development and innovation (Beycioğlu & Aslan, 2010). This requirement has been kept at the forefront in the development and innovation processes of education systems. Thus, today, change has become a general norm for education systems (Helvacı & Yılmaz, 2020). The change process in the system also influences teachers individually (Leuschke, 2017). However, change initiatives, which are considered to be of great importance for organizations and employees, cannot always be sustained in the desired way and may even result in failure (Pietz, 2019). One of the factors contributing to the failure of change initiatives is “change fatigue,” referring to the perception that too many changes have occurred (Bernerth et al., 2011).

Job Satisfaction

Theories of job satisfaction overlap with motivation theories, which can be classified as early and contemporary theories. The former include Abraham Maslow’s hierarchy of needs, Douglas McGregor’s theory x and theory y, Frederick Herzberg’s two-factor theory, and McClelland’s theory of needs. Contemporary theories, on the other hand, include expectancy theory, equity theory, reinforcement theory, self-efficacy theory, goal-setting theory, job engagement, and self-determination theory (Robbins & Judge, 2012).

Job satisfaction is defined as a “pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience” (Locke, 1976). Weiss (2002) defined it as employees’ positive or negative appraisals of their jobs. In other words, job satisfaction is related to the good mood and positive emotions of the employee (Moorman, 1993; Robbins & Judge, 2012). Based on these, teacher job satisfaction can be conceptualized as teachers’ affective responses to their teaching roles (Skaalvik & Skaalvik, 2011).

There is an abundance of literature on teachers’ job satisfaction (Judge et al., 2001) associating it with burnout (Skaalvik & Skaalvik, 2009), self-efficacy (Federici & Skaalvik, 2012; Türkoğlu et al., 2017), performance (Büyükgöz & Özdemir, 2017), and so on. Research on teacher job satisfaction is increasing day by day (Sokmen & Kilic, 2019) not only because more teachers leave the profession but also because instability is associated with reduced productivity (Zembylas & Papanastasiou, 2004). Teachers’ job satisfaction is of great importance in terms of the effectiveness, efficiency, and performance of schools (Butt et al., 2005; Crossman & Harris, 2006; Judge et al., 2001; Liu et al., 2021; Skaalvik & Skaalvik, 2011; You et al., 2017) and teachers’ motivation (Skaalvik & Skaalvik, 2011). Thus, organizational effectiveness and competence depend on employees’ willingness and their satisfaction coming from the effort exerted (Altınışık, 1997).

Conceptual Framework
This study sought to investigate the relationship between change fatigue and teacher job satisfaction and the moderator role of experience and gender in this relationship. This section provides the background of these relationships.

Previous research shows that continuous changes in organizations may have an impact on job satisfaction (Dool, 2006; Lau et al., 2002; Nelson & Cooper, 1995; Sikora et al., 2004). Brown et al. (2018) provided empirical evidence that change fatigue is negatively associated with the job satisfaction of nurses. They stated that organizational change as a frequent stressor may cause change fatigue, which in turn leads to a decrease in job satisfaction. On the other hand, Limon (2019) suggested that change fatigue is significantly associated with teachers’ demoralization. Based on these studies, we suggest that there is a statistically significant relationship between change fatigue and teachers’ job satisfaction.

The role of gender in teachers’ job satisfaction is commonly discussed in the literature (Akpınar & Aydın, 2007; Aydiv et al., 2012; Klassen & Chiu, 2010; Lassible & Navarro Gómez, 2020; Saiti & Papadopoulos, 2015; Toropova et al., 2021). For example, Aydın et al. (2012) conducted a meta-analytic study regarding the effect of gender on teachers’ job satisfaction including the years 2005 to 2009. The findings showed that Turkish male teachers were more satisfied with their jobs. In another study, Toropova et al. (2021) suggested that female teachers tend to have a higher level of job satisfaction. On the other hand, previous literature has abundantly investigated the association between teachers’ gender and reaction to organizational change (Clarke, 1996; Demirtaş, 2012; Gürses & Helvacı, 2011; Helvacı & Yılmaz, 2020; İnandi et al., 2015; Sywelem & Al-Mahdy, 2019). These studies showed that female and male teachers’ reactions to change differ significantly. However, specifically in terms of change fatigue, Limon and Sezgin-Nartgün (2020) revealed that gender did not create a statistically significant difference. Building on the previous literature indicating that gender played a significant role in both teachers’ job satisfaction and change fatigue, we suggest that it could play a moderator role in the relationship between these two variables.

