

ORGANIZATIONAL DEVELOPMENT AND EFFECTIVENESS: TESTING THE MEDIATING ROLE OF RESISTANCE TO CHANGE

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Abstract: The purpose of this study is to explore the impact of organizational development on organizational effectiveness at Jordanian universities, mediating by resistance to change. The researchers used the descriptive analytical method to scan members' opinions. Moreover, the researchers designed and distributed a questionnaire to Jordanian universities' academic staff members. The study's sample consists of (436) academic staff members. The results show that continuous development has a statistically negative significant impact on resistance to change, and individual resistance has a statistically positive significant impact on organizational resistance. Furthermore, resistance to change played a partially mediating role between organizational development and organizational effectiveness. This study subsides by filling a gap in organizational development literature in the higher education sector, in which empirical studies on the relationship between organizational development, organizational effectiveness and resistance to change have been inadequate until now. This study appears to be the first study that empirically tests the indirect relationship between organizational development and organizational effectiveness via resistance to change.

Key words: continuous development, incremental development, organizational effectiveness, resistance to change, universities.

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Introduction

The roles of universities in sustainable economic and social development rise day by day, and this will continue over the next decades. Universities can be seen as a major point of knowledge, organizations which make an enormous contribution to economic development through fostering innovation and escalating higher skills. Universities face many environmental changing conditions that need to be met with change and development, such as sharp competition, rapid technological developments, and rapid growth in knowledge fields. (Labanauskis & Gevičius, 2017).

The emergence of the COVID-19 pandemic has had a clear impact on changing education patterns and higher education decisions (MOHE, 2022). Reports indicate that Jordanian universities face many environmental challenges like ensuring higher

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education outcomes quality, the inability to modernize laboratories and educational facilities, and the weak relationship between universities and research institutions. Besides the weak relationship between universities and industrial sectors, it is difficult to find additional sources of funding for public universities with limited funding, adoption of e-learning, and the lack of programs related to the labor market (Alkhasawneh & Ashour, 2016).

This study aims to investigate the impact of organizational development on organizational effectiveness, mediated by the resistance to change in Jordanian universities. Even though the importance of the three phenomena for Jordanian universities, a few studies concentrate on these phenomena, prompting the researcher to address this topic in this research. Moreover, the study seeks to answer the following questions: what is the relationship between organizational development and resistance to change at Jordanian universities? What is the relationship between resistance to change and organizational effectiveness at Jordanian universities?

This study contributes to the literature on organizational development, organization effectiveness and resistance to change. Fascinatingly, no study has examined the impact of organizational development on organizational effectiveness and resistance to change in Jordan. Moreover, exploring the relationship between organizational development and organizational effectiveness in the Jordanian universities sector is also important because it may provide insights into how universities can leverage their distinctive competencies and gain high ranks among global universities.

Literature Review

Organizational Development (OD)

Planned development efforts can be portrayed as falling along a continuum that begins with incremental changes that concern fine-tuning the organization to continuous changes that entail immoderately altering how it operates. Incremental changes tend to involve minor parts of the organization, such as workgroups' decision-making process. They go over the discourse of the organization's extant business strategy, structure, and culture to enhance the status quo. Continuous changes, on the other hand, are orientated at major altering how the organization operates. They tend to include organizational dimensions including structure, culture, rewards systems, information processes and work design, from top-level management through departments and workgroups to individual jobs (Cummings & Worley, 2009). Actually, continuous changes include the levels of the organization, starting with the top management, organizational units, workgroups, and the employees' work.

The continuous change includes the characteristics and levels of the organization. The senior management undertakes this change with the help of a development consultant. Where a vision for development is defined, efforts are stimulated for this, and the necessary structures are developed to move from the current situation to the future. Continuous change is more complex than incremental and depends on

specialized work teams. It is necessary to increase the organizations' competencies to adapt to the changing environment as high-involvement organizations (Amany, 2019; Daajah, 2016).

