

The Impact of Change-Oriented Trainings on Employees' Adaptability to Organizational Changes: A Case in Amhara Regional State Education Bureau, Ethiopia

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Abstract

Adaptability is crucial for organizational effectiveness and efficiency in this ever-changing precarious environment. Trainings are among the tools to enhance employees' adaptability. The purpose of this quantitative study was to investigate the impact of change-oriented trainings on employees' adaptability objectively (positivist perspective). Trainings related to BPR, BSC, and Kaizen were used to prove the hypothesis. The study followed a Correlational approach. Leaders, core process owners and staffs were included via simple random sampling. One sample t test, correlation and regression were used to analyze data. Accordingly, it was found that trainings can significantly influence employees meaning making ability about changes if properly used, which in turn is fundamental to develop employees' adaptive behavior and skills. However, trainings were not found contributing to enhance adaptability of employees, because trainings were given indiscriminately and skill gaps among employees were ignored. Therefore, it was reflected that the institution should revisit why and how change-oriented trainings are being used.

Introduction

Change is an inherent part of organizational life (Hatch 2013). Organizations are operating in an increasingly volatile environment and are in a state of constant changes (Cullen et al. 2013; Wainaina et al. 2014). Rapid technological advancement, cultural, political and environmental changes increase the need for organizational adaptation (Cullen et al. 2013; Parent & Lovelace 2015; Ployhart & Bliese 2015; Wainaina et al. 2014). It is an essential proficiency of organizations (Hamiaux et al. 2013), which is a quality of being able to manage transitions and change-related stress at work (Heuvel et al. 2013). This ability of organizations to transform themselves in response to environmental changes is adaptation (Inger et al. 2013).

There are various definitions of adaptability in many literatures (Ployhart & Bliese 2006). Cameron (1984) explained adaptation as a process, where by changes are instituted in organizations. Besides, Cameron noted that adaptation does not only imply reactivity (i.e., waiting for the environment to change and reacting to it) because proactive or anticipatory adaptation are also possible. In all cases, adaptation significantly requires

displacing, reregulating, and rearranging old structure and culture (Heifetz et al. 2009). However, organizational adaptation or building adaptive institution is not an easy activity.

According to many literatures, resistance to change, incompetent leadership, contextual factors, organizational politics and resource limitation are the dominant factors attributed to the failure of most change initiatives (Oreg 2006; Wainaina et al. 2014; Woodward & Hendry 2004). In addition, various theories indicated that resistance is a result of anxiety and frustration of employees (Wainaina et al. 2014; Woodward & Hendry 2004). Thus, dynamic leadership is necessary to coach, reward, communicate, motivate and promote teamwork and collaboration to build adaptive capacity (Drew 2010; Wainaina et al. 2014; Woodward & Hendry 2004). Parent and Lovelace (2015) also explained the value of positive organizational culture and job engagement for individual adaptability. Moreover, scholars like Parent et al. (2012) found strong correlation between participation, role clarity, optimism and employees adaptability.

Recently, most researchers began to focus on change recipients on the effort to institutionalize changes (Cullen et al. 2013; Inger et al. 2013; Ployhart & Bliese 2015; Ployhart & Bliese 2006; Parent & Lovelace 2015; Tariq et al. 2011; Wainaina et al. 2014). Among these, understanding leaders and employees' adaptability is very important (Bernstein & Linsky 2016; Inger et al. 2013; Ployhart & Bliese 2015; Wainaina et al. 2014). Supporting these scholars, this study assumed individual adaptability to changes is a prerequisite for effective change. Thus, employees' adaptability to organizational change is an important issue, which needs deeper understanding. To understand individual adaptability, let us see the framework of Ployhart and Bliese (2006).

Ployhart and Bliese (2006) defined adaptability as a person's ability, willingness, and motivation to change and classified it in to eight sub-dimensions: 1) crisis adaptability, 2) work stress adaptability, 3) creative adaptability, 4) uncertainty adaptability, 5) cultural adaptability, 6) physical adaptability, 7) learning adaptability, and 8) interpersonal adaptability. Since the purpose of this research was to understand the impact of trainings, the seventh dimension i.e. learning adaptability was found most important. According to Boxall & Purcell (2003), acquisition of knowledge via training makes employees more innovative and creative, hence, it helps them to adapt to changes more effectively. Sherwood (2015) also indicated that change-oriented trainings might enhance employees' adaptability to institutional changes. Likewise, enhancing skills of the workforce increases adaptability, which ultimately yield more outputs (Tariq et al. 2011). Therefore, organizations have to build effective change-oriented training systems where employees can be assisted to go with changes.

