Contribution of change management Principles to Human Resource Management in Educational Organizations

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ABSTRACT

Constant change and transformation are needed in educational organizations. change management determines the organization's growth and the impact of the quality of education on its students and its services. The aim of this article is to discover the impact of change management principles on human resource management within educational institutions. To do so, this paper will present a critical meaning of human resources management, educational organization, and change management; it will analyze how change management principles can make an impact on the way human resources management is directed, by doing this, this paper will provide new findings and specific steps that educational organizations can apply to enhance growth and transformation through change management practices. In order to meet this objective, This research follows a strictly qualitative approach with a grounded theory methodology so that the instruments and type of information to be gathered will be through theoretical sampling with an inductive method to the description, and analysis of theories, and concepts. As a main finding, it is proposed that educational management arises in response to the proper application of change management principles.

Keywords: change management; individual change management; organizational change management; human resources management; educational organization

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Contribución de Los Principios de Gestión Del Cambio en la Gestión de Recursos Humanos en Organizaciones Educativas

RESUMEN

Cambios y transformaciones constantes son necesarias en las organizaciones educativas. La gestión del cambio determina el crecimiento de la organización y el impacto de la calidad de la educación en sus estudiantes y en sus servicios. El objetivo de este artículo es descubrir el impacto de los principios de gestión del cambio en la gestión de recursos humanos dentro de las organizaciones educativas. Para ello, este artículo presentará una mirada crítica de la gestión de recursos humanos, la organización educativa y la gestión del cambio; y analizará cómo los principios de gestión del cambio pueden tener un impacto en la forma en que se dirige la gestión de recursos humanos. Por medio de esto, se proporcionarán nuevos hallazgos y pasos específicos que las organizaciones educativas pueden aplicar para mejorar el crecimiento y la transformación a través de prácticas de gestión del cambio. Para cumplir con este objetivo, esta investigación sigue un enfoque estrictamente cualitativo con una metodología de teoría fundamentada por lo que los instrumentos y tipo de información a recolectar será a través de muestreo teórico con un método inductivo a la descripción y análisis de teorías y conceptos. Como hallazgo principal, se propone que la gestión educativa surge como respuesta a la adecuada aplicación de los principios de gestión del cambio.

Palabras clave: gestión del cambio; gestión de cambios individuales; gestión del cambio organizacional; administración de recursos humanos; organización educativa

INTRODUCCIÓN

Everyone who is linked with an organization or company, as an entrepreneur, employee, or stakeholders, are directly linked to human resources management. It can be said that human resources management is a significant spine in an organization's preservation, constancy, and internal and external growth over time. As human resources management triggers employees' motivation while bringing efficiency and the organization's growth, human resources management needs to have a special awareness of change management, how to plan it, what model to use, how to follow plans, and how to keep them working successfully over time.

Ozmen (2010) states that the current research related to management in educational organizations is unsatisfactory. It is necessary to raise new analysis in this field and lead to new proposals and tools to enhance change management to human resources management in educational organizations.

There are some challenges human resources management faces. "Any transformation of significance will create people issues. New leaders will be asked to step up, jobs will be changed, new skills and capabilities must be developed, and people will be uncertain and will resist" (Booz, 2004, p. 4). How can management principles contribute to human resources management in facing these kinds of challenges in an educational organization? This paper will give response to this question by examining human resources management meaning and functions, educational organization conceptuality, and by analyzing change management principles in the educational sector.

Understanding Human Resources Management

> *"I am convinced that nothing we do is more important than hiring and developing people. At the end of the day, you bet on people, not on strategies."*
>
> *– Lawrence Bossidy*

Human resources is defined as "the process of acquiring, training, appraising, and compensating employees, and of attending to their labor relations, health and safety, and fairness concerns" (Dessler, 2011, p. 31). More than lists of processes and checklists, human resources intends to successfully relate the organization's needs, with the employees' interests, abilities and skills (Dr. Ambedkar University of Social Sciences, 2022).

