

Understanding the Complexities of Educational Change Resistance Amongst Teachers in Ilorin West Lga, Kwara State

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ARTICLE INFO

Keywords: Educational, Change Resistance, Teachers

Received : 17 December

Revised : 20 January

Accepted: 21 February

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ABSTRACT

The study was conducted to understand the complexities of educational change resistance of primary school teachers in Ilorin West Local Government Area of Kwara State. The study employed the thematic qualitative design approach. Convenience sampling was used to select ten participants who were willing to participate and could access the online survey interview that was conducted. The instrument used was Educational Change Resistance Interview (ECRI). Data collected was analysed and common themes were identified. The results revealed that educational change is a complex and multifaceted phenomenon that requires a holistic and contextualized understanding of teachers' perceptions, experiences, and factors that influence their resistance or acceptance. Resistance of educational change can be curbed through compensation, motivation, support and training, communication and involvement.

INTRODUCTION

The search of better learning outcomes, societal changes, and technological improvements all contribute to the ongoing evolution of the education sector.

A key component of this evolution is educational transformation, which includes adjustments to the curriculum, teaching methodologies, evaluation techniques, and administrative regulations within the educational system. While educational change is frequently implemented with the good goal of raising educational standards, one of its most important stakeholders—teachers—frequently opposes it. This qualitative research work aims to disentangle the complex web of variables influencing teachers' resistance to educational change in Ilorin West Local Government Area (LGA), Kwara state. Educational change resistance is a multifaceted concept that encompasses teachers' attitudes, beliefs, behaviours, and responses to changes in the educational environment (Muraina et al., 2023). Resistance can take the form of passive opposition, active dissent, or even covert subversion of proposed changes (Kamilu et al., 2022). Empirical evidence suggests that teachers' resistance to educational change can hinder the successful implementation of reforms, impede the achievement of desired educational outcomes, and create tensions within the educational system (Fullan, 2001; Hall & Hord, 2015).

The variety of factors influencing teachers' resistance to educational change are examined as elements contributing to resistance. Three main categories (individual, organizational, and contextual) can be used to group these variables. The views, attitudes, and experiences of teachers themselves are referred to as individual factors. Research by Hord (1997) emphasizes the role of teacher self-efficacy, perceived competence, and personal beliefs in shaping resistant behaviors. Organizational factors delve into the institutional dynamics, administrative support, and leadership strategies within the institutional dynamics, administrative support, and leadership strategies within educational institutions (Fullan, 2007; Louis & Miles, 1990).

Lastly, contextual factor consider the broader social, cultural, and economic context in which educational change occurs, as it can exert significant influence on teacher resistance (Berman & McLaughlin, 1978; Sarason, 1996).

The Nigerian context, where the educational system has undergone multiple reforms, is particularly notable for the resistance to educational change exhibited by teachers, who have shown varying degrees of resistance (Ogunleye & Ojo, 2018; Olaniyan & Okemakinde, 2008). It is possible that knowledge of the intricacies of resistance to educational change in this particular setting will influence practice and policy, not only in Ilorin West but also in other similar regions of Nigeria and abroad.

In conclusion, the goal of this qualitative research paper is to analyse the complex dynamics of teachers' resistance to educational change in Ilorin West LGA, Kwara State. This study aims to shed light on strategies that can be used to manage and potentially mitigate resistance to educational change by examining the factors that contribute to resistance and their interactions. This will ultimately foster a more responsive and adaptive educational system in the area.

Statement of Problem

In light of the constantly changing global educational landscape, the pursuit of educational change in the Ilorin West Local Government Area (LGA), Kwara State, Nigeria, is a crucial undertaking. The resistance from the teaching workforce, however, is a recurring and worrisome problem that impedes the smooth execution of these changes. Given its possible effects on the standard of instruction provided and the region's overall educational development, this resistance presents a serious issue that needs further research.

Teachers' resistance to educational change in the Ilorin West LGA is a complex issue with roots in many important areas. First of all, this resistance jeopardizes the effectiveness of educational reforms meant to raise student achievement and improve their educational experience. Teachers play a crucial role in the classroom, so it can be detrimental to educational innovations if they are reluctant to change or oppose it (Fullan, 2001).

Second, resistance to educational change breeds conflict and discord in educational institutions. Conflicts between educators and administrators may result from it, impeding the cooperation and teamwork necessary for efficient instruction (Hall & Hord, 2015).

Resistance to educational change has far-reaching effects. Teachers who oppose educational reforms may put up with poor teaching practices, resist using antiquated pedagogical techniques, and be reluctant to use fresh, research-based strategies (Hord, 1997). In the end, these effects degrade the standard of instruction provided to pupils and jeopardize their ability to be prepared for the challenges of the twenty-first century.