Rationale for the Study

Ethiopian public institutions have been forced to adopt new business management systems to improve their efficiency, effectiveness, accountability and transparency over the past few years. The central government was the initiator of almost all of these changes

(Mehari 2016; Woldegiyorgis 2014). As a major government body, Amhara Regional State Education Bureau (ARSEB) is expected to adopt and implement these changes to ensure access and quality education in Amhara region. The bureau is directed by and accountable to National Ministry of Education. Similar to other public organizations, the bureau has the responsibility to implement business management tools introduced centrally. Such changes can influence the strategies, structures and/or processes of institutions; but the intention is to meet the above purposes.

However, initiating, implementing and sustaining changes are the most challenging aspects of change management. Large proportion of change initiatives in the world fail or are only partially successful (Blackwell 2003; Woodward & Hendry 2004). Success of changes may be determined by various factors including the mechanism we use to introduce and manage changes (Heifetz et al. 2009). Nevertheless, understanding employees' adaptability is vital to reduce resistance during implementation. Thus, successful changes require attention to political and human dimensions of organizational life. Failure to focus and treat these dimensions may lead to non-authentic changes or failure (Blackwell 2003).

The Ethiopian government and most institutions expend huge resource (financial, material, and human) to institutionalize changes despite most fail to meet their purposes (Mehari 2016; Woldegiyorgis 2014). In this regard, we may mention many changes like Business Process Reengineering (BPR), Balanced Score Card (BSC) and/or Keizen introduced by the government and lost without making significant impacts. Mostly, these changes were adopted from developed nations as best practices; consequently, resistance and contextual limitations hindered their implementation (Woldegiyorgis 2014). This is dual loss: unsuccessful investment/expenditure, and losing benefits from successful implementation of these changes. Most change-oriented trainings in our context are one shot and limited to introducing and/or instructing employees what to do. However, it is vital to work on influencing the adaptability of employees. With the assumption that change-oriented trainings can minimize change impediments, one practical rational of this study was to help managers revisit why and how they are using trainings in their institution.

Various researchers have discussed many important variables that have significant impacts on the employees' adaptability and overall organizational change process (see Cullen et al. 2013; Imran & Tanveer 2015; Parent & Lovelace 2015; Tariq et al. 2011). Specific to adaptability, the training transfer literatures indirectly showed the relation between individual ability to maintain learned knowledge and behaviors gained from trainings, and their application on job tasks (Baldwin & Ford 1988). Boxall & Purcell (2003) also indicated the possibility of influencing skills, attitude and knowledge of employees using trainings. This entails, change-oriented trainings have the power to influence the behavior and competency of employees (Sherwood 2015). Therefore, "proper" change-oriented trainings are important; they can be used as a major tool to win the heart and soul of employees concerning changes. However, as far as the researcher's

understanding no research clearly spells out what specifically is the connection between change-oriented trainings and adaptive behavior and skill. Accordingly, this research was intended to give vital theoretical insight about such relationships.

To explore these relationships, adaptability was understood from the angle of training effectiveness (Sherwood 2015). According to literatures, training effectiveness is a broad issues related to outcomes (such as learning, transfer, or the measure of positive outcomes (e.g., decreased turnover, increased health, or job satisfaction, etc.). Nonetheless, this study used Kirkpatrick's (1998) four-level approach as a springboard with all its limitations. This approach helped to evaluate effectiveness from trainees post-training reactions (how much trainees like the training), learning (degree of skills or knowledge learned), behavior (on the job behavior change), and results (the outcome). Therefore, these insights were used to frame the following hypothesis and explore the connection between change-oriented trainings and employees' adaptability. Consequently, filling theoretical and practical gaps related to trainings and adaptability in Ethiopian institutions context were essential rationales. For the sake of manageability, change-oriented trainings provided to employees related to BPR, BSC, and Keizen were used to prove the hypothesis:

- Hypothesis 1.** Information gained from change-oriented training is positively related to employees meaning making ability about changes.
- Hypothesis 2.** Employees' meaning making ability about the change is positively related to employees' adaptive behavior.
- Hypothesis 3.** Skill and knowledge acquired from change-oriented training is positively related to employees' adaptive skill.

Theoretical Background

The Essence of Change and Change Management

According to Inger et al. (2013), many terms in organizational studies and literatures denote change: evolution, revolution, transformation, adaptation, adjustment, innovation and incremental change. However, the researcher was interested in adaptive changes (change processes that go beyond piecemeal adjustments). As Eckel et al.'s (1998) cited in Inger et al. (2013) explained, adaptive change: 1) alters the culture of the institution by changing underlying assumptions and institutional behaviors, processes, and structures; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time. Though it neglects change agents and process of changes, it is an important framework to understand changes.