Organizational Effectiveness (OE)

Drucker (1977) defined organizational effectiveness as doing the right things. According to Etzioni (1964), organizational effectiveness is how an organization realizes its goals. Karagoz and Oz (2008) proposed a set of dimensions for assessing the universities effectiveness; these dimensions include the university material services, workforce development, coordination between educational curricula, expenses control, students relations, employees relations, university public responsibility, participation and the university public reputation. One of the most accepted models for studying universities' organizational effectiveness is Cameron model (1998), which proposed the following dimensions to assess university OE: student educational satisfaction, the student professional development, student academic development, student personal development, academic staff's professional satisfaction, the ability to attract resources, academic staff job satisfaction, system openness, interaction with the environment and organizational health (Cameron & Smart, 1998). Suleiman (1993) used the Cameron model in evaluating organizational effectiveness in the Jordanian official universities, he concluded that OE level was lower than the general average of the total effectiveness, and there were no significant differences in estimating the level of effectiveness due to the difference in academic ranks of the faculty members.

Organizational development and organization effectiveness

The relation between (OD) and (OE) has attracted many researchers to explore and conduct several studies that find a strong relationship between the two concepts. For example, Alabri (2014) finds that organizational change impacts employees' performance in the ministries in Oman. Organizational culture, organizational structure, and organizational technology impact employees' performance, whereas the dimension of human resources has no effect. Alqaisi (2017) concluded that organizational development strategy has an impact on building high-performance organizations. The independent variable explains 66.4% of the deviation in the dependent variable. Besides, Hashash (2016) revealed in his study that there is a significant effect of OD dimensions (the relationship between the practitioner and the client, diagnostic stage, and the self-renewal) on the employee performance at Jordanian commercial banks.

Hiyasat (2017) concluded that the independent variable OD and its sub-dimensions (organizational structure, methods, procedures and information technology) impact organizational performance measured by internal processes and employee learning. Besides, the study by Okenda, Thuo and Kithinji (2017) revealed that the change in organizational structure, information system, organizational size and leadership style affect organizational performance. In the same way, Okeke, Oboreh, Nebolisa and Esion's (2019) study discovered that change management has a significant positive impact on organizational performance in a manufacturing organization. The study

concluded that technological changes, change management strategies, and leadership changes significantly affect organizational performance.

Moreover, the results of Paschal, Onugha and Onuoha's (2019) study discovered that there is a positive and significant relationship between emergent change and organizational effectiveness measured by employee commitment and corporate growth. Organization effectiveness is positively impacted by the existence of change management. Change management has a significant influence on organizational capabilities and, in turn, becomes a great advance for further enhancing innovativeness (Ndahiro, Shukla, Oduor, 2015). Likewise, Alrumaih (2017) concluded in their study that if organizations desire to increase their performance and satisfy stakeholders' needs, they must adapt to continuous change. In sum, previous research confirms that organizational development affects organizational effectiveness.

Resistance to change

Resistance to change is defined as: "Any attitude or behavior that indicates a lack of desire to the desired change or its support" (Chouabi & Amer, 2019). Resistance is regarded as multi-dimensional, including how individuals act in response to change (behavioral dimension), what they think about the change (cognitive dimension), and how they feel about the change (affective dimension) Thakur and Srivastava (2018). Such definitions have also implied that resistance to change is a problem that needs to be overcome (Mabin et al., 2001; Piderit, 2000). Nevertheless, others have confronted this perspective of resistance with changing because it excludes some of the more positive features and intents of resistance. For example, it has been proposed that resistance may be beneficial, enhance strategic and action plans (Mabin et al., 2001), and advance the quality of decision-making (Lines, 2004). Still, others have considered resistance to change as a positive process that raises learning among organization participants (Msweli & Potwana, 2006). Resistance to change has many causes. At a personal level (OD), change can stimulate significant apprehension about moving to an uncertain future. Yahya and Mohammad (2008) indicated in their study that the resistance causes are psychological reasons, organizational reasons and cultural values. Moreover, Knappe et al. (2019) mentioned that personality traits of workers could be a source of resistance, such as self-efficacy, openness to learn, skepticism, fear of the future and resilience. The study of Yahya and Mohammad (2008) aimed to explore the causes of individual workers' resistance to the change process and strategies for dealing with it from the managers' point of view. In the same way, the most prominent strategy that was used to deal with personnel resistance is explicit and implicit coercion.

