Change in Higher Education: Resistance to Change and Managing Resistance to Change
A study from the Point of View of Administrative and Academic Managers at Tobruk University-Libya

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التغيير في التعليم العالي: مقاومة التغيير وإدارة مقاومة التغيير
دراسة من وجهة نظر المديرين الإداريين والأكاديميين بجامعة طبرق _ ليبيا

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Abstract:

The study looked at underlying causes for employees' resistance to change and managing resistance to change. the current study also focuses on the identify a statistically significant difference between the managerial level and academic level in relation to the causes of employees' resistance to change and managing resistance to change. Questionnaires were used to collect data, a stratified purposive sample consisting of 140 managers was selected from the total of 154 managers working at Tobruk University in Libya. Statistical Package for the Social Sciences (SPSS) Version 21 was used to analyze the data. Results showed that lack of change planning is the main factor behind employees' resistance to change. Also, creating readiness for change is a crucial method for overcoming employees' resistance to change. However, there is no statistically significant correlation between demographic variables and administrative methods that can be utilized to overcome employees' resistance to change. Regarding the causes underlying employees' resistance to change and the administrative methods employed to cope with such resistance, there is no statistically significant difference between the managerial level and the academic level.

Keyword: Resistance to Change, Managing Resistance to Change, Higher Education, Managerial Level, Academic Level, Tobruk University.

الملخص

بحثت الدراسة في الأسباب الكامنة وراء مقاومة الموظفين للتغيير وإدارة مقاومة التغيير. كما تركز الدراسة الحالية على التعرف على فروق ذات دلالة إحصائية بين المستوى الإداري والمستوى الأكاديمي فيما يتعلق بأسباب مقاومة العاملين للتغيير وإدارة مقاومة التغيير. وتم استخدام استبيانات لجمع البيانات، حيث تم اختيار عينة طبقية قصدية مكونة من 140 مديراً من إجمالي 154 مديراً يعملون بجامعة طبرق في ليبيا. وتم استخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) الإصدار 21 لتحليل البيانات. وأظهرت النتائج أن عدم التخطيط للتغيير هو العامل الرئيسي وراء مقاومة الموظفين للتغيير. كما أن خلق الاستعداد للتغيير هو وسيلة حاسمة للتغلب على مقاومة الموظفين للتغيير. ومع ذلك، لا توجد علاقة ذات دلالة إحصائية بين المتغيرات الديموغرافية والأساليب الإدارية التي يمكن استخدامها للتغلب على مقاومة الموظفين للتغيير. وفيما يتعلق بالأسباب الكامنة وراء مقاومة العاملين للتغيير والأساليب الإدارية المستخدمة لمواجهة هذه المقاومة، فإنه لا يوجد فرق ذو دلالة إحصائية بين المستوى الإداري والمستوى الأكاديمي.

Introduction:

The concept of change consistently preoccupies the cognitive faculties of leaders. Petty behavior or actions Leadership development and change management are commonly seen as primary areas of focus for contemporary human resource development practitioners. However, a substantial body of academic and practitioner literature indicates that a significant proportion, approximately 70%, of change programs ultimately do not achieve their intended objectives. By doing an analysis of a sample size consisting of 200 case studies on organizational change, as documented by Jones, Firth, Hannibal, and Ogunseyin in 2019. The importance of successful change efforts cannot be overstated in terms of ensuring the survival and growth of organizations. Numerous scholars in the field of change management within administrative literature have developed frameworks and approaches aimed at facilitating the implementation of change and effectively managing it. While the precise causes of various failures in organizational change remain unclear, it is imperative to acknowledge the significant impact of employees' reactions to change on the implementation and ultimate success of the change. This factor plays a substantial role in the overall change process (Deng, J., Deng, R., Huang, L., & Gao, J., 2021, May).