Change management approaches are different and complex (Bernstein & Linsky 2016; Wainaina et al. 2014). Change management according to Kostenbaum & Dener (2015, p. 3) is "A process of helping people understand the need for change and to motivate them to take actions, which result in sustained changes in behavior". From

this definition, competent leadership and adaptive employees are equally important to effect successful changes. Various scholars indicated that leaders have the responsibility to influence the adaptability of employees in different ways. The essence of employee adaptability and the role of change-oriented trainings are discussed here under.

Employees' Adaptability to Institutional Changes

According to Heuvel et al. (2013), employee adaptability can be defined as the quality of being able to change, the ability to manage transitions at work as well as being able to effectively manage change-related stress. He further explained, it is easy to change things but it is hard to change people and resistance to change is the biggest threat to progress. Whether change initiative come in the form of restructuring, downsizing, implementing new technology, mergers or acquisitions, organizations are placing greater job demands on their employees. In this constant state of flux, individuals must adapt to their environment in order to survive and prosper (Parent & Lovelace 2015). These scholars confirmed the decisiveness of employees' adaptability.

In the organizational change process, leaders ultimately aim for employees who thrive - someone who grows through changes (Parent & Lovelace 2015). These scholars go beyond the original level of psychological functioning to grow and flourish. They also identified as positive organizational culture and job engagement can enhance individual adaptability. Besides, Parent et al. (2012) found strong correlation between adaptability with participation, role clarity and optimism. Besides, various studies indicated that participation in decision-making, motivation, communication and trust influences adaptability. Fortunately, leaders can influence most of these factors via their leadership and human resource management activities (Sherwood 2015). Wainaina et al. (2014) identified that training, leadership, reward and retention strategies are determinants of adaptability. More specifically, Boxall & Purcell (2003) indicated that acquisition of knowledge via training and development make employees more adaptive to changes.

Change-oriented Trainings and Employees' Adaptability

Trainings increase employees' competency by influencing their knowledge, skill and attitude (Sherwood 2015). However, organizational support for training (Noe & Wilk 1993), opportunity to perform (Quiñones et al. 1995), guided reflection and motivational factors (Barrick & Mount, 1991; Burke & Hutchins, 2007) all can influence effectiveness. Continuous training assist employees to keep up and adjust to the change process, address emerging issues, keep employees on the track and motivate them (Sherwood 2015). As discussed earlier, employee adaptability is equivalent with having adaptive behavior and competency. Change-oriented trainings have paramount power to create these behavior and competency. Therefore, the researcher believed, adequate information, proper meaning making and relevant skill, knowledge and attitude are issues that should be addressed through change-oriented trainings, which ultimately affects employees' adaptability.

Conceptual Framework

Although many researchers (Cullen et al. 2013; Imran & Tanveer 2015; Parent & Lovelace 2015; Tariq et al. 2011) discussed important variables related to adaptability, this study specifically has tried to address the relationship between change-oriented trainings and employees' adaptability.

First, change information refers to the level and adequacy of change-related information employees receive via different communication channels (letters, websites, etc.) including change-oriented trainings (Wainaina et al. 2014). Besides, information provision is crucial both during “unfreezing” as well as transition phases (Heuvel et al. 2013). Timely and detailed information seems critical element of change because it can reduce anxiety/uncertainty (Miller & Monge 1985). Change information as Jimmieson et al. (2004) is positively related to well-being, job satisfaction, and engagement. Similarly, it has been found to be predictive of higher sincerity and less resistance to change (Oreg 2006; Wanberg & Banas 2000).

Secondly, meaning making is an important aspect of change, which is about how employees understand the change (Heuvel et al. 2013). According to these scholars, it determines their attitude and willingness to changes. It is about processing change-related information as communicated by change agents. In addition, it can help to reduce uncertainty and resistance. Meaning making may help employees not to lose self-esteem or motivation along with lose in changes (Heuvel et al. 2013). Therefore, adequate information-provision is an important mechanism to influence meaning making.

Thirdly, employees should get enough knowledge and skill about changes they are going to execute. According to Sherwood (2015) and Wainaina et al. (2014), knowledge and skill makes employees more innovative and creative, which increases their adaptability. Employees may be positive about changes, but if they do not have proper skill to go with/implement them, it is incomplete or they may develop negative attitude/inability. Conversely, having a skill without positive attitude about changes limits the implementation process. Thus, trainings should give both “proper information” and “relevant skills”.