The objective of human resources management is to maximize employees' commitments to attain ideal efficiency and viability, whereas at the same time getting personal goals (such as having a challenging work and getting acknowledgment), and societal goals (such as legitimate compliance and illustrating social responsibility) (Dr. Ambedkar College of Social Sciences, 2022).

Human resources management is an administrative area concerned with contracting, persuading, and keeping individuals in an organization. It centers on individuals in organizations. Human asset administration is planning administration frameworks to guarantee that human talent is utilized successfully and effectively to achieve organizational goals (Dr. Ambedkar College of Social Sciences, 2022).

The American Society for Training and Development (ASTD, 2004) describes 9 areas where human resources management takes place:

Figure 1. 9 areas of Human Resources Management from American Society for Training and Development (Mazo, 2022

Areas of Human Resources Management	Description
Human Resource Planning	It allows the organization to be ready for long-term goals, assets, and lacking and available resources.
Design of the Organization and Job	Job details descriptions, and also a description of the profile more suitable for each position.
Selection and Staffing	Recruitment and link between new employee's interest with the job position interest.
Training and Development	Being aware of the training needs, planning of training, development, and execution of them.
Organizational Development	Cooperative work among the organization's members.
Compensation and Benefits	Salaries, other spaces, and benefits.
Employee Assistance	Special support and accompaniment to employees understanding that everyone is different.
Union/Labor Relations	Linking health with productivity is important to have harmonic relations.
Personnel Research	Research backs up human resources management decisions about employees in terms of expectations, economy, risks, and interests.

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Dr. Ambedkar University of Social Sciences (2022) describes the main human resources management objectives and how they are reflected in the daily supporting functions:

HRM Objectives		Supporting Functions
1.	Societal Objectives	Legal compliance Benefits Union- management relations
2.	Organizational Objectives	Human Resource Planning Employee relations Selection Training and development Appraisal Placement Assessment
3.	Functional Objectives	Appraisal Placement Assessment
4.	Personal Objectives	Training and development Appraisal Placement Compensation Assessment

Figure 2. Human Resources Objectives and their Supporting Functions. (Dr. Ambedkar University of Social Sciences, 2022).

Certainly, Chukwunonso (2013) delves into the historical evolution of Human Resources Management (HRM) and highlights the key periods that have shaped the concept into what it is today. By examining these historical milestones, Chukwunonso provides valuable insights into the origins and development of human resources management practices.

1890-1910: with the advent of the positivistic era, Frederick Taylor (in Chukwunonso, 2013) proposes incentive-based compensation systems that aim to motivate employees while also having an impact on productivity. Frederick (in Chukwunonso, 2013) also proposes to hire employees based on their proven skills and abilities.

1910- 1930: companies start giving more importance to workers' wellbeing, and the recruitment processes gains quality and rigurosity (Chukwunonso, 2013).

1930- 1945: significant emphasis is placed on training and acquiring in-depth knowledge of each employee's specific role to enhance their performance effectively. The idea of improving employees' job satisfaction and productivity is strongly linked (Chukwunonso, 2013)..

1945- 1965: union membership grows around the world, starting in the United States. This opens a new door to employees' voices, to their interests, and job expectations. "Compensation and benefits administration also increase in importance as unions negotiate paid vacations, paid holidays, and insurance coverage" (Chukwunonso, 2013, p. 5).

1965- 1985: it is directly assigned to human resources the responsibility of assuring equal rights over the right of getting a job without mattering race, religion, or ideologies (Chukwunonso, 2013).

1985- Present: human resources management not only serves the company's concerns and the employees' interests but also the interests and realities of the world (Chukwunonso, 2013). Some examples of it are the implementation of green human resources management (Ahmad, 2015; Renwick, Redman, and Maguire, 2013; Opatha, 2013), the digital era in human resources management like the e-human resources management (Girisha, & Nagendrababu, 2019; Popescu, & Popescu, 2016), the gamification in human resources management and e-learning (Murawski, 2021; Vardalier, 2021; Simpson, & Jenkins, 2015) to train and capacity building on employees.