At the organization level, resistance to change includes factors associated with organizational contexts, such as influence on decisions, organizational climate, job satisfaction, organizational engagement and change communication (Knappe et al., 2019). Furthermore, organizational resistance to change can come from three sources technical resistance, political resistance and cultural resistance (Cummings & Worley, 2009). According to Hanif, Yasir and Arshad (2014), there are three factors

for organizational resistance (human-related factors, organization-related factors and IT training) in the state bank of Pakistan. The study revealed that organizational resistance positively impacts the achievement of BPR implementation. At the same time, the study of Ithem and Smail (2020) indicated that there is a weak correlation between organizational change and quality assurance at Batna University. There is inconsistency with the results of the previous studies between organizational change and resistance to change. Therefore, the researchers hypothesize the following hypotheses.

H1: There is a negative relationship between continuous organizational development and organizational resistance to change in Jordanian universities.

H2: There is a negative relationship between incremental organizational development and individual resistance to change in Jordanian universities.

H3: There is a positive relationship between individual resistance and organizational resistance in Jordanian universities.

Resistance to change and Organization effectiveness

Resistance to organizational change affects organizational effectiveness, as it ranges between negative and positive effects. Universities should know each of these effects separately. Obviously, the negative effects must be predicted before they occur and take appropriate decisions to reduce them. In comparison, the positive effects can be used to control resistance more effectively (Thomas, 2014).

Resistance to change is considered the main factor responsible for the failure of more than a third of the development strategies of large organizations. Therefore, understanding the causes of employee resistance to change is key to creating resistance to change, not only for management but for employees themselves. Previous researches' mentioned many reasons for resistance, such as interest conflict between management and employees, communication loss between organizational levels, management's misjudgment for resistance to change and employees' misunderstanding of change importance (Thaku & Srivastavs, 2018; Muluneh et al., 2018). Based on this theoretical background, the researchers have formulated the following hypotheses:

H4: There is a negative relationship between organizational resistance to change and organizational effectiveness in Jordanian universities.

H5: There is a negative relationship between individuals' resistance to change and organizational effectiveness in Jordanian universities.

H6: Organizational resistance to change mediates the relation between continuous development and organizational effectiveness in Jordanian universities.

H7: Individual resistance to change mediates the relation between Incremental development and organizational effectiveness in Jordanian universities. Figure 1 illustrates the conceptual study model of the present research.

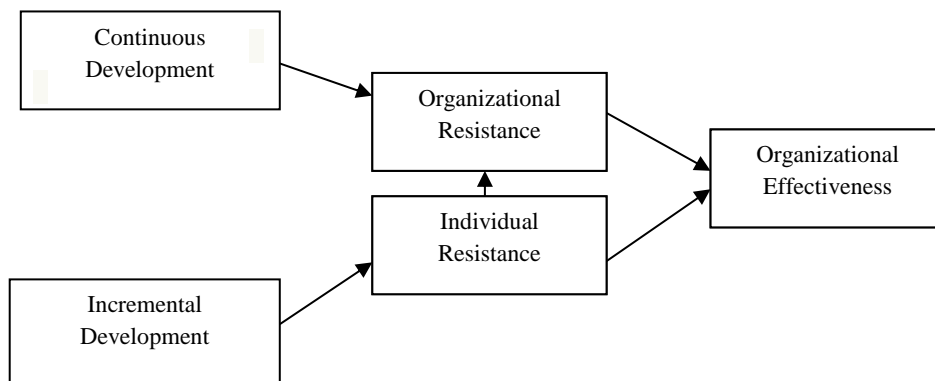


Figure1: Conceptual Model.