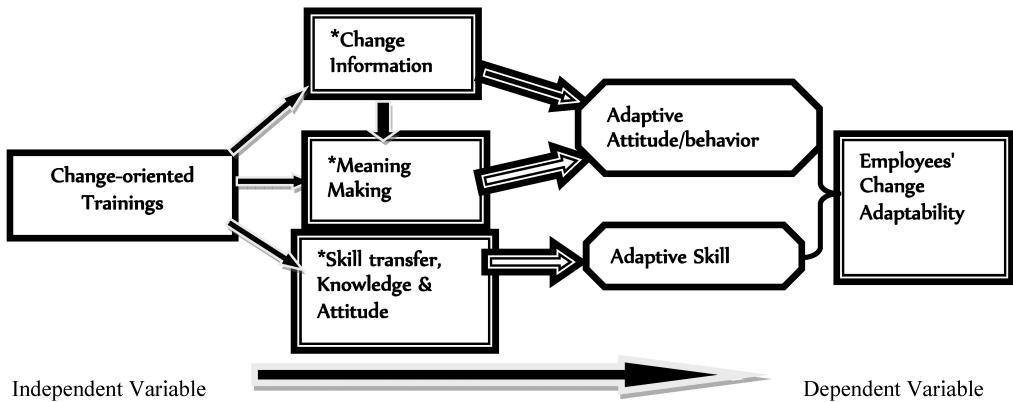


Fig. 1 Conceptual Framework

Research Methodology

Governed by positivism perspective and its epistemology (truth is discovered through valid conceptualization and reliable measurement) (Hatch 2013), this study was conducted quantitatively using Correlational design. This method helped to trace the relationship between two or more variables in order to gain greater situational insight (Creswell 2009). Hence, the purpose was to examine the connection between employees' change-oriented trainings and its impact on employees meaning making, as well as adaptive behavior and skills. Therefore, relevant quantitative data were gathered using close-ended questionnaire to test the hypothesis. Based on the theoretical framework, a questionnaire with five point likert scale was prepared as enabled to reach wider samples easily in a short time (Creswell 2009). In order to establish the content validity and face validity of the questionnaire, colleagues and an expert in the area reviewed the draft questionnaire. Then, it was piloted in 35 respondents; the reliability was found 0.812 at Cronbach's Alpha. Finally, the questionnaire was distributed to ARSEB leaders at different positions, process owners, team leaders, and staffs.

During the study, the bureau had 190 ($M=119$, $F=71$) employees. The bureau had 14 directorates accountable to the three deputy bureau heads, among these directorates; seven (50%) directorates were selected using simple random sampling. In the selected directorates, there were about 67 employees including the seven directors. Among these, 59 sample participants were selected using simple random sampling. Prior to distributing the questionnaire, ethical approval was established by asking permission from the bureau head and oral consent from participants. In addition, attempt was made to assure the confidentiality of the information.

While distributing the questionnaire, the first problem was related to identifying employees who had taken change-oriented trainings. Although the bureau was implementing BSC, BPR, and Kaizen, significant number of employees did not attend

trainings about these systems. Most reason out as they were at fieldwork during training times, and some were new employees to the organization. Hence, 12 respondents who did not take the trainings were replaced. This might kindled a question how could untrained individuals survive and work in the system they are not familiar. Besides, why the bureau was unconcerned about introducing new employees or untrained ones? However, restricted by the purpose, the focus was on trained employees who have participated in change-oriented trainings. Finally, to prove the hypothesis, the collected data were analyzed quantitatively using one sample t test, correlation and regression.

Result and Discussion

The Impact of Change-Oriented Trainings on Employees' Meaning Making Ability

Hypothesis 1. Information gained from change-oriented training is positively related to employees meaning making ability about changes.

Table 1. Result of One-Sample T-Test and Descriptive Statistics on the Perception about Trainings

	M	SD	n	p	95% CI for mean Difference	Test value = 3	
						t	df
Used as information communication means	3.59	.83843	58	.001	[.3658, .8067]	5.325	57
Timeliness of trainings	3.29	1.02613	58	.034	[.0233, .5629]	2.175	57
Sufficiency & depth	3.12	.99256	58	.358	[-.1403, .3817]	.926	57
Encouragement for clarification	3.44	.79852	58	.001	[.2383, .6582]	4.275	57
Openness & honest discussion	3.25	.71477	58	.008	[.0707, .4466]	2.756	57
Individual difference consideration	2.55	.99424	58	.001	[-.7097, -.1869]	-3.434	57

* $p < .05$.

As shown in table 1, the result of one sample t-test indicated, using trainings to communicate information was significantly higher than the test value (3), $t(57)=5.325$, $p=.001$. Similarly, significantly high results were found on the timeliness of trainings, $t(57)=2.175$, $p=.034$, encouragement for clarification during trainings, $t(57)=4.275$, $p=.001$, existence of open and honest discussions, $t(57)=2.756$, $p=.008$. While sufficiency and depth of trainings were moderate, $t(57)=0.926$, $p=.358$, the effort to consider individual differences was significantly low, $t(57)=-3.434$, $p=.001$. However, the overall grand average mean 3.26 about change-oriented trainings in ARSEB indicated moderate. Therefore, according to respondents, there were no significant problems in ARSEB related to change-oriented trainings except problem of addressing individual differences.