The experience of change does not necessarily need to be accompanied with pain. Indeed, through meticulous strategizing, it can even manifest as a source of liberation, empowerment, and enjoyment. The process of transformation necessitates the implementation of crucial elements such as formulating a vision, cultivating trust, and fostering active participation. In addition, it is imperative to possess knowledge of the corporate culture, employ effective communication strategies, and evaluate the level of readiness in order to effectively manage the process of change and establish a favorable environment for achieving desired outcomes (Sweeney & Whitaker, 1994). The concept of organizational readiness for change is a complex and multifaceted construct that operates at multiple levels. At the organizational level, readiness for change pertains to the collective determination of management members to implement a change (referred to as change commitment) and their shared belief in their collective ability to accomplish this task (referred to as change efficacy).

The degree of readiness for change is contingent upon the extent to which members of management value the change and evaluate three key aspects influencing the ability to implement it: resource availability, task demands, and situational factors. When the level of organizational readiness for change is elevated, there is an increased likelihood that members of management will initiate change, demonstrate enhanced effort, exhibit greater perseverance, and display more cooperative behavior. According to Weiner (2009), the outcome is a far more dynamic implementation. Nevertheless, there exist other factors that must be taken into account in order to attain a favorable outcome in the process of change. Therefore, the primary objective of this study is to examine the underlying factors that contribute to organizational change and the various elements of resistance that may arise. Additionally, it seeks to explore the strategies and methods employed in change management to effectively address and overcome resistance to change.

1.1 Research Questions

This study aims at answering the following questions:

- What are the most important causes behind employees' resistance to change at Tobruk University?
- What are the most important administrative methods that can be used to overcome resistance to change at Tobruk University?
- Is There a statistically significant difference between the managerial level and the academic level in relation to the causes behind employees' resistance to change?
- Is there a statistically significant difference between the managerial level and the academic level in relation to administrative methods that can be used to overcome resistance to change?

1.2 Aims:

The aim of the study is to identify:

- To identify the most important causes behind employees' resistance to change at Tobruk University.
- To identify the most important administrative methods that can be used to overcome resistance to change at Tobruk University.
- To identify a statistically significant difference between the managerial level and the academic level in relation to the causes behind employees' resistance to change.

- To identify a statistically significant difference between the managerial level and the academic level in relation to the causes behind change and administrative methods that can be used to overcome the resistance to change.

1.3 Hypothesis:
The researcher in this study proposed that:
Hypothesis H1: There will be a statistically significant difference between the managerial level and academic level in relation to the causes behind employees' resistance to change.
Hypothesis H2: There is a statistically significant difference between the managerial level and academic level in relation to causes behind change and administrative methods that can be used to overcome the resistance to change.

THEORETICAL FRAMEWORK
Causes for Employee's Resistance to Change:

The current implementation of change management is not functioning optimally. According to Strebel (1996), leading experts of radical organizations reengineering have watched that the excellence rates in Fortune 1,000 businesses are much below 50%, with some estimates suggesting they may be as lower as 20%. In order to ensure the sustainability of an organization, it is imperative for it to consistently adopt a strategic approach to effectively compete for scarce resources within a dynamic and evolving environment. This entails not merely reacting to changes, but actively pursuing and embracing change. Change management and resistance to change are interconnected concepts within the realm of organizational change, and it is imperative to address them together rather than in isolation (Aninkan, 2018).

According to Korir et al. (2012) as cited by Thomas (2014, p. 172), change management can be defined as the succeeded management of a change processes, wherein executives, leaders, and frontline employees work harmoniously to successfully execute the required alterations in processes, technology, or organizational structure. In contrast, higher education change management refers to the capacity to effectively introduce novel projects or adjust to evolving external circumstances while considering the collaborative governance framework inherent in higher education (The Change Leader, 2022). Moreover, it is possible to divide the change management process into the following subcategories: The change management process in the higher education environment involves several key steps. These include developing an understanding of the forces driving change and acknowledging the necessity for change. Additionally, it entails diagnosing the problem at hand, exploring various alternatives for organizational development, and recognizing any constraints that may impede progress. Once these steps are completed, a suitable method for implementing change is selected, and strategies are put into action. Throughout the process, careful monitoring and evaluation are conducted to ensure the effectiveness of the change initiatives. This comprehensive approach to change management encompasses elements such as strategy, structure, and training, all with the ultimate goal of renewing the organization. According to Go vender et al. (2005), the implementation of a well-structured change management approach can potentially enhance the facilitation of change.