There is also prevailing literature investigating the effect of teachers’ experience (years of teaching) on their job satisfaction (Demirtaş & Ersozlü, 2010; Gu, 2016; Kılıç, 2011; Korukoğlu et al., 2013; Ma & MacMillan, 1999; Toropova et al. 2021) and reactions to change (Akman & Hacıfazlıoğlu, 2019; Demirtaş, 2012; Gürses & Helvacı, 2011; Hargreaves, 2005; Levent, 2016; Limon & Sezgin-Nartgün, 2020). In these studies, Kılıç (2011) revealed that teachers with more experience had a higher level of job satisfaction, while Ma and MacMillan (1999) suggested that more experienced teachers were less satisfied. On the other hand, some other studies found no association between job satisfaction and experience (Gu, 2016; Toropova et al., 2021). As for the relationship between responses to change and experience, the studies indicated that teachers in their early career were more open to and enthusiastic about educational change (Hargreaves, 2005). However, in terms of change fatigue, teachers with less than 10 years of experience had a higher level of fatigue than those with 16 years’ experience or more (Limon & Sezgin-Nartgün, 2020). Drawing on the previous literature, we anticipate that teachers’ experience could moderate the relationship between change fatigue and job satisfaction.

![Diagram of the relationship between change fatigue, gender, experience, and job satisfaction]

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This quantitative study employed a cross-sectional survey design investigating the relationship between teachers’ change fatigue and job satisfaction. In this section, we provide information about the sample, measures, data collection, and data analysis procedure.

Sample

This study was carried out with the consent of University of Batman Human Research Ethics Committee (Date: November 10, 2020; Issue: 24998744-050.99-). Teachers working in 38 different cities in seven geographical regions of Turkey participated in this study. We reached the participants through a convenience sampling method, in which easily accessible participants are picked (Patton, 2002). The data collection was conducted online. We prepared a link on Google Forms and sent it to school administrators and teachers with whom we are acquainted. They shared the link on their schools’ WhatsApp groups. Of the 379 teachers who responded to the scales online, 22 responded wrongly to an attention-check question. So, we discarded them, and the analysis was conducted on the data of 357 teachers. The demographics of participants are presented in Table 1 below.

Table 1. Demographics of participants

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>207</td>
<td>58.0</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>150</td>
<td>42.0</td>
</tr>
<tr>
<td>School level</td>
<td>Pre-school</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>50</td>
<td>14.0</td>
</tr>
<tr>
<td></td>
<td>Elementary</td>
<td>209</td>
<td>58.5</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>72</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>21</td>
<td>5.9</td>
</tr>
<tr>
<td>Experience</td>
<td>0-10 years</td>
<td>136</td>
<td>38.1</td>
</tr>
<tr>
<td></td>
<td>11-20 years</td>
<td>152</td>
<td>42.6</td>
</tr>
<tr>
<td></td>
<td>21 and above</td>
<td>69</td>
<td>19.3</td>
</tr>
<tr>
<td>Graduation</td>
<td>Graduate</td>
<td>91</td>
<td>25.5</td>
</tr>
</tbody>
</table>
Measures

We used two different scales to collect data: the “Change Fatigue Scale” and the “Job Satisfaction Scale”.