Then, the question was could the trainings influenced employees meaning making ability about the proposed changes. Change information as Jimmieson et al. (2004) is positively related to well-being, job satisfaction, and engagement. Similarly, it has been

found to be predictive of higher sincerity and less resistance to change (Oreg 2006; Wanberg & Banas 2000).

As presented in table 2 below, the one sample t-test indicated that the change-oriented trainings provided were moderately helpful to understand the true meanings of changes compared to the test value (3), $t(57)=.145$, $p=.886$. Similarly, trainings moderately introduced the merits and demerits of change initiatives, $t(57)=.489$, $p=.627$, created common understanding about changes, $t(57)=.830$, $p=.410$, and reduced/avoided resistance $t(57)=-.574$, $p=.568$. The grand average mean 3.02 indicated moderate influence of change-oriented trainings on employees meaning making ability.

Table 2. Result of One-Sample T-Test and Descriptive Statistics on the Impact of Trainings on Meaning Making

	M	SD	n	p	95% CI for mean Difference	Test value = 3	
						t	df
Helpful to understand true meanings of changes	3.02	.90789	58	.886	[-.2215, .2560]	.145	57
Clear out the merits & demerits of changes	3.07	1.07380	58	.627	[-.2134, .3513]	.489	57
Create common understanding about changes	3.10	.94942	58	.410	[-.1462, .3531]	.830	57
Avoid resistances due to misunderstandings	2.91	1.14378	58	.568	[-.3869, .2145]	-.574	57

* $p<.05$.

From the above discussions, we may understand that trainings might have influenced respondents to hold moderate understanding about changes. Therefore, since the first hypothesis was to prove the impact of trainings on employees' meaning making, statistical correlation analysis was important. As Heuvel et al. (2013) explained adequate information-provision regarding the change is an important mechanism that organizations can use to enhance employees' understanding/acceptance of the institutional changes.

Table 3. The Correlation between Change-oriented Trainings and Employees Meaning Making Ability

		1	2
Change-Oriented Trainings	Pearson Correlation	1	.77**
	Sig. (2-tailed)		.001
	N	58	58
Employees Meaning Making Ability	Pearson Correlation	.77**	1
	Sig. (2-tailed)	.001	
	N	58	58

**. Correlation is significant at the 0.01 level (2-tailed).

According to correlation result in the above table, there was significantly high correlation between change-oriented trainings and employees meaning making ability about changes:

$r(58) = 0.77$, $p < 0.01$. Meaning making is how employees understand the change, thus, it is important to gain their willingness to adapt to changes and to avoid resistance (Heuvel et al. 2013). Therefore, the correlation analysis ensured that change-oriented trainings are important tools to guide or influence the understanding of employees about the changes proposed to be implemented.

In addition, regression analysis was made to examine the linear relationships of the independent variables and their relative impact on meaning making ability of employees. The attempt was to discover the most influential factor related to trainings on meaning making capacity of employees. In doing so, it might be possible to identify and cautious in future training processes.

Table 4. Proportion of Variance in the Six Variables and Employees Meaning Making Ability

Model	Sum of Squares	df	Mean Square	F	p	R ² y.123456
Regression	35.627	6	5.938	27.071	.000	.761
Residual	11.187	51	.219			
Total	46.814	57				

As indicated in the above table, when the overall meaning making factors were regressed on the six independent variables (used as information as communication means, timeliness of trainings, sufficiency & depth, encouragement for clarification, openness & honest discussion, and individual difference consideration) they contributed to statistically significant level ($F(6, 57) = 27.071$, $P < 0.01$). Moreover, the coefficient of determination ($R^2y.123456$) was found to be 0.761. This means, 76.1% of the variation of overall meaning making ability was accounted by the sum of all these variables.

From this, we may understand that while we are preparing trainings if we care for these factors (explained above as variables) we can influence employees meaning making more than 76% but keep in mind other unstudied factors contribute about 24%. Furthermore, the net effect of each independent variable was also computed and compared to denote its relative importance. The standardized equivalents of the b-coefficient (beta weight) were also computed.