Human resources management is in charge of many areas that keep an organization alive. It is in charge of training, recruitment, cultural diversity, compensations (Ranjan, 2023), relations, personnel and family wellness. Human resources management reminds everyone that organizations are done by humans, beyond industrially desired outcomes.

Delving into Educational Organization Understanding

For the purpose of defining what an educational organization is, it is necessary to specify what is an organization. Bennett, Crawford, Glatter, Hagon, Harris, Preedy, and Riches (1996), from The University of Reading, state that when determining what an organization is, it is necessary to do it by identifying its main characteristic: An organization has members.

> Membership may be voluntary, as in a social club, or compulsory, as in a professional body, which can revoke a member's license to practice. In between is membership as a paid employee. Members accept certain obligations in the shape of rules and regulations to follow,

and there are also informal expectations - norms - to be observed. A network of relationships develops between members. Equally, managers should take account of the needs of the organization's members (Bennett, et al, 1996, p. 28).

Organizations have a purpose. This purpose is an engaging element among its members. The lack of focus on the organization's purpose can lead it to bankruptcy or to cease existing. The organization's purpose is also determinant in the results each organization gets in comparison to its competitors (Bennett, et al, 1996).

An organization has to retain any kind of resource or material. "Without resources, organizations cannot function, and since resources carry a cost, they can be used more or less efficiently" (Bennett, et al, 1996, p. 29). Organizations have a clear structure of its members and of its processes, and organizations over time build up their own culture (Bennett, et al, 1996). That is the reason why each organization is different, even when there are other organizations that also do the same.

Describing the fundamental elements of any organization, Bolam and Deal (1991) identified what they termed organizational frames. These frames provide insight into the core components of an organization: organization structure, human resources, politics, and symbolisms which are all linked to the organization's culture.

Educational Organizations also have these described characteristics, notwithstanding, it is delimited to educational purposes. Bennett, *etal* (1996) describe it in this way:

> [Educational organizations also] have members, but not all are equal, nor of the same type. Academic and support staff are employee-members; school pupils are legally obliged to be members; college students are volunteers, technically able to leave at any time. They have purposes that guide the work of the members (Bennett, et al, 1996, p. 29).

Educational organizations have reflected and kept knowledge of each society. The type of services they offer, as their focus depends on the culture they are located and its educational nature, can be formal, informal and non-formal. Elaine (2017) defines formal education as the official education, in most cases,mandatory by the government, it is "organized, guided by a formal curriculum, leads to a formally recognized credential such as a high school completion diploma or a degree" (Elaine, 2017, p. 1). Informal education takes place in daily life, it is not certified and does not have recognized credentials

as formal education does. Non-formal education does not follow a formal curriculum as formal education does. However, it is directed by an expert, participants freely get involved in courses, clubs, training, open gatherings where they will learn about their interests.

After this, it is possible to identify how educational organizations are present in all spaces of society. That is why Khakpour (2015) points out that "educational organizations are the main instruments of society for the constant pursuit of knowledge" (p. 1). Educational organizations have a critical role given that knowledge is buildt up through generations inside these institutions. They also need to apply processes to the existing and new knowledge. This is called knowledge management. "Knowledge management in educational organization can be separately identified and studied in administrative, research, education (teaching and learning processes), student service and human resource subsystems." (Khakpour, 2015, p. 1). When defining educational organizations, it is clear that it concerns organizations who are in charge of knowledge management. What is knowledge management? Luan and Serbian (2002) state that "knowledge management is about using the brain power of an organization in a systematic and organized manner in order to achieve efficiencies, ensure competitive advantage, and spur innovation" (p5).

In contrast, Khakpour (2015) defines "knowledge management [as] the complex system of elements, processes and relationships between human resources, infrastructure, technology, knowledge and knowledge workers (p. 3). Educational Organizations confront continuous challenges not just about knowledge but also about what Khakpour (2015) names as the educational organization sub-systems: "administrative, human resources, research, teaching learning, technology, structure and students" (p. 3). These educational organization sub-systems are in one environment and the way they relate among each other is constantly considered as part of knowledge management functions.