Change Fatigue Scale

The scale was developed by Bernerth et al. (2011) and adapted into Turkish for educational organizations by Limon (2020). This is a unidimensional scale consisting of six items. The items measure the perceptions of the frequency and excessiveness of changes taking place in the Turkish educational system. The scale has a five-point response range, and the responses are as follows: (1) Strongly disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly agree. The scale was reported as having high reliability and validity (Limon, 2020). However, we conducted a confirmatory factor analysis on our data and re-evaluated the reliability of the scale. First, we checked factor loadings that can be deemed satisfactory (CF1 = .494; CF2 = .661; CF3 = .652; CF4 = .886; CF5 = .904; CF6 = .516). The fit indices of the scale resulted in a satisfactory fit ($x^2$/df = 1.814; $p = .106$; GFI = .992; AGFI = .965; NNFI = .989; CFI = .996; RMSEA = .048; SRMR = .019). As for reliability, we calculated Cronbach’s alpha, which was .886, indicating internal consistency of the scale.

The scale items are listed below:

- Too many change initiatives are introduced in our education system.
- I am tired of all these changes taking place in our education system.
- The changes taking place in our education system are overwhelming.
- We, as teachers, are asked to change too many things at school.
- I feel like being asked to change something continuously as a teacher.
- I want to see a period of stability before a new change is initiated in our education system.

Job Satisfaction Scale

To measure teachers’ job satisfaction level, we used the short form of the Job Satisfaction Scale. The scale was developed by Brayfield & Rothe (1951) and later shortened by Judge et al. (1998). It was adapted for Turkish culture by Keser and Bilir (2019) and has five items loading on a single dimension. The items measure employees’ levels of satisfaction in their jobs. The response range of the items is as follows: (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, and (5) Strongly agree. Keser and Bilir (2019) reported the scale as having high reliability and validity. However, within the scope of the current study, we conducted a confirmatory factor analysis and calculated Cronbach’s alpha coefficient. The factor loadings of the items were satisfactory (JS1 = .640; JS2 = .790; JS3 = .421; JS4 = .917; JS5 = .750). The fit indices of the scale were $x^2$/df = 1.168; $p = .311$; GFI = .997; AGFI = .981; NNFI = .998; CFI = 1.00; RMSEA = .022; and SRMR = .009, indicating perfect fit. Cronbach’s alpha internal consistency was .847, which can be deemed satisfactory.
The scale items are listed below:

- I am quite satisfied with my current job.
- I eagerly go to work on most days.
- I feel as if my workdays would not end. (Reverse coded)
- I find my job entertaining.
- I find my job unpleasant. (Reverse coded)

Data Analysis

The data were analyzed using SPSS 25 (Arbuckle, 2019) and the PROCESS macro plugin for SPSS (Hayes, 2013). Initially, the dataset was scanned for missing values, and we found none. Second, we transformed three “Undecided” responses into missing values for the change fatigue scale. The literature states that the midpoint, “Undecided,” represents the absence of opinion, and the distances between two consecutive points on the Likert scale (“a,” “b,” “c,” and “d”) may be different (Chyung et al., 2017). Based on this, we discarded the midpoint and treated the scale as a four-point one. Third, we checked the distribution of the data through skewness and kurtosis coefficients. The coefficients of skewness were -1.057 (SE = .129) for change fatigue and -0.773 (SE = .129) for job satisfaction. As for kurtosis, it was .636 (SE = .257) for change fatigue and .734 (SE = .257) for job satisfaction. Based on these findings, the data met the univariate normality assumption (Field, 2009). In the scope of descriptive statistics, we presented minimum, maximum, arithmetic means, and standard deviations. To reveal the relationship between variables, we calculated Pearson’s Product Moment Correlation Coefficient (r).

To test the moderator roles of gender and teaching experience on the relationship between change fatigue and job satisfaction, we employed Model 1 from Hayes (2013). The moderation analysis was conducted separately for gender and experience. We coded male as (0) and female (1) for gender. As for experience, we coded 0–10 years of experience as (1), 11–20 years of experience (2), and 21 and over (3) to conduct the analysis. Also, we used the mean scores of change fatigue and job satisfaction in the model since moderation analysis is based on linear regression (Hayes, 2013). We present simple slopes to visualize the moderating effect.

Findings

In this section, we provide findings regarding descriptive statistics, a correlation between variables, and moderation analysis.