Table 5. Regression Analysis Summary of Variables Predicting Employees Meaning Making Ability

Variable	B	SE B	β	t	p
(Constant)	.406	.314		1.292	.202
Used as information communication means	-.003	.109	-.003	-.026	.979
Timeliness of trainings	-.119	.108	-.119	-1.101	.276
Sufficiency & depth	.148	.092	.160	1.612	.113
Encouragement for clarification	.330	.109	.291	3.026	.004
Openness & honest discussion	.085	.099	.071	.858	.395
Individual difference consideration	.485	.075	.625	6.436	.000

Dependent Variable: Employees meaning making ability

$$\hat{Y} = 0.04 - .003 x_1 + -.119 x_2 + 0.16 x_3 + 0.291x_4 + 0.071 x_5 + 0.625x_5$$

Where: X_1 = Used as information communication means

X_2 = Timeliness of trainings

X_3 = Sufficiency & depth

X_4 = Encouragement for clarification

X_5 = Openness & honest discussion

X_6 = Individual difference consideration

As shown in the above table, the relative implication of independent variables (factors) in contributing for the variation on overall meaning making capacity of employees were found to be significant with the encouragement for clarification and individual difference consideration at $t(6,51)=3.026$ and $t(6,51)=6.436$ respectively at $P<0.05$ level). Whereas, “used as information communication means, timeliness of trainings, sufficiency & depth and, openness & honest discussion” were not significant at ($t(6,51)= 1.292$, $t(6,51)= -.026$, $t(6,51)= 1.612$, and $t(6,51)= .858$ respectively at $P>0.05$ level).

This showed that although the contribution of variability for the overall meaning making capacity of trainings could be explained 76.1% solely by the six independent variables indicated above, encouragement for clarification and individual difference consideration during trainings were most significant. Moreover, other variables that were not considered have contributed about 23.9% for the variability of meaning making capacity.

Hence, in support of hypothesis one, we may conclude that information gained from change-oriented training is positively related to employees meaning making ability about changes. Similarly, Heuvel et al. (2013) indicated that change information have positive effect on meaning making during changes. However, encouragement for clarification and considering individual differences during trainings were vital to influence employees meaning making competency about changes in ARSEB context.

The Impact of Meaning Making on Employees Adaptive Behavior

Hypothesis 2. Employees' meaning making ability about changes is positively related to employees' adaptive behavior.

To understand the impact of meaning making on adaptive behavior, respondents were made to reflect their agreements on perceived behavioral changes after trainings.

Table 6. Result of One-Sample T-Test and Descriptive Statistics on Employees' Adaptive Behavior

	M	SD	n	p	95% CI for mean Difference	Test value = 3	
						t	df
Willingness to listen about changes	3.02	.86838	58	.880	[-.2111, .2456]	.151	57
Acknowledging the value/worth of changes	2.76	1.03127	58	.080	[-.5125, .0298]	-1.783	57
Associating changes with values	2.69	.97705	58	.019	[-.5672, -.0534]	-2.419	57
Consistently reflecting in behaviors	2.52	.65538	58	.001	[-.6551, -.3104]	-5.610	57

* $p < .05$.

The willingness to listen about changes was moderate compared to the test value (3), $t(57)=.151$, $p=.880$. In addition, according to the p value, acknowledging the value/worth of change was also moderate although the mean was lower than the test value, $t(57)= -1.783$, $p=.080$. Whereas, associating changes with values, $t(57)= -2.419$, $p=.019$ and consistently reflecting change initiatives in behaviors, $t(57)= -5.610$, $p=.001$ were significantly low. The grand average mean 2.74 on reflecting adaptive behavior indicated low reflection of adaptive behaviors.

Albeit, the image created on employees were positive after trainings, its impact on changing employees' behavior was found insignificant in ARSEB. This means due to unknown factors, employees were not reflecting adaptive behavior. However, it was expected that change information assist adaptive attitudes (willingness to change) as well as behavioral changes (adaptive behavior) (Heuvel et al. 2013). Wainaina et al. (2014) also proved that 98.7% of employees reflected their opinion as training would increase adaptive behavior. To understand further the connection between employees' meaning making ability and employees' adaptive behavior correlation analysis was also made as follows.

Table 7. The Correlation between Employees Meaning Making Ability and Employees' Adaptive Behavior

		1	2
Employees meaning making ability	Pearson Correlation	1	.59**
	Sig. (2-tailed)		.001
	N	58	58
Employees' adaptive behavior	Pearson Correlation	.59**	1
	Sig. (2-tailed)	.001	
	N	58	58

**. Correlation is significant at the 0.01 level (2-tailed).

According to the correlation result, there was significantly high correlation between employees meaning making about changes and employees' adaptive behavior: $r(58) = 0.585$, $p < 0.01$. From this, we may prove that employees' meaning making ability is positively related to employees' adaptive behavior confirming hypothesis two. Trainings increase employees' capacity to take action from the attitude, skill, knowledge and competency (Sherwood 2015). Yet, contrary to the correlation result, due to unknown reasons and/or moderate impact of trainings on employees meaning making behavior brought considerably low impact on employees' adaptive behavior in ARSEB. Organizational support (Noe & Wilk 1993), opportunity to perform (Quiñones et al. 1995), guided reflection and motivational factors (Barrick & Mount 1991; Burke & Hutchins 2007) and others might be the reason for this particular case.