Change management Background

"The greatest danger in times of turbulence is not the turbulence – it is to act with yesterday's logic".
- Peter Drucker

Change management cares that changes be done effectively; it also examines the different ways of causing changes through direct and indirect ways. Maiti (2021) defines change management as "the systematic approach which deals with the transition or transformation of different organizational

objectives, processes, core values, or technologies" (p. 1). Change management is done in terms of "scope, timeline, or budget" (Maiti, 2021, p.1). According to the objective and plan, the type of change management should be selected, there is individual and organizational change management:

Individual change management

Exceptional change management

It concerns an important change done in an individual. This change is done in one area of his life where the rest of the areas are not affected. Exceptional change management is a limited change with a limited impact.

Incremental change management

Changes done by phases where they increment in an harmonic way and, in consequence, prevent that the old way of preceding does not present an opposition. The Incremental change management is done so subtly that it is not noticed.

Pendulum change management

It is done suddenly, and usually is a change of 180° where the final position is the opposite of the one before. Pendulum change management takes one step from one side to the other side. Sudden changes also cause the individual to adopt the new extreme point of view.

Paradigm change management

It refers to changes done that also lead to a new internal way of thinking.

Paradigm change management integrates "information, tasks and behaviors" (Maiti, 2021, p.1) to take the individual to a new gestalt where his perception, ideology, morals and performance are also integrated.

Organizational change management

Evolutionary change management

It is based on the natural process of evolution, the natural selection taken to the organizational context. Evolutionary change management is spontaneous, but also is affected by external mediums, and it is the response of organizations or groups of people to a changing situation.

Revolutionary change management

It is also named by Maiti (2021) as Change by Instruction. One example of Revolutionary change management is the reaction in front of a change in the leadership type.

Directed change management

Directed change management is characterized by its clear goals, having a clear north gives to Directed change management a truthful way of applying changes in organizations: "Making this type of change happen requires moving the management and workforce and the organizational culture into change with the plans, structure, processes and systems to achieve the appealing vision" (Maiti, 2021, p.1).

Developmental change management

Changes are done based on what the organization is already doing, it strengthens the current operations, practices, standard or skills.

Transformational change management

A clear goal and vision are critical in Transformational change management. It is done taking into account value systems more than following a prescripted planning.

Transitional change management

Transitional change management is implemented to apply a complete new system or strategy, in a transitional way, the new method is applied.

The reflection and application all of these types of change management, have been coined as change management awareness, in terms of decades, change management awareness is a recent event. Vaz (2015) describes the main change management historical periods:

1980- 1990: there is a general dissatisfaction on growing leaders. In this period, there is reflection about how change should be done. The position of Change Manager or Change Leader is created. In 1982, McKinsey (in Vaz, 2015) was the first one to publish a change management model.

1990: in 1994, the first state of the change management industry was published. Marshak (in Vaz, 2015) creates the first change management firm to support organizations in applying changing processes.

These historical developments have contributed to the establishment of change management as an essential discipline for all types of organizations.

Change Management in the XXI Century

Change management is conceived more as a process in the XXI century (Lauer, 2010). Formal change structures have been created since the XX century, change management is integrated with human resources management and it is turned crucial in favor of the Global Sustainability Goals 2030 (Campbell, 2008). Change management is key in an organization given that constant innovation is required to have a healthy business environment. "The organizations that adapt quickest create a competitive advantage for themselves, while the companies that refuse to change get left behind" (Vaz, 2015, p. 11).

This adaptation capacity involves both individual and team change management. Cameroon and Green (2019) present the psychodynamic approach to change, which is confirmed by the varied existing change management models created throughout the XX and XXI century. All of these models consider change as an individual and collective process where behavioral and cognitive processes also take place. The ten most common change management models are Lewin's Change Management Model, McKinsey 7-S Model, Nudge Theory, The ADKAR Change Management Model, Kübler-Ross Change Curve, Bridges' Transition Model, Satir Change Model, Kotter's 8-Step Theory, Maurer 3 Levels of Resistance and Change Model, and Deming Cycle (PDCA) (Sharma, 2022).

Figure 3. Timeline of Change Management Models and Theories. (Mazo, 2023.)