Research Methodology

A simple-random sample was chosen from the study community during the academic year 2020-2021. The research sample consisted of 436 members of the teaching staff, who are at the rank of professor, associate professor, assistant professor and teacher, were chosen by the stratified random method. A representative sample of the study population was selected with a percentage of 10%; it was retrieved from 436 respondents distributed by the researchers. Table 1 illustrates the research sample distribution.

Table 1. Frequencies and percentages of demographic factors.

Variable	Characteristics	Frequency	Percentage
Academic Rank	Professor	85	19%
	Associate Professor	135	31%
	Assistant Professor	180	41%
	Teacher	36	9%
University	Yarmouk University	113	26%
	Jordan University of science and technology	102	23%

	Albalqa Applied University	170	39%
	Al-bayt University	51	12%
Gender	Female	98	22%
	Male	338	78%

The results show that most respondents (41%) are Assistant Professors. Nearly (39%) of respondents are from Alpalqa Applied University. Moreover, Table 1 indicates that most respondents (78%) are male.

Study instrument

The researchers reviewed the theoretical background and previous studies about organizational development, organizational effectiveness, and resistance to change. The researchers also reviewed many questionnaires that were used in the previous studies. The parts of the questionnaire are:

Part one: background information – respondents were asked to indicate their academic rank, university and gender.

Part two: dimensions of the study, which are:

-The first dimension (independent variable) is organizational development, which contains (16) items and contains the secondary dimensions – items from H1 to H8 related to continuous development, items from H9 to H16 related to incremental development. The researchers utilized the study of Abdul Salam (2019) and Alqaisi (2017).

- The second dimension (dependent variable) is organizational effectiveness, which contains the fifteen items from H17 to H31. The researchers used Cameron model (1998) as one of the most acceptable models to measure organizational effectiveness.

-The third dimension (moderate variable) is resistance to change, which contains the fifteen items from H32 to H47. The researchers utilized the studies of Ihem and Smail (2020) and Knappe et al. (2019).

Study Validity and Reliability

The questionnaire survey was face-validated by five academic arbitrators and pilot tested on 30 academic staff from Jordanian universities. Based on the academic arbitrators and academic staff feedback, the sequencing and language of the questions were customized. A five-point Likert scale was used to evaluate respondents' agreement with each statement in the final version of the questionnaire. Based on simple random, 450 questionnaires were distributed across the four universities. 436 responses were received with a rate of return of 93%, which is suitable for analysis. Cronbach's Alpha is used to assure the internal consistency reliability of the measurement instrument. Cronbach's Alpha coefficient value of all dimensions of the study is 93%.

Results

AMOS 22 Graphics was used to run the structural model and test the hypothesized relationship between constructs. Table 2 represents Goodness of fit indices.

Table 2. Goodness of fit indices

Goodness of fit index	Cut- off Value	Result	Status
CIMIN(χ^2)	Expected small	5.967	Fit
Significance Probablity	≤ 0.05	0.51	Fit
RMSEA	≥ 0.08	0.068	Fit
GFI	≥ 0.90	.995	Fit
CMIN/DF	≤ 2	2.98	Fit
TLI	≥ 0.95	0.855	Fit
CFI	≥ 0.95	0.971	Fit
RMR	≥ 1	0.004	Fit

The results presented in Table 2 indicate probability (p)= 0.051, CMIN=5.967, (CMIN/DF)=2.984, Goodness of fit index (GFI)=0.995, Tucker Lewis index (TLI)=0.855, RMR=0.004 and RMSEA=0.068. Therefore, the model fits the data very well.

Hypothesis Testing of Hypothesized Model

Based on Hair et al.,(2006) if the value of critical ration for regression weights(C.R) is above +/- 1.96, we will accept each hypothesis. The estimation of the critical ratio (C.R) computed by dividing the value of estimate into standard error of regression weights (S.E). Table 3 shows regression weight for hypotheses testing result.