The Impact of Skills and Knowledge Acquired on Employees' Adaptive Skill

Hypothesis 3. Skills and knowledge acquired from change-oriented training is positively related to employees' adaptive skill.

Change-oriented trainings can help to arm employees the knowledge and skills the change requires. Therefore, trainings were expected to influence both employees' adaptive and skills. With this assumption, respondents' agreements were collected on trainings potential to equip necessary skills to carry out changes. Then, attempt was made to correlate the skills and knowledge acquired from trainings with employees' adaptive skills.

Table 8. Result of One-Sample T-Test and Descriptive Statistics on Change-oriented Trainings to Equip Adaptive Skills

	Test value = 3						
	M	SD	n	p	95% CI for mean Difference	t	df
Included necessary skills to do the change	2.76	.99195	58	.091	[-.4850, .0367]	-1.721	57
Consider individual difference in training	2.71	.79491	58	.007	[-.5021, -.0841]	-2.808	57
Sufficient to arm necessary skills	2.71	1.09238	58	.046	[-.5803, -.0059]	-2.043	57
Practiced until skill mastery	2.57	.88083	58	.001	[-.6626, -.1994]	-3.727	57
Consecutive trainings to avoid skill gaps	2.39	.79339	58	.001	[-.8121, -.3948]	-5.793	57

* $p < .05$.

According to the one sample t test, although the mean is low, trainings somewhat included/acquaint necessary skills to carry out changes, $t(57) = -1.721$, $p = .007$. Whereas, the result for trainings to consider individual difference, $t(57) = -2.808$, $p = .007$, sufficiency to arm skills, $t(57) = -2.043$, $p = .046$, practicing skill until mastery, $t(57) = -3.727$, $p = .001$ and existence of consecutive trainings to avoid skill gap among employees, $t(57) = -5.793$, $p = .001$ were significantly low.

Therefore, we may conclude that there was high problem of acquainting necessary skills using change-oriented trainings in ARSEB. Perhaps, this might also contributed for low reflection of adaptive behavior explained in hypothesis two. However, specific to creating adaptive skill, the influence of trainings on employees' adaptive skill was analyzed as follows.

Table 9. Result of One-Sample T-Test and Descriptive Statistics on Adaptive Skills

	Test value = 3						
	M	SD	n	Sig.(2-tailed)	95% CI for mean Difference	t	df
Happy to use skills obtained	2.41	.93723	58	.001	[-.8326, -.3398]	-4.763	57
Willingness to use skills when necessary	2.74	.96537	58	.046	[-.5125, -.0048]	-2.040	57
Avoided resistance due to skill gap	2.66	.98322	58	.010	[-.6034, -.0863]	-2.671	57
Employees regularly use possessed skills	2.52	.97767	58	.001	[-.7398, -.2257]	-3.761	57

* $p < .05$.

The mean value of the one sample t test result affirmed that happiness to use skills obtained from change-oriented trainings was significantly low, $t(57) = -4.763$, $p = .001$. Similarly, the willingness to use these skills when necessary, $t(57) = -2.040$, $p = .046$, potential to avoid resistance due to skill gap, $t(57) = -2.671$, $p = .001$ and using skills obtained regularly, $t(57) = -3.761$, $p = .001$ were also significantly low. This was consistent with trainings low potential to include necessary skills and other important issues discussed in earlier. Thus, it seems trainings in ARSEB have limitations to equip

necessary skills to implement the change. This was expected to have correlation with employees' adaptive skills.

Table 10. The Correlation between Change Skills with Employees' Adaptive Skill

		1	2
Employees meaning making ability	Pearson Correlation	1	.39**
	Sig. (2-tailed)		.002
	N	58	58
Employees' adaptive behavior	Pearson Correlation	.39**	1
	Sig. (2-tailed)	.002	
	N	58	58

**. Correlation is significant at the 0.01 level (2-tailed).

Therefore, there was significant correlation between skills and knowledge acquired from change-oriented trainings and employees' change adaptive skill at $r(58) = 0.391$, $p < 0.01$. Similarly, Boxall & Purcell (2003), Wainaina et al. (2014), and Sherwood (2015) indicated the value of knowledge and skill obtained from trainings to equip adaptive skills like innovation and creativity.

Generally, from the above discussions, we may conclude that change-oriented trainings have the potential to influence employees meaning making capacity about changes and to arm employees the necessary skills to implement them. This in turn influences employees change adaptive behavior and skill, which ultimately influence employees' adaptability.

Major Findings

It was found that there was significantly positive relationship between the nature of trainings and employees meaning making ability at $r(58) = 0.77$, $p < 0.01$. Thus, this proved the first hypothesis: Information gained from change-oriented training is positively related to employees meaning making ability. Specific to the context of ARSEB trainings were being used to communicate change initiatives, their timeliness, sufficiency and depth were also moderate. Similarly, average results were obtained related to clarification and open and honest discussion on changes. However, considerably low results were obtained in addressing individual differences during trainings. It was assumed that employees were different in background and experience; hence, trainings would have followed a differentiated approach in line with individual's gap.