Table 2. Descriptives and correlation between variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Min.</th>
<th>Max.</th>
<th>Mean</th>
<th>SD</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF</td>
<td>357</td>
<td>1.17</td>
<td>5.00</td>
<td>3.90</td>
<td>.85</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>JS</td>
<td>1.00</td>
<td>5.00</td>
<td>3.80</td>
<td>.74</td>
<td>-.20</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

**p<.01
As Table 2 shows, teachers’ change fatigue level was $M = 3.90$ (SD = .85), which shows that participating teachers were fatigued at the “Agree” level. On the other hand, the mean score for job satisfaction was $M = 3.80$ (SD = .74), indicating that teachers were satisfied with their job at the “Agree” level as well. Additionally, there was a statistically significant negative correlation between change fatigue and job satisfaction ($r = -.20; p < .01$).

Table 3. Moderator effect of gender

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R-sq</th>
<th>MSE</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.2315</td>
<td>.0536</td>
<td>.5331</td>
<td>6.6658</td>
<td>3.0000</td>
<td>353.0000</td>
<td>.0002</td>
</tr>
</tbody>
</table>

Model 1

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>se</th>
<th>t</th>
<th>p</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>5.7147</td>
<td>.5711</td>
<td>10.0068</td>
<td>.0000</td>
<td>4.5915</td>
</tr>
<tr>
<td>CF</td>
<td>-.4535</td>
<td>.1428</td>
<td>-3.1753</td>
<td>.0016</td>
<td>-.7343</td>
</tr>
<tr>
<td>Gender</td>
<td>-.8353</td>
<td>.33639</td>
<td>-2.2957</td>
<td>.0223</td>
<td>-.5510</td>
</tr>
<tr>
<td>Interaction_1</td>
<td>.1897</td>
<td>.0910</td>
<td>2.0782</td>
<td>.0384</td>
<td>.0102</td>
</tr>
</tbody>
</table>

Test of highest order interaction

<table>
<thead>
<tr>
<th>R² change</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF*Gender</td>
<td>.0116</td>
<td>4.3191</td>
<td>1.0000</td>
<td>353.0000</td>
</tr>
</tbody>
</table>

Conditional effects of the focal predictor at values of the moderator

<table>
<thead>
<tr>
<th>Gender</th>
<th>Effect</th>
<th>se</th>
<th>t</th>
<th>p</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>-.2673</td>
<td>.0635</td>
<td>-4.1600</td>
<td>.0000</td>
<td>-.3892</td>
<td>-.1393</td>
</tr>
<tr>
<td>Male</td>
<td>-.0751</td>
<td>.0652</td>
<td>-1.1518</td>
<td>.2502</td>
<td>-.2033</td>
<td>.0531</td>
</tr>
</tbody>
</table>

As Table 3 shows, the model suggested was significant ($R^2 = .0536$; $p = .0002$), and gender moderated the relationship between change fatigue and job satisfaction ($\beta = .1897; p = .0384$) with $\Delta R^2$ of .0116. The conditional effect of the focal predictor for females was significant ($\beta = -.2673, 95\%$ CI [-.3892; -.1393 not including zero]), while it was not for males ($\beta = -.0751, 95\%$ CI [-.2033; .0531 including zero]). Figure 2 displays a graphical representation of this interaction, showing a clear difference in the slopes of change fatigue and job satisfaction by gender. The figure shows that females had a higher job satisfaction than males at lower levels of change fatigue, while they had a lower level of job satisfaction at a higher level of change fatigue than their counterparts.
Table 4. Moderator effect of experience

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R-sq</th>
<th>MSE</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.1968</td>
<td>.0387</td>
<td>.5415</td>
<td>4.7385</td>
<td>3.0000</td>
<td>353.0000</td>
<td>.0030</td>
</tr>
</tbody>
</table>