Notable results have been obtained from earlier studies on resistance to educational change in Nigeria and other countries. Researchers like Olaniyan and Okemakinde (2008) investigated teacher resistance in the Nigerian context and discovered that resistance is caused by a variety of factors, including insufficient teacher preparation, a lack of teacher input during the policy-making process, and a mismatch between the reforms and teacher beliefs. In the same way, Ogunleye and Ojo (2018) emphasized the role of organizational factors, including leadership and administrative support, in shaping resistance behaviors.

Although these results offer insightful information about the dynamics of resistance to educational change, they do not specifically address the subtleties of resistance among teachers in the Ilorin West LGA. The distinct factors and dynamics that may be present in this region are not fully captured in previous research due to its unique geographical, cultural, and contextual characteristics.

The literature currently in publication highlights the intricacy of resistance to educational change and its importance within the Nigerian educational context. Nonetheless, there is a significant void in the analysis of this problem in the specific context of Ilorin West LGA, Kwara State. It seeks to provide a deeper understanding of the ramifications, reveal the complex factors influencing resistance among teachers, and provide context-specific insights that can guide more effective strategies for managing and mitigating resistance by conducting a qualitative investigation. Our goal in conducting this research is to provide

important information that will help Ilorin West LGA and other similar regions facing similar challenges implement educational changes successfully.

Purpose

The purpose of this study is to is to comprehensively understand and analyze the complexities of educational change resistance among teachers in Ilorin West Local Government Area (LGA), Kwara State, Nigeria. The study will explore the personal, professional, and contextual factors that contribute to resistance to change, and the strategies that can be used to resist that change.

Research Questions

1. What are the factors that influence educational change resistance amongst teachers in primary schools in Ilorin West LGA, Kwara State?
2. What are the implications of educational change resistance for the quality of education in Ilorin West LGA, Kwara State?
3. What are the strategies that can be used to address educational change resistance in Ilorin West LGA, Kwara State?

LITERATURE REVIEW

Significance of the Study

Beyond the confines of academia, this study's understanding of the complexity of teachers' resistance to educational change in Kwara State's Ilorin West Local Government Area (LGA) is significant. It offers insightful analysis and helpful suggestions for well-informed policy formation and decision-making, with practical implications for a range of education-related stakeholders. The importance of this study is numerous and can be summed up as follows:

Education administrators and policymakers will gain from this research's nuanced understanding of the elements influencing resistance to educational change in the Ilorin West Local Government Area. The results can help develop more context-specific and effective policies and strategies for putting educational reforms into practise. By addressing the identified obstacles to change, policymakers can improve the possibilities of successful reform adoption by teachers and ultimately the quality of education in the region.

This study will help teachers in Ilorin West LGA because it will give them a better understanding of the obstacles they face and their own resistance to changes in education. Teachers can adjust to new curricula and teaching methodologies more proactively by being aware of these factors. Better student outcomes, increased job satisfaction, and professional growth can follow from this.

This study adds to the body of knowledge on educational change resistance, which will be valuable to education researchers. The results can be used as a starting point for additional research and comparative studies, both domestically in Nigeria and abroad. On the basis of this research, academics can investigate more comprehensive theories and create evidence-based management resistance to educational change.

Students are the ones who stand to gain the most from changes in education. The implementation of effective change management can enhance the

quality of education and provide students in Ilorin West LGA with a more engaging and relevant educational experience. Better academic achievement and increased opportunities for success in the future can result from this, which will benefit parents and the community at large.

METHODOLOGY

Research Design: The phenomenon of educational change resistance among teachers in primary schools in Ilorin West LGA, Kwara State, was investigated using a qualitative approach in this study. In order to give a thorough and comprehensive account of the causes, effects, and tactics of educational change resistance in the context of Ilorin West LGA, the study employed a descriptive case study design.

Data Collection: Semi-structured interviews were the primary means of data collection used in this study. Voice notes were used by the respondents to submit their responses to the online interviews conducted over WhatsApp. Open-ended questions that matched the study's objectives and research questions were used in the interviews.

Sampling and Participants: The purpose of the interview questions was to elicit the opinions, experiences, and perceptions of the respondents regarding resistance to educational change in their schools and within the education system as a whole.

Participants and Sampling: Ten primary school teachers in Kwara State's Ilorin West LGA were chosen for the study using a purposive sampling technique. The selection of the respondents was based on their suitability and representativeness for the research topic, as well as their availability and willingness to participate in the study. The respondents varied in age, gender, school, and years of experience as teachers.

Data analysis: To examine the information gathered from the interviews, the study conducted a thematic analysis. After the voice notes were converted to text, they were meaningfully categorized and thematically coded.

Data Analysis: After the voice notes were converted to text, they were meaningfully categorized and thematically coded. After that, the themes were examined and debated in light of the study's goals and research questions as well as the body of current literature.

The study adhered to ethical standards and best practices for qualitative research. Before consenting to participate, the respondents were made aware of the study's goals, methods, and purpose. They received guarantees that the information about them and their answers would remain anonymous and secret. Additionally, they were asked if it was okay to record and use their voice notes for reporting and data analysis.