There exist numerous factors that contribute to employee resistance towards change, hence potentially impeding an organization's ability to implement important changes. This section will study scholarly perspectives on resistance to change, as presented by McNaughton (2003).

- The employees or faculty members exhibit a reluctance to assume new responsibilities.
- There has been an observed increase in the utilization of vacation and sick leave among employees or faculty members compared to earlier periods.
- There is a deficiency in communication within stakeholder groups and leadership, and/or individuals are intentionally hiding pertinent information.
- Upon the introduction of an innovative project, a substantial number of complaints arise regarding the lack of involvement of individuals in the decision-making process.
- The Faculty Senate declines to render a decision or align with the newly proposed initiatives.
- There is a concern against a specific initiative or person, which may potentially result in a "vote of no confidence."

Any change process in the organization that makes a feeling of fear of economic loss or job loss among employees is probable to create resistance to change. Change may create resistance due to the following **causes** (Project Management, 2020).

- Fear of layoff, termination or retrenchment, from the function.

- Fear of reduced job opportunities due to changes in the technological development.
- Fear of reduced incentives or owner wages.
- Fear of demotion and then low monetary status and benefits.
- Fear of the unknown is in a state of change.

According to Boikhutso (2013), the reason is about different assessments of the condition, as some employees cannot agree with the causes for future changes, and there are always those with negatives and positives regarding the process of change (p. 30).

2.1 Methods for Overcoming Resistance to Change:
The ability of educators and practitioners to effectively adapt to fast changes is crucial for achieving long-term success in several domains. In the field of higher education, similar to other scientific disciplines, effecting significant change is a formidable task that encounters opposition from both individual and organizational norms (Lane, 2007; Abbas & Asghar, 2010).

- Effectively managing change processes.
- The significance and immediacy of the necessity for change should be emphasized.
- Protect and recognize protect the underlying strengths of the existing system.
- Provide the company with comprehensive knowledge regarding the intricacies of complex changes.
- Acknowledge and leader conflict suitably maintain knowledgeable, harmonious leadership.
- Adequate time for proper implementation of the change process.
- Creation of proposals and better options.
- Provide directory to support suggestions wherever it is available.
- Split the big changes into smaller units for clarity, and used presentations and successful studies.
- Effective communications with the Organization
- Promoting effective employee's participation, including that of internal and external stakeholders.
- Implementation of the change plan through change management specialists and expertise
- Participation of all categories of the organization in the change process (students, junior faculty, senior faculty, leaders) as opinion directors to help build consensus.
- Communication is as face-to-face as possible.

3. Literature Review
The present study provides a summary of prior studies conducted on the phenomenon of resistance to change, specifically as it pertains to the subject matter under investigation.

1. Lin, et al., (2010) Why university members use and resist technology? A structure enactment perspective Journal of Computing in Higher Education,
Findings: The results show that the following structures were enacted in organizational employee's interactions with the program: maximum use, enhance teaching, limited use, augmenting service, and resistance. In addition to providing empirical evidence of rigidity and application, and change. Also, the study added a new type of resistance to the existing resistance typology.

2. Cornescu & Adam, (2016). Organizational Change -Managing Employees Resistance. In Challenges
Findings: the results suggest that the main problems encountered in achieving change processes were specified by higher costs, human capital and legislative regulations. In addition, the results show that financial and non-financial incentives were successful methods used to produce new ideas and increase creativity. Therefore, the main cause of employee resistance or disinterest toward change within the university may be low motivation due to a lack of non-financial and financial and incentives.