Change Management Model/Theory	Period of Introduction	Description
Lewin's Change Management Model	1940s	Proposed by Kurt Lewin, this model introduces the stages of successful change: unfreezing, changing, and refreezing.
Deming Cycle (Plan-Do-Check-Act)	1950s	The Deming Cycle, also known as PDCA (Plan-Do-Check-Act), is a continuous improvement framework introduced by W. Edwards Deming. Its PDCA principles have been widely applied in quality management and organizational change efforts.
Kübler-Ross Change Curve	1960s	Adapted from Kübler-Ross's work on grief, this model describes emotional stages people go through during transitions. denial stage, the anger stage, the bargaining stage, the depression stage, and the acceptance stage.
Satir Change Model	1960s- 1970s	Developed by Virginia Satir, this model emphasizes coping mechanisms and emotional responses to change, often applied in organizational change contexts.
McKinsey 7-S Model	1980s	Developed by McKinsey & Company, this model

		emphasizes seven interconnected factors (strategy, structure, systems, shared values, skills, style, and staff) for organizational effectiveness.
ADKAR Change Management Model	Late 1990s	Developed by Prosci, ADKAR stands for Awareness, Desire, Knowledge, Ability, and Reinforcement. It provides a structured approach to individual change management.
Bridges' Transition Model	1991	Introduced by William Bridges, this model focuses on the psychological and emotional impact of change, emphasizing effective management of transitions.
Kotter's 8-Step Theory	1996	Introduced by John Kotter, outlines eight steps for leading organizational change, emphasizing creating urgency, building coalitions, and sustaining momentum.
Maurer 3 Levels of Resistance Model	Early 2000s	Developed by Rick Maurer, categorizes resistance into intellectual, emotional, and behavioral levels, offering strategies for each.
Nudge Theory	2008	Rooted in behavioral economics and psychology, gained prominence with the book "Nudge" by Thaler and Sunstein. Explores how small interventions can influence people's behavior and choices.

The diverse range of change management theories and models has significantly enhanced organizational adaptability and effectiveness. By providing structured frameworks, these models offer insights into the psychological, emotional, and strategic dimensions of change. They enable leaders to anticipate challenges, foster employee engagement, and facilitate smoother transitions. Additionally, these theories promote a deeper understanding of human behavior and decision-making processes, enabling organizations to implement more targeted and empathetic change initiatives. Overall, these contributions have played a pivotal role in shaping modern change management practices, guiding businesses toward successful transformations.
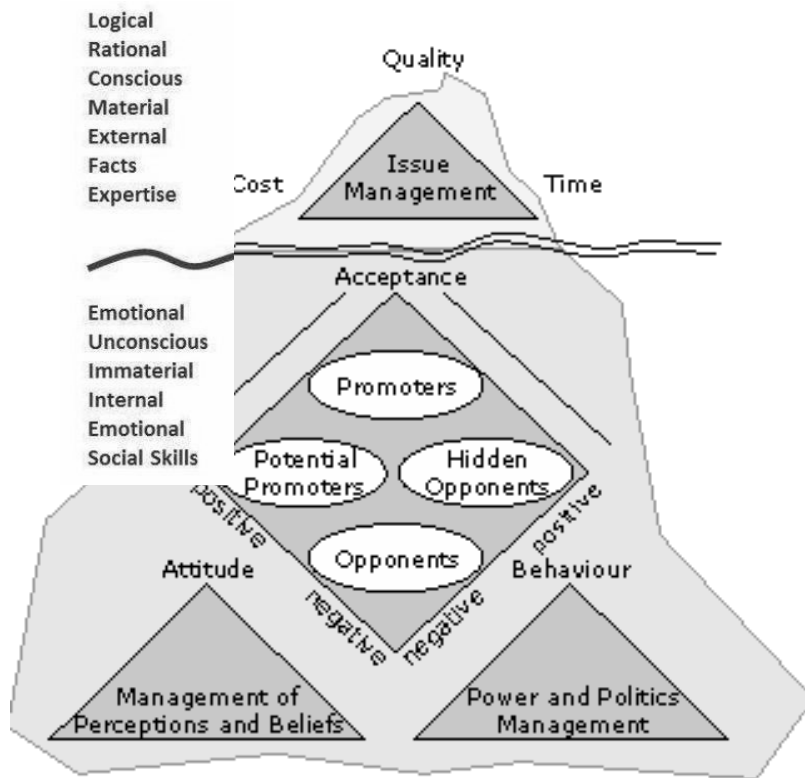
Change Management Iceberg