Besides, employees meaning making ability were moderately influenced after change-oriented trainings, specifically, inculcating true meaning about changes, creating awareness on merits and demerits of changes, creating common understanding, and evading resistance. This ensures the existence of significant correlations between trainings and employees meaning making ability. Despite the contribution of other variables,

meaning making was highly influenced by clarification and addressing individual differences during trainings, so, care should be taken while preparing and delivering future change-oriented trainings.

Moreover, in congruent with the second hypothesis, significant correlation was found between employees meaning making and employees' adaptive behavior at: $r(58) = 0.585$, $p < 0.01$. In ARSEB there was moderate reflection of change-oriented behaviors like willingness to listen about changes and acknowledging the value/worth of changes in day-to-day activities. However, significantly low results were found in associating changes with values and consistently reflecting in behaviors. Though it was promising to prove the hypothesis, the researcher felt that other training related problems might impede employees not to reflect change behaviors consistently in their behaviors, which should be answered in further studies.

Furthermore, significant correlation was found between change-oriented trainings potential to acquaint necessary skills and knowledge with employees adaptive skills at $r(58) = 0.391$, $p < 0.01$. Change-oriented trainings in ARSEB moderately included necessary skills to carry out the change. However, significantly low results were found in addressing individual differences, practicing change skills until mastery, and the existence of consecutive trainings to fill skill gaps among employees. This was reflected on employees' adaptive behavior: significantly low results on employees' happiness and willingness to use the skills obtained, using possessed skills regularly and avoiding resistance. Therefore, the above correlations indicated that care should be taken while preparing change-oriented trainings; if designed well, both adaptive behaviors and adaptive skills that are essential for changes can be shaped.

Conclusion and Reflections

Employees' adaptability is the aggregate effect of many variables. However, change-oriented trainings can play a significant role to influence adaptability of employees, both the adaptive behaviors and adaptive skills. Therefore, the finding support all hypothesis, therefore, we may conclude that information gained from change-oriented training is positively related to employees meaning making ability. In addition, employees' meaning making ability about change is positively related to employees' adaptive behavior. Similarly, skills and knowledge acquired from change-oriented training is positively related to employees' change adaptive skill. This means, trainings potentially influence how employees understand the proposed changes (meaning making) and the skill and knowledge to implement them.

In ARSEB, although change-oriented trainings were given to introduce changes, it seems low regards were given for the objective and training approaches. Thus, the bureau has not done enough to influence employees' adaptive behavior and skill because there were gaps in creating adaptive behavior, acquainting required skills, and shaping employees' adaptive behavior and skill using change-oriented trainings. This means

employees' cognitive, affective, and psychomotor domains were not made ready to go with changes. Consequently, this may have caused resistances and/or incompetency. This may also made the institution to lose benefits associated with effective implementation of changes. Further, this may made resources expend for adopting and implementing changes to be futile.

However, change-oriented trainings can be used as an effective tool to influence the readiness of employees. To carry out effective changes, it is necessary to make sure that employees are well informed about the true picture of changes, make positive meanings and acquire necessary skills. Besides, change-oriented trainings can create an excellent opportunity for dialogues and practice; therefore, all suspicions, threats, challenges, opportunities and other issues can be discussed and negotiated openly. This enables employees to have clear image, motivation, ownership, responsibility and good will about changes. Additionally, it is important to address individual differences during trainings, up until mastery of skills. Here, consecutive and practical sessions supported by active methodologies are also important. Eventually, change-oriented trainings can improve the effectiveness and efficiency of organizations by preventing barriers of change if used properly.

Limitations and Future Study

The basic limitation of this study is the problem of supporting literature from other similar local research findings, conducted to see the practical linkages. Besides, this research might probably have a problem of transferability to other organizations; because, the sample of this study were too limited and conducted in a single organization. Moreover, if the "why" questions were answered qualitatively the research could provide more insight about the issue.

Future studies should attempt to collect more precise, longitudinal data. Qualitative process data on how and when exactly employees are affected by trainings, as well as what specific meaning/benefits the training helps to make and how trainings should be organized targeting to enhance adaptability would have given paramount result. Obviously, taking account of other aspects of adaptability, for example, contextual resources such as participation, transformational leadership but also different personal resources such as (change) self-efficacy and organization-based self-esteem, will further increase understanding of the process. Finally, the researcher feel that this research should be further strengthened to answer specific factors related to change-oriented trainings and its role on adaptability. However, though not sufficient it can give an insight about the intricacies of these important relationships.

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