Model 1

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>se</th>
<th>t</th>
<th>p</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>4.5818</td>
<td>.4648</td>
<td>9.8584</td>
<td>.0000</td>
<td>3.6677</td>
</tr>
<tr>
<td>CF</td>
<td>-.1871</td>
<td>.1164</td>
<td>-.16072</td>
<td>.1089</td>
<td>-.4162</td>
</tr>
<tr>
<td>Experience</td>
<td>-.0528</td>
<td>.2082</td>
<td>-.2537</td>
<td>.2999</td>
<td>-.1624</td>
</tr>
<tr>
<td>Interaction_1</td>
<td>.0077</td>
<td>.0522</td>
<td>.1484</td>
<td>.8821</td>
<td>-.0949</td>
</tr>
</tbody>
</table>

Test of highest order interaction

<table>
<thead>
<tr>
<th>R² change</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF*Experience</td>
<td>.0001</td>
<td>.0220</td>
<td>1.0000</td>
<td>353.0000</td>
</tr>
</tbody>
</table>

Table 4 presents the findings regarding the moderating effect of teachers’ experience on the relationship between change fatigue and job satisfaction, which was a significant model ($R^2 = .0387; p = .0030$).
However, experience did not moderate the relationship between change fatigue and job satisfaction ($\beta = .0077; \ p = .0522$) with $\Delta R^2$ of .0001. Figure 3 displays the graphical representation of this interaction, showing that there was not a significant difference in the slopes of change fatigue and job satisfaction by experience. Thus, the level of job satisfaction did not show a significant difference at lower or higher levels of change fatigue by teachers’ experience.

![Figure 3. Simple slope by experience](image)

**Figure 3.** Simple slope by experience

### Discussion

This study investigated the relationship between the change fatigue and job satisfaction of teachers, and it also tested the moderator roles of gender and experience on this relationship. First, we examined the descriptive statistics, which, consistent with previous literature, indicated that teachers were change-fatigued (Hargreaves, 2004; Limon & Sezgin-Nartgün, 2020; Leuschke, 2017). Change initiatives may yield unfavorable results both for organizations and employees (Pietz, 2019), especially when they are perceived as highly frequent (Limon, 2020). Teachers’ perception that the changes occur more frequently than necessary is thought to be the source of change fatigue (Bernerth et al., 2011). This finding is of great importance because change fatigue triggers the feeling of weakness and intention to leave (McMillan & Perron, 2013), and it also leads to a decrease in organizational performance (Pietz, 2019). Thus, the quality of change initiatives is more important than their quantity in terms of effectiveness. On the other hand, another factor to consider during the educational change process is teachers who are directly affected by change attempts. Thus, Hargreaves (2004) suggests that teachers had positive emotional experiences with changes they initiated on their own, while they had negative attitudes toward imposed change, which indicates that change initiatives should consider the people who will practice them.
Second, the current study suggests that teachers' job satisfaction level was "moderately high." However, there are inconsistent findings in the literature. While some of them are consistent with the current study (Collie et al., 2012; Sokmen & Kilic, 2019; Yerdelen, 2013), others found teachers' job satisfaction to be low (Cerit, 2009; Çetin, 2016). Job satisfaction is a predictor of teachers' performance (Büyükgöze & Özdemir, 2017), organizational success (Skaalvik & Skaalvik, 2011; You et al., 2017), and self-efficacy (Federici & Skaalvik, 2012). Therefore, school leaders should create an environment in which teachers feel satisfied.

This study also investigated the relationship between teachers' job satisfaction and change fatigue levels. Job satisfaction refers to employees' positive feelings about their jobs (Robbins & Judge, 2012), while change fatigue denotes the negative effects that change can have on employees (Leuschke, 2017). The findings suggest that there is a negative significant relationship between change fatigue and job satisfaction. In other words, the more teachers are change-fatigued, the less satisfied they are with their jobs, or vice versa. This finding is consistent with previous literature (Brown, 2016; Brown et al., 2018; Dool, 2006; Jimmieson et al., 2004; Nelson & Cooper, 1995). In addition to job satisfaction, change fatigue is also associated with teachers' job performance and demoralization (Limon, 2019), their emotional exhaustion (Bernerth et al., 2011), and school culture (Leuschke, 2017). It also hinders the use of technology (Orlando, 2014). Organizational change may create pressure on employees. When teachers perceive change initiatives in terms of both quantity and sphere of influence, negative outcomes may result (Bernerth et al., 2011; Limon & Sezgin-Nartgün, 2020). In this sense, this study suggests that change fatigue may result in a decrease in job satisfaction. Since job satisfaction is directly associated with outcomes in educational organizations (Lee, 2006), this finding holds great importance. However, conducting the change process based on the basic principles of change management can minimize undesired outcomes (Dilkes et al., 2014).