Figure 4. Kruger's change management Iceberg. (University of Mumbai, 2015 & Valued Based Management, 2023)

The graph in Figure 4 describes Kruger's change management model. Issue management on the upper side is just 10% of what a change management process really is. It involves cost, time and quality. Nonetheless, there are other significant elements necessary in a changing process. On the left side, there are personal beliefs and perceptions that influence the way change management processes. There are also political powers that refer to leadership styles, positions and functions in the organization. These two elements (personal beliefs and power in management) influence positive or negative positions in front of the change, for that reason, promoters and opponents to change will arise. According to Kruger's change management Iceberg model, promoters and opponents assume hidden or open actions that, at the end, will determine the future of the targeted change. Change management awareness needs to continuously be built up in organizations. Change management is the open door to innovative practices, more efficient processes, and renewal of the organization's culture. It is the route for any organization's prevalence in time and constant growth. Until here, it has been possible to

identify the theoretical and historical background of human resources management, educational organizations, and change management, what comes next, and that embodies the general goal of this research, is an analysis about how change management principles can make an impact on human resources management within educational institutions.

METHODOLOGY

This research follows a qualitative approach with a grounded theory methodology. The instruments and type of information gathered are exclusively through theoretical sampling with an inductive method to the description of theories and concepts. The inductive method allows to analyze individual or specific premises to find general premises. Sandoval (1997) explains that grounded theory is a general methodology for developing theory from data that is systematically captured and analyzed. It is a way of thinking about data and about being able to conceptualize it. "Even though there are many points of affinity in which grounded theory is identified with other qualitative research approaches, it is differentiated from them by its emphasis on theory construction. " (Sandoval, 1997, p. 71).

Grounded theory allows the researcher to start with a state of the art by selecting the data and explaining it in detail, and subsequently, from this theory propose a "mid-range, mid-range theory through successive data collections and conceptual developments" (Charmaz, 2005, p . 510). Something important is that grounded theory allows "simultaneous collection and processing of data" (Bonilla and López, 2016, p. 305) throughout the complete research, it does not exclusively concern the theoretical framework as occurs with other research methodologies. The object of study will be the change management principles, based on historical findings, an analysis is made on how these can contribute to human resources management in educational organizations. Thus, this research provides the educational scientific community with more information on change management applied in the education sector. It also seeks to facilitate change processes in educational organizations through, not only current theories of change but also through the application of change management principles that mainstream all existing change management models.

RESULTS AND DISCUSSION

"Culture does not change because we desire to change it. Culture changes when the organization is transformed – the culture reflects the realities of people working together everyday."

– Frances Hesselbein

Human resources management is a bridge of communication between the organization's purposes and its main parties. "Effective human resources management depends very much on the causes and conditions that an organizational setting would provide. Any Organization has three basic components, People, Purpose, and Structure" (Dr. Ambedkar University of Social Sciences, 2022, p. 1). Each of these components need constant renewal in order to be strengthened, and facilitate the organization's growth. This section will present the contribution of change management principles to human resource management in educational organizations.

Change management principles are linked to human resources management. They guide human resources management in all of its functions. The company Booz Allen Hamilton, in 2004, presents 10 change management principles, later, in 2021, Maiti presents 4 change management principles, after it, in 2022, companies like Forbes and Indeed present their own change management principles. This article will center on Maiti's (2021) change management principles. The principles will be presented and their contribution to human resources management in educational institutions will be pointed out contiguously.