3. Alshuwairekh, (2016). Exploring the Relationship between Demographic variables on Resistance to Change an Empirical Study for Private Sectors in Saudi Arabia.
Findings: The results showed that organizations did not plan for change and that the reasons for change were not clear to employees. In addition, the results showed that employees for different reasons, change as an overload duty, a lack of reward and incentives, and like fear of losing their job, do not accept change. Through statistical analysis results and analysis of research hypotheses, there is no significant difference between demographic variable and resistance to change which.

4. Karaxha, (2019). Methods for dealing with resistance to change.
Findings: The study findings indicate that the majority of the originations under consideration use support as a style of resistance processing. Resistance is seen as a barrier to organizational change, negatively affecting the change process. Employees resist changes due to the fear of change in their workplace. The study revealed that

the most important to use competent methods of handling resistance, of which the most important are support, communication, participation, agreement or negotiation, compulsion, manipulation.

5. Smirnova, (2019). Employees' Resistance towards organizational change.
Findings: The study showed that planned change in originations is a long-term method often associated with large investments and exposed to high risk. In order to be successful in this process, leaders need to attention their human resources and work with employee's capabilities, loyalty, motivation ,commitment levels, and encouraging them to succeed the change process

6. Karaxha, (2019). Methods for dealing with resistance to change.
Findings: The study pointed to a set of reasons for resistance to change, including: weak support from management, a lack of resources, lack of planning, and a lack of communication are major barriers to change process.

7. Darmawan & Azizah, (2020). Resistance to change: Causes and strategies as an organizational challenge.
Findings: The results of the Study revealed that there are individual causes such as little motivation, and spatial causes such as increased job security; Besides, there are **(7)** strategies to overcome resistance to change, one of the important increasing participation.

9. Puyod & Charoensukmongkol. (2021). Interacting Effect of Social Media Crisis Communication and Organizational Citizenship Behavior on Employees' Resistance to Change During the COVID-19 Crisis: Evidence from University Employees in the Philippines.
Findings: The results show that social media crisis communication and Organizational Citizenship Behavior are negatively related to employees' resistance to change. furthermore, the moderating effect analysis specified that Organizational Citizenship Behavior significantly intensified the negative effect of social media crisis communication on the employees' resistance to change. In addition, this finding implies that social media crisis communication can have a stronger impact on lowering employees' resistance to change when Organizational Citizenship Behavior is highly expressed among employees.

10. Haesevoets at el (2022). The Effect of Decisional Leader Procrastination on Employee Innovation: Investigating the Moderating Role of Employees' Resistance to Change.
Findings: the findings showed that an indecisive manager indeed undermines the innovation of employees who embrace rather than resist changes. Decisively, however, the findings also showed that when being under supervision by a decisive leader, particular employees are actually most likely to bring forward the method of innovation to change

The present study has benefited from previous studies in identifying the problem of the study, its questions and starting from the point of view of previous studies, in preparing the conceptual framework, in defining the methodology of the study and in preparing the appropriate study tool to arrive at the results, among others.

4. METHODOLOGY

4.1. Research Model:
This section discusses the key stages of designing the current study, it includes four stages: causes, resistance, methods non- resistance. Where the causes create employee's resistance to organizational change, and administrative methods lead to non-resistance. Which is shown in Figure1:
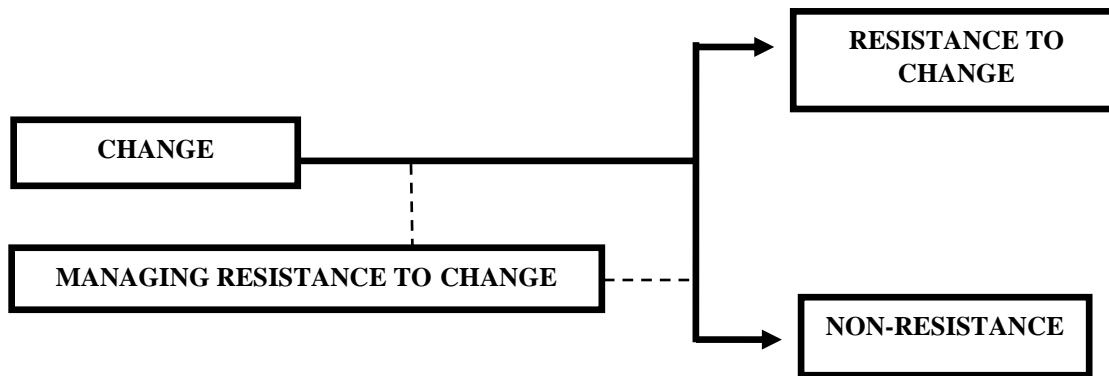
Figure 1: Research Model

On the other hands, the research paradigm leads to select the type of research methodology; therefore, the research will use a quantitative approach methodology under the positivism paradigm.

4.2. Population and Sample of the Study
The sample for this study consisted of managers employed at the University of Tobruk. The findings generated from analyzing the data in this sample have the potential for generalization to encompass all managers employed inside the University of Tobruk. In accordance with the objectives of this study, the population size is reported to be 154 individuals, as documented by the Department of Documentation and Information Management at Tobruk University in 2023. The recruitment of the 140 participants in this study was conducted via convenience sampling. Participants from all subject groups were explicitly informed that their involvement in the study was entirely voluntary. Additionally, they were assured that their identities would be kept confidential, and it was not obligatory for them to disclose their names during their participation in the survey.

4.3. Purposive Sampling
Purposive sampling processes are used in most research studies because they are found in any research paradigm and help in ensuring that quality sample is located without biases so as to increase the reliability and trustworthiness of the findings (Nyimbili, F., & Nyimbili, 2024).
There is some justification for the use of samples in this study, as follows:
- purposive sampling allows for the selection of participants who have specific knowledge or expertise in a specific field of research.
- The study was based on the purposive sampling to select managers who have an influence on decision making for change.
- The use of the purposive sampling provides the time, effort, and cost for the researcher.
- The researcher is working as a lecturer at the University of Tobruk in Libya for this reason, the researcher applied the use of the purposive sampling.

4.4. The Study Scale

The questionnaire will be the main tool that will be adopted by the current study to collect the primary data. As this tool can save the time, effort and cost. After literature review about the resistance to change and managing resistance to change. The scale is divided into three sections. The first section relates to demographic variables: (gender, age, marital status, normal working hours per day, faction, length of service, and level of formal education). The second section relates to the causes of employee's resistance to change. The third section relates to the administrative methods to overcome resistance to change. This scale has forty-eight items with Likert scale, as there are (21) item for causes of employee's resistance to change, (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. 14, 15, 16, 17, 18, 19, 20, 21.) and (17) item for the administrative methods to overcome resistance to change. (22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 24, 35, 36, 27, 38.), thus giving the following grades for these frequencies. The range of the scale is ranging from 5 for the (Strongly agree), 4 for the (Agree), 3 for the (Neither), 2 for the (Disagree), and 1 for the (Strongly disagree).

4.5. Methods of Gathering Data

The main methods that were used to collect the data are:

- **Primary Data:** Researcher uses a questionnaire to gather preliminary data from a sample of managers at the Tobruk University.
- **Secondary Data:** It includes: books, articles, and periodicals, and other sources of information such as the Internet.

4.6 Reliability Analysis:
According to the findings presented in Table 1 of the current study, it is evident that the Cronbach's alpha values for the lack of planning for change scale (0.802), economic and cultural factors of the employee scale (0.849), misunderstanding of the change scale (0.799), poor communication between management and employees scale (0.788), readiness to change scale (0.928), and confirmation of change results scale (0.798) exceed the threshold of 0.60. Hence, the scales used in the present study demonstrate a significant level of internal consistency.

Table 1 : Reliability Statistics

Resistance to change	
Scale	**Cronbach's Alpha**
Lack of Planning for Change	0,802
Economic and Cultural Factors of The Employee	0,849
Misunderstanding of The Change	0,799
Poor Communication Between Management and Employees	0,788
Methods for Overcoming Resistance to Change	
Scale	**Cronbach's Alpha**
The Readiness to Change	0,928
Confirmation of Change Results	0,798

4.4 Demographic Profile of the Respondents

Table 2: Distribution of Respondents by Gender

Gender	F	P (%)
Male	132	94,3
Female	8	5,7
Total	**140**	**100.00**

Table 2 reveals that male respondents are the predominant group, accounting for 94.3% of the total sample. Conversely, the female respondents represented just 5.7% of the overall sample. This implies a greater level of male participation in this investigation. The workforce is primarily composed of males, which is indicative of the prevailing cultural belief that men should be engaged in employment.

Table 3: Distribution of Respondents by marital status

Marital status	F	P (%)
Married	124	88,6
Widowed	16	11,4
Total	**140**	**100.00**

Table 3 illustrates a comparable pattern observed in the distribution of marital status among the respondents. Specifically, the data reveals a higher prevalence of married individuals (88.6% of the sample) in contrast to widowed individuals (11.4%).

Table 4. Distribution of Respondents by Age**.**

Age	F	P (%)

(20 - 25) years	6	4,3
(26 - 30) years	26	18,6
(31 - 35) years	41	29,3
(36 - 40) years	37	26,4
(40 - 45) years	19	13,6
(46 - 50) years	7	5
Above 50	4	2,9
Total	**140**	**100.00**

The table above shows that the highest participants are in the age range of 31–35, with a rate of 29.3%, and the participants between the ages of 36–40 represent 26.4% of the total participants. Likewise, the age group 26–30 has 18.6%, ages 40–45 have 13.6%, age 46–50 has 5%, and more than 50 years old have 2.9%. The results further reflect that more employees are in their middle ages.

Table 5: Distribution of Respondents by Educational level.

Educational level	**F**	**P (%)**
High School	4	2,9
Bachelor's Degree	47	33,6
Licence Degree	16	11,4
Master's Degree	59	42,1
PhD Degree	14	10
Total	**140**	**100.00**

Table 5 shows that 42,1% of the highest number of managers hold a master's degree, while the second highest, or 33,6%, are bachelor's degree certificate holders. There are 16 License Degree and 10% PhD Degree holders. Only 4 managers, or 2.9%, are in high school.

Table 6: Distribution of Respondents by function.

Function	**F**	**P (%)**
General Manager	34	24,3
Department Manager	13	9,3
Head of Department	56	40
Dean	12	8,6
Office Manager	15	10,7
Unit Manager	10	7,1
Total	**140**	**100.00**

Table 6 indicates that 40%, or the greatest number of managers, are Department Heads, followed by General Managers with 24.3% and Technical Managers with 13%.

Table 7: Distribution of Respondents by working hours

Working hours per day	**F**	**P (%)**

Less 8	108	77,1
(8 - 10)	15	10,7
(10 - 12)	11	7,9
Above 12	6	4.3
Total	**140**	**100.00**

Table 7 above shows that the highest participants are those working less than 8 hours, with a rate of 77.1%, while the lowest participants are those working more than 12 hours, with only 4.3%.

Table 8: Distribution of Respondents by Length of service

Length of service	F	P (%)
(0 - 5) years	47	33,6
(5 – 10) years.	44	31,4
(10 -15) year	29	20,7
(15 - 20) years	10	7,1
(20 - 25) years	2	1,4
25 years and older	8	5,7
Total	**140**	**100.00**

The data presented in Table 8 illustrates the distribution of respondents' length of service in various categories. The largest proportion, 33.6%, falls within the 0-5 years range. The majority of participants, comprising 31.4%, reported working between 5-10 hours per day. This is followed by 20.7% of respondents who reported a length of service between 10-15 hours per day. Participants aged 15-15 accounted for 7.1% of the total sample. The remaining categories include a length of service between 20-25 years, representing 1.4% of the participants, and 25 years or older, accounting for 5.7% of the total sample.

5. Data Analysis and Results

This section presents an analysis of the data collected in this study utilizing the appropriate statistical techniques. After the successful collection of data, the data was subjected to analysis using a set of inferential statistics. This analysis was facilitated by the utilization of the Statistical Package for Social Sciences (SPSS), which is widely recognized as one of the most commonly employed statistical packages for conducting statistical analysis (Ho, 2006). The data were entered into SPSS Version 21 for analysis. The tests utilized in this study encompass the demographic characteristics of the respondents, descriptive statistics, one-sample statistics, independent-sample T-test. The findings pertaining to the three research questions are presented as follows:

Results Addressing RQ 1: What are the most important causes behind employees' resistance to change at Tobruk University.

The main aim of the one-sample test analysis is to address questions such as What? Based on the findings presented in Table 9, it is evident that the major causes contributing to resistance against change processes, as ranked by the mean values derived from the data analysis, include: (**1**) lack of change planning (mean = 3.750), (**2**) poor communication between management and employees (mean = 3.636), (**3**) misunderstanding about the change process (mean = 3.452), and (**4**) important employee economic and cultural factors (mean = 3.450). Results of this exploration are presented in Table 9.

Table 9: One-Sample Statistics (resistance to change)

	N	M	Std. D	sig
Lack of Planning for Change	140	3.750	0.792	0.000
Economic and Cultural Factors of The Employee	140	3.450	0.936	0.000
Misunderstanding about the Change Process	140	3.452	0.937	0.000
Poor Communication Between Management and Employees	140	3.635	0.806	0.000

Results Addressing RQ 2: What are the most important administrative methods that can be used to overcome resistance to change at Tobruk University

According to the findings presented in Table 10, it is obvious that the data highlights significant administrative methods to overcome resistance to change within the context of Tobruk University. They are mentioned with their means: (1) readiness to change (3.952) and (2) confirmation of change results (3.451).

Table 10: One-Sample Statistics (administrative methods)

item	N	Mean	Std. D	sig
Readiness to Change	140	3.952	0.849	0.000
Confirmation of Change Results	140	3.451	0.952	0.000

Results Addressing RQ3: Is There a statistically significant difference between the managerial level and academic level in relation to causes behind employees' resistance to change?

Based on the data presented in Table 11, it is clear that there are no statistically significant differences between managers and academic levels views in terms of lack of planning for change (mean of managerial level = 3.733, mean of academic level = 3.767), economic and cultural factors of the employee (mean of managerial level = 3.402, mean of academic level = 3.500), poor communication between management and employees (mean of managerial level = 3.675, mean of university = 3.594), , poor communication between management and employees (mean for Managerial level = 3.675, mean for university = 3.594) and Misunderstanding of The Change (mean for managerial level = 4.241, mean of academic level = 4.209).

Table 11: Independent-Sample T-test of Causes Behind Resistance to Change

item	level	N	M	Std. D	Sig
Lack of Planning for Change	Managerial level	72	3.733	0.790	0.799
	Academic level	68	3.767	0.801	
Economic and Cultural Factors of The Employee	Managerial level	72	3.402	0.908	0.541
	Academic level	68	3.500	0.970	
Poor Communication Between Management and Employees	Managerial level	72	3.675	0.763	0.555
	Academic level	68	3.594	0.853	
Misunderstanding of The Change	Managerial level	72	4.241	0.534	0.738
	Academic level	68	4.209	0.593	

Results Addressing RQ4: Is There a statistically significant difference between the managerial level and academic level in relation to administrative methods that can be used to overcome the resistance to change?
According to the findings reported in Table 12, there are no significant differences between managerial and academic level respondents in terms of confirmation of change results (mean of managerial level = 3.925, mean of academic level = 3.980) and misunderstanding of change (mean of managerial level = 3.375, mean of academic level = 3.533).