The findings reveal that gender had a moderating role in the relationship between change fatigue and job satisfaction. As female teachers' levels of change fatigue increased, their job satisfaction levels were affected more negatively compared to male teachers. Male teachers' job satisfaction levels did not differ significantly for different levels of change fatigue. Previous literature has shown that gender may create a significant difference in the perception of change (Akpınar & Aydın, 2007). Gender may also create a significant difference in job satisfaction (Aydın et al. 2012; Filiz, 2014). However, a thorough literature review did not yield a study investigating the moderator role of gender on the relationship between change fatigue and job satisfaction. Along with their professional responsibilities, female teachers also have more family responsibilities than their male counterparts, which may adversely affect their work life (Polat, 2018). Considering this, female teachers may feel a lower level of job satisfaction when they have to cope with highly frequent change initiatives. Frequent change initiatives also increase uncertainty (Bordia et al., 2004; Karakuş & Yardım, 2014). Uncertainty, which is described as one of the most challenging situations for employees (Dinçman & Koşar, 2016), can be perceived differently by male and female teachers (Yavuz, 2019). This finding may also be attributed to gender roles in Turkish society since femininity has been associated with a fragile nature, while masculinity, with a fighting nature (Topuz & Erkanlı, 2016). Thus, male teachers may tend to report less change fatigue because it could be deemed as a weakness.

The study also found that teaching experience did not moderate the relationship between change fatigue and job satisfaction. In other words, the relationship between change fatigue and job satisfaction did not differ by experience. Previous literature indicates that experience does not create a significant difference in change fatigue (Brown et al., 2018; Rafferty & Griffin, 2006). There are also studies revealing that it does not create a significant difference in job satisfaction (Crossman & Harris, 2006). On the other hand, to our
knowledge, this is the first study investigating the moderator role of experience on the relationship between change fatigue and job satisfaction. Teachers, who are among the most important elements of educational organizations, witness many change initiatives throughout their professional lives. One might think that the change processes experienced may affect teachers’ satisfaction from time to time. However, teachers can experience the same level of satisfaction throughout their professional life regardless of changes they have to cope with because teaching is a professional career (Aydın, 2018). In this context, teachers leave aside the amiable amateur spirit of the teaching profession and display the professional requirements of teaching when necessary.

**Conclusion**

This study showed that teachers had moderately high levels of both change fatigue and job satisfaction. On the other hand, it found a negative association between change fatigue and job satisfaction. In other words, as change fatigue increased, teachers’ job satisfaction decreased, and vice versa. However, we conclude that this negative association was primarily driven by the moderately strong negative correlation for female teachers since the slope of correlation was quite flat for male teachers. Finally, while gender moderated the relationship between change fatigue and job satisfaction, experience did not.

**Limitations and Suggestions**

This study was carried out within some limitations. First, this is a cross-sectional study that reflects the current situation. Second, the findings regarding change fatigue and job satisfaction are based on self-reported measures, which may lead to social desirability bias. Third, the sample was reached through convenience sampling, and the findings cannot be generalized to a population. The study also employed an online data collection procedure, and this might result in a sampling bias.

Based on the findings, we make the following suggestions. Policymakers should focus on the quality of change initiatives rather than their quantity. Change initiatives should aim for the long term, and their consequences should be followed carefully. On the other hand, researchers may carry out research employing a qualitative design to have a deeper insight into change fatigue. Further research should also examine higher education organizations.

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