Change management principles lead human resources management towards innovative practices. They have an impact on what Udo-Udoaka (1992, as cited in Booz, 2004) describes as human resources management skills: managerial, scientific,engineering, technical, craft and other skills. These skills allow the organization to create, design, and develop other skills to the traditional functions set to human resources management. Human resources management was set historically as a department in charge of recruitment and employees' control, in other words, measurement of the organization's workforce. However, Huselid (1997) describes a second function to which human resource management must respond: increasing employees' active roles in the organization by improving teamwork, communication, and empowerment management. Reflecting on this second function and the constant changes of the XXI century, Maiti (2021) presents the following change management principles:

Principle 1: Understand Change

Understanding the reason to move, innovate, and change is related to understanding the benefits that changes bring.

Principle 1 is an invitation to all educational organizations to consider the potential benefits that changes will bring with them. Educational management needs to understand change in all of its fields: "planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, controlling, evaluating and reporting activities systematically to achieve quality educational goals" (Nur, 2020, p. 1241). Effective change management can be applied through a collective awareness and understanding of change.

Principle 2: Plan Change.

Having clear goals and setting a clear plan will bring change in accordance to the real purpose the change is executed.

The approach, the steps to follow depend on the selected model. Be Kübler-Ross Change Curve model or Nudge Theory, or any of the additional models described in Figure 3. In order to plan a change, Maiti (2021) states the following elements: Sponsorship, involvement, support, and impact.

Figure 5. Plan Change Elements and Impact on HRM in educational organizations. (Mazo, 2023).

Plan Change Element	Impact on change management in educational organizations
Sponsorship	Sponsorship not just concerns the funds support for the educational institution. Sponsorship also needs to have an understanding of change in order to be able to secure and support that change.
Involvement	Internal and external involvement will guarantee an integral change in the educational institution from the planning change.
Support	Having support will strengthen the change purpose and will make the planning process more efficient. Selecting a change management model(s) will also set a route that will bring support across the coming change management principle that is Implementation.
Impact	When thinking about the change's impact, it is important to clarify that it does not just concern the impact in the immediate plan. It also involves predictable challenges, risks, and strategies to achieve the goals in the educational organization.

Principle 3: Implement Change.

Change management is implemented through the strategic change management model selected. Notwithstanding, the implementation will be a tensional moment between theory and practice. The educational organizations need to make sure that all members and stakeholders understand the plan and feel genuinely involved with it (Maiti, 2021). The implementation of the change also needs to be measured in order to make sure of the changes progress (Maiti, 2021). It is possible that during the changing processes, a new need will be identified and new sub-implementation plans and training will be implemented. Maiti (2021) suggests hiring "Change Agents" who will help out with all the new processes and new practices. Human resources management should support that every one conceives of the new practices naturally.

Principle 4: Communication Change.

A successful Communication Change principle will allow a permanent change and a clear conception of the new change.

Educational organizations need to "set the right mode so that [they] get the emotional reaction" (Maiti, 2021, p. 1) it is expected. Communication Change principle also contributes to educational organizations by providing a mission and vision change statement. This final principle is simply critical for the change management's success.

Further Contributions of Maiti's Change Management Principles to Human Resources Management in Educational Settings

Having clear change management principles harmonically binds the business side with the human side any organization, just as "the theoretical literature suggests that HMR practices increase productivity by increasing employees' skills and motivation" (Igwe, Onwumere and Egbo, 2014, p. 211). Maiti (2021) proposes these 4 change management principles already mentioned before which, when being applied to human resources management in educational organizations, an important concept emerges: educational management. Educational management is in charge of managing resources, students, employees, curriculum, finances, community, infrastructure of educational organizations (Mulyasa, 2009). Educational management is divided into two different groups. Nur (2020) differentiates these groups as the administrative management, in charge of "planning, organization, guidance, direction,

coordination and supervision activities, and communication" (Nur, 2020, p. 1241); and operational management which consists of the "administrative, staffing, financial, and school relations with the community" (Nur, 2020, p. 1241). Both the administrative management and the operational management build-up educational management.