RESEARCH RESULT

Section 1: Perceptions of Teachers Towards Educational Change

Question 1: Can you please share your general perceptions of educational change in Ilorin West LGA?

From the responses to the above question revealed that, majority of teachers perceive educational change as a new method or inventions that is

introduced into the educational systems to make teaching more effective, while some see educational change as a dynamic process aimed to improve the quality of education and adapting it on students and society. For instance, a respondent gave us a detailed experience as a teacher and how educational change has exposed her to new ways of teaching with the aid of Artificial Intelligence (AI): When I was serving as a teacher, I discovered that, the teaching method we are taught in the university is different and not applicable to some schools. The school I've been working with now has opened my eyes to the modern way of teaching through artificial intelligence, teaching by example i.e. practicals and projects as well as teaching by society i.e. field trip. This has changed my teaching practices and has made teaching easier for me. A respondent claimed that "In the area of ICT usage, a lot of people before now didn't know how to use ICT gadgets and other technology tools to make teaching more effective". Teachers should accept changes in education in this 21st century so as to get our educational sectors integrated.

Section 2: Factors Contributing to Educational Change Resistance

Question 2: 2. What do you believe are the primary factors contributing to educational change resistance among teachers in Ilorin West LGA?

From the responses to the above question, a respondent thinks that the major factor that cause resistance of teachers' educational change is the "mind". The respondent even went further to tell us her experience in her place of work about the effect of a teacher having a fixed mindset; he/ she finds educational integration so difficult. "There is a school I've worked. Therein, we all used to submit the examination questions to the school typist but when they had a new principal, the man changed the customs of the school and some of the teachers found it difficult to adapt to this innovation and change. Another respondent ascertained that the major factors that contributed to the resistance in educational change in Ilorin West are: Incompetence of the teachers, Limited resources, Reluctance to experiment, Fear of failure and lack of adequate information. If a teacher lacks experience, he/she develops low self-esteem which eventually has direct impact on students. Some teachers are capable but as a result of limited resources, they find themselves being incapacitated. Inadequate information can also lead to teachers incompetence in a situation where by they don't have full knowledge of what is required and what to take to the class. More so, unavailability of instructional materials can also lead to setbacks. Another respondent believes that one of the factors that contributes to educational change in Ilorin West LGA is the state of the economy especially when it comes to salary and political changes i.e changes in government. Others are, background of the teachers, Unwillingness to change, Lack of awareness, Unavailability of adequate training, Lack of finance, Fear of the unknown, Lack of training, Irregular training, Lack of communication between the school administrators and teachers.

Section 3: Addressing Factors to Enhance Implementation of Educational Change.

Question 3: How do you think these factors can be effectively addressed to enhance the implementation of educational change in Ilorin West LGA?

From the responses, majority of the respondent said that the factors that can be effectively addressed to enhance the implementation of educational change in Ilorin West LGA are:

- Implementation of remuneration strategies to curb delays and motivation of the teachers.
- Organization of training for the teachers prior to the implementation of the change.
- Teacher should be carried a long before enacting educational change.
- Provision of adequate training for the teachers.
- Open communication between teachers and schools administrators
- Trust and respect must between teachers and the school administrators.
- Adequate support.
- Provision of comprehensive training to expose the teacher to necessary knowledge.
- Teachers in government school should be sponsored.
- They should give them adequate and constant relevant train.
- Policy makers and Government should organize adequate teacher training prior to the implementation of any educational changes so as to ease adoption of the innovations.

Findings

The findings of this research revealed that teachers have diverse and complex perceptions of educational change, ranging from seeing it as a novel approach or invention to a dynamic process that aims to improve the quality of education and adapt it to students and society.

The paper also finds that teachers face various challenges and barriers in implementing educational change, such as lack of remuneration and motivation, insufficient training and resources, poor communication and involvement, and resistance from colleagues and students.

The paper identifies some factors that can enhance the implementation of educational change, such as remuneration and motivation, training and support, communication and involvement, and provision of adequate resources.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the findings of this research, the following conclusions were drawn:

1. Educational change is a complex and multifaceted phenomenon that requires a holistic and contextualized understanding of teachers' perceptions, experiences, and factors that influence their resistance or acceptance.
2. Teachers must be empowered and involved in the process of educational change as important stakeholders and change agents. This is because education reform is a collaborative and participatory endeavour.
3. Resistance of educational change can be curbed by several elements, including; compensation and motivation, support and training,

communication and involvement, and the availability of sufficient resources.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. A bottom-up approach to educational reform that includes teachers in the planning, design, implementation, and assessment of change initiatives is something that policymakers, administrators, and educators should embrace..
2. To help them embrace educational change, teachers should have access to sufficient funding, incentives, training, support, resources, communication, and involvement.
3. The effects of educational reform on students' learning outcomes and teachers' professional development should be investigated further.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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