

Psychological Well-Being and Readiness of Employees for Organizational Changes from Tertiary Education Institutions

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Abstract

The purpose of this study is to investigate the concept of psychological well-being as a crucial factor in determining an individual's readiness for organizational change. This selection is based on the importance of psychological well-being in the realm of personal resources within contemporary human resource management theory and practice. It is widely acknowledged as a universal standard for a person's positive socialization. This article examines the psychological well-being of employees at universities in Eastern Europe during the worldwide pandemic period and how it relates to their readiness for organizational change. The research utilizes the "Ready for Organizational Changes" approach and the Psychological Well-Being Scale to gather data. The results indicate that most respondents are aware of the changes being proposed, specifically the implementation of remote education. Additionally, the willingness of employees to support leadership in implementing changes and the willingness to implement innovations themselves are linked to their psychological well-being. The findings suggest that the level of psychological well-being of employees can predict their readiness for organizational changes, including the introduction of innovations. Overall, the study highlights the importance of considering the psychological well-being of employees from tertiary education institutions. By doing so, the success of these changes can be improved, as well-being has been linked to a greater