In Maiti (2021) words, human resources management principles should reinforce the change vision and how "the change positively affects the "bigger picture" (Maiti, 2021, p. 1). By applying all of the change management principles within educational institutions, every stakeholder will have the same goal and same projection, "a shared conception of the future" (Maiti, 2021, p. 1).

Applying change management principles in education management enables educational organizations to think about the change not as something random, but as something new that is possible to measure. Change management principles remind that change should be applied in a strategic way, thinking about all the parties involved, their possible emotional and professional challenges, it allows human resources management to respond in a humanistic way to the educational challenges the organization faces.

> Human resources management is a management function concerned with hiring, motivating and maintaining people in an organization. It focuses on people in organizations. Human resource management is designing management systems to ensure that human talent is used effectively and efficiently to accomplish organizational goals (Dr. Ambedkar University of Social Sciences, 2022, p. 3).

This is done by taking care of all stakeholders and by raising awareness of the contribution everyone gives to the educational organization. change management principles cover all steps of a change assimilation, in that way, the organization grows not just in a corporate way but also in its caring practices. Change management principles contribute to human resources management also by providing key change management

Models as the Iceberg Model, the ADKAR model (Awareness, Desire, Knowledge, Ability, Reinforcement) and Kotter's 8-Step Change Model, can be adapted to each educational organization context following change management principles. Additionally, change management principles suggest the importance of having Change Agents in the human resources management team, and suggest getting involved with all the organizational parties.

change management principles contribute by raising awareness and flexibility in front of change, by motivating employees and by also involving knowledge management and educational management in the human resources management processes of the educational institution. When following change management principles, there is "intimate understanding of the human side, as well as the company's culture, values, people, and behaviors that must be changed to deliver the desired results" (Booz, 2004).

CONCLUSIONS

Following the methodological approach of grounded theory, it was possible to identify human resources management, educational organization, and change management concepts, it was also possible to analyze how change management principles guide and contribute to educational organizations. Many educational organizations are managed by teachers without previous study and experience in management and management theories. This research has provided significant tools to think more strategically about changes in schools, educational NGO's, universities, governmental institutions and other educational organizations.

As Kruger's change management model (1996) described, there is a 90% in down side of the iceberg being affected when a change arises. Many organizations think planning is the first step (principle 2), however, Maiti's (2021) change management principles have proven that planning is not the first step. The success of a change is not just about planning, but about taking a special time to understand the change (principle 1), these are some questions teams should discuss before planning the change:

What specific changes are we currently facing or planning to implement in our educational organization?

What are the key reasons and objectives behind these changes? How do these changes align with our educational goals and mission?

What benefits can these changes bring to our educational organization, its stakeholders, and the learning environment?

How well do we understand the different aspects of change, including planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, evaluating, and reporting?

What challenges or obstacles might we encounter during the implementation of these changes? How can we proactively address these challenges?

In what ways can we ensure that all team members are informed and on board with the coming changes?

What lessons have we learned from past changes or innovations in our organization? How can these lessons inform our approach to the current changes?

How can we create a culture within our organization that embraces change as a continuous and positive process for growth and improvement?

These questions are a starting point for team discussions, encouraging thoughtful reflection and dialogue about the principles of understanding change within the context of your educational organization. During the planning principle, a change management model should be chosen (Figure 3), it will provide the guidance to plan and to implement the change (Principles 2 and 3). It is important to foster open lines of communication so that everyone feels comfortable asking questions and providing feedback; establish metrics to evaluate the progress, consider hiring change agents, and celebrate achievements and milestones reached during the implementation process. Finally, Effective communication is crucial in ensuring the success of change initiatives within educational organizations.effective communication (Principle 4) is crucial in ensuring the success of change initiatives within educational organizations. For this reason, it is necessary to be transparent about the reasons for the change, the expected outcomes, and how it aligns with the organization's mission and vision. Engaging all stakeholders and providing different communication channels where everyone feels part of the change; and, considering using storytelling and real-life examples to illustrate the benefits of the change applied. Sharing successful stories related to the change will inspire and motivate stakeholders. Change management principles make any change a natural process where the change and the stakeholders assume an approachable attitude, and the goal is strategically achieved.

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