Table 12: Independent-Sample T-T-test of Administrative Methods

item	Level	N	M	Std. D	Sig
Confirmation of Change Results	Managerial level	72	3.925	0.856	0.706
	Academic level	68	3.980	0.848	
Readiness to Change	Managerial level	72	3.375	0.994	0.328
	Academic level	68	3.533	0.904	

6. Discussion and Conclusion

Effective management change may be used by the administration from the very beginning as it can mitigate much resistance, especially among the employees who are completely (Gorospe & Edaniol, 2022). The findings of the study indicate that the statistical significance of all variables does not reach the 0.01 or 0.05 levels. e. The findings of this study have the potential to enhance the efficiency of change implementation in university contexts. It is vital to exercise warn when performing change management, particularly within the context of universities. It is essential for universities to possess the necessary abilities in order to effectively manage change, ensuring that all employees who are impacted by the change are actively involved in the process. At this point, universities must allocate time to educate their workers about the advantages of the proposed change and consistently verify that the anticipated benefits are realized upon the adoption of the new approach. One approach involves fostering

employee participation during the planning and execution stages, facilitating change identification and subsequently mitigating resistance. To the best of the researcher's knowledge, it appears that the theoretical frameworks utilized in previous studies have not examined the correlation between the causes leading to resistance and demographic variables, as well as the relationship between methods employed to address resistance and demographic variables, specifically within Libyan Universities in the public sector. Investigating these aspects could enhance our understanding and provide valuable insights for researchers in the field of change management.

7. Limitations and Future Research

The present study is subject to certain limitations. The scope of this study is limited to the Tobruk University located in Eastern Libya. Specifically, within the city of Tobruk. The rationale behind selecting this university is its geographical location in the eastern region of Libya, widely recognized as the most politically stable area inside the country. Another limitation is present in this study. This study focuses on investigating the causes contributing to employee resistance towards organizational change, as well as exploring possible approaches for mitigating such resistance. The questionnaire utilized in this study exclusively encompasses the aforementioned causes and methods of overcoming resistance to change. Any other cause or approach is beyond the purview of this study. The study population comprises managers employed at Tobruk University and the Higher Institute in Tobruk. Furthermore, the selection of managers was based on the following roles: Director General, Head of Management, Head of the Department, Office Manager, and Unit Manager. The researcher incorporated open-ended questions on the underlying causes contributing to resistance to change, alongside administrative methods aimed at mitigating resistance to change. However, the provided response exhibited a significant lack of quality. The main reason behind this is that a majority of respondents failed to provide responses to the questions, instead opting to reiterate the same answer for both the causes and administrative methods indicated in the questionnaire. Therefore, the researchers had to remove them.

Furthermore, this study primarily examines public sector universities, with a specific focus on Tobruk University in Libya, which has experienced significant changes in both the private and public sectors. Moreover, a potential avenue for further investigation is in examining the perspectives of employees at Tobruk University. Lastly, it is recommended to conduct additional research pertaining to the correlation between technological advancements, organizational development, innovation, organizational structure, organizational justice, and organizational style. Further Research may be conducted building upon the results of this study, addressing its limitations, and constructing the same research in a new context.

Conclusion

Employee resistance to change is a major challenge encountered in organizations going through transformations. This resistance tracking from different factors such as fear of the unknown, fear of job loss, uncertainty about the impact on one's role, non-participation of employees in the change, and concerns regarding job security. Lack of understanding about the causes behind the change and insufficient communication exacerbate the resistance. However, effective communication, involvement of employees in the change process, and providing support and resources can mitigate resistance and facilitate a smoother transition. Embracing change as an opportunity for growth and innovation, and fostering an adaptability to change within the organization, lead to alleviate employee resistance and drive successful change initiatives.

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