Table 3. Regression Wight for Hypotheses Testing Result

Hypothesis	Estimate	Standardized Estimate	S.E	C.R	P	Hypothesis test
H1: Continuous development<-- organizational resistance	-.436	-.236	.079	-5.521	***	Accepted
H2: Incremental development<--- Individual resistance	.042	.008	.248	.170	.865	Rejected
H3: Organizational effectiveness<-- organizational resistance	-.059	-.031	.099	-.594	.553	Rejected
H4: Organizational effectiveness<--- Individual resistance	-.052	-.066	.041	-1.257	.209	Rejected
H5: Individual resistance <-- organizational resistance	.161	.388	.018	9.130	***	Accepted

Table 4 demonstrates that two hypotheses (H1 and H5) were accepted, and the estimate indicates a negative relationship between continuous development and organizational resistance. Besides, there is the presence of a positive relationship between organizational and individual resistance. However, three hypotheses (H2, H3 and H4) were rejected because they are less than (1.96).

Mediating effect of Hypothesized Model

A mediating effect is created when a third variable intervenes between two other related constructs. For this study, first, the authors tested the mediating effects of organizational resistance in the relationship between continuous development and organizational effectiveness. Second, they tested the mediating effects of individual resistance in the relationship between incremental development and organizational effectiveness. Table 4 presents the indirect effects of hypothesized model.

Table 4. Indirect effects of hypothesized model.

Indirect effects				
	Continuous Development	Incremental Development	Individual Resistance	Organizational Resistance
individual resistance	.000	.000	.000	.000
organizational resistance	-.130	.007	.000	.000
organizational effectiveness	.075	-.010	-.009	.000

Table 4 presents data on the standardized indirect effects of the study default model. Overall, it is clear that organizational resistance mediates the relationship between continuous development and organizational effectiveness. Furthermore, mediating effect of individual resistance is not supported between incremental development and organizational effectiveness.

Discussion

This study has proposed several hypotheses to examine the direct effect of organizational development on resistance to change. First, continuous development negatively affects individual and organizational resistance, consistent with past studies (Ihem & Smail, 2020, Thakur & Srivastava, 2018, Ndahiro et al., 2015). This finding highlights the vital role of organizational development in reducing the negative aspects of resistance through effective communication that concentrates on procedures clarity for all participants in development programs and building trust between workers and their superiors about the content and details of the organizational development plan. Second, Individual resistance positively affects organizational resistance and consists to past studies (Yahya & Mohammad, 2008; Almiqdadi & Alsharafat, 2014; Hanif, Yasir & Arshad, 2014). This finding indicates that universities should know the causes of resistance to change and make effective change management and know resistance to change life cycle and accept change. Based on these findings, some things can be summed up as follows: to overcome resistance to change, universities should adopt long-term efforts to develop their technology, structure, culture and strategy. The result of incremental development have not long-term effect. Moreover, there is a negative relationship between organizational effectiveness and resistance to change. Third, the results demonstrate a negative correlation between resistance to change and organizational effectiveness. This result consists of the studies of Mabinet et al. (2008) and Almiqdadi and Alsharafat (2014). This requires universities' effective management of development and motivating change. In fact, to reduce the level of resistance to change, a strategy must be developed, including empathy, communication and participation. Empathy

and support come from knowing and listening to people who have problems in accepting the change. Sometimes people resist change when they feel uncertain and lack information about change programs. Therefore, universities development programs should build communication systems and involve workers in executing change. Fourth, the result shows that organizational resistance has a mediating effect on the relationship between organizational development and organizational effectiveness. This result indicates that universities should care about their systems and procedures that strengthen the status quo and organizational climate.

Conclusion

This paper aims to empirically explore the impact of organizational development on organizational effectiveness at Jordanian universities, mediating by resistance to change. For this purpose, it focused on four Jordanian governmental universities. This study is among the first studies which developed a new model that combines organizational development and organizational effectiveness mediated by resistance to change. A comprehensive review of the literature identified the underlying dimensions associated with incremental development and continuous development, organizational resistance to change, individual's resistance to change and organizational effectiveness. The results of SEM analysis revealed that continuous organizational development has a statistically negative significant impact on resistance to change, and individual resistance has a statistically positive significant impact on organizational resistance. Moreover, organizational resistance to change played a partially mediating role between organizational development and organizational effectiveness. This finding is attributed to the important role of resistance to change in hindering OD programs. Therefore, change of leadership must be able to drive events and keep the organizational effectiveness through the presence of a will capable of effecting change, possessing the ability to be creative, developing educational institution elements, providing an appropriate climate for change, and adapting modern concepts to transform universities like professionalization of university management (Sułkowski et al., 2020).

The practical implication is that the study's findings potentially provide inputs to the policymakers in Jordanian universities to motivate change by creating readiness for change and overcoming resistance to change by adapting effective strategies, such as communication, employee involvement and developing political support. Moreover, policymakers in Jordanian universities must concentrate on building strong culture related to being more effective universities and fostering religious workers' values (Muangmee et al., 2021).

The data in this study were collected only from academic staff, and the results are based on their perceptions at four governmental universities distributed geographically in the northern governorates of Jordan, limiting the generalizability of the findings. Future research can apply the study's model to private universities. Moreover, Future studies can add any modified variables to the current study model, such as organizational communication or individual susceptibility to the change

process.

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ROZWÓJ ORGANIZACYJNY I EFEKTYWNOŚĆ: BADANIE POŚREDNIEJ ROLI ODPORNOŚCI NA ZMIANĘ

Streszczenie: Celem niniejszego opracowania jest zbadanie wpływu rozwoju organizacyjnego na efektywność organizacyjną na jordańskich uniwersytetach, za pośrednictwem oporu wobec zmian. Badacze wykorzystali opisową metodę analityczną do skanowania opinii członków. Ponadto badacze zaprojektowali i rozesłali kwestionariusz do pracowników naukowych jordańskich uniwersytetów. Próba badania składa się z (436) pracowników naukowych. Wyniki pokazują, że ciągły rozwój ma statystycznie negatywny, istotny wpływ na odporność na zmiany, a opór indywidualny ma statystycznie pozytywny, istotny wpływ na odporność organizacyjną. Co więcej, opór wobec zmian odgrywał częściowo rolę pośredniczącą między rozwojem organizacyjnym a efektywnością organizacji. Badanie to uzupełnia lukę w literaturze na temat rozwoju organizacyjnego w sektorze szkolnictwa wyższego, w której badania empiryczne dotyczące relacji między rozwojem organizacyjnym, efektywnością organizacji i odpornością na zmiany były do tej pory niewystarczające. Niniejsze badanie wydaje się być pierwszym badaniem, które empirycznie sprawdza pośredni związek między rozwojem organizacyjnym a efektywnością organizacji poprzez odporność na zmiany.

Słowa kluczowe: ciągły rozwój, rozwój przyrostowy, efektywność organizacji, odporność na zmiany, uczelnia

组织发展和有效性：检验抗拒变革的中介作用

摘要：本研究的目的是探讨组织发展对约旦大学组织效能的影响，通过对变革的阻力进行调节。研究人员使用描述性分析方法扫描成员的意见。此外，研究人员还设计并向约旦大学的学术人员分发了一份问卷。该研究的样本由 (436) 名学术人员组成。结果表明，持续发展对变革阻力具有统计学上的显著负向影响，个体阻力对组织阻力具有统计学上显著的正向影响。此外，变革阻力在组织发展和组织有效性之间发挥了部分中介作用。这项研究填补了高等教育部门组织发展文献的空白，其中关于组织发展、组织有效性和变革阻力之间关系的实证研究到目前为止还不够充分。这项研究似乎是第一项通过对变革的阻力来实证检验组织发展与组织有效性之间的间接关系的研究。

关键词: 持续发展, 增量发展, 组织效能, 变革阻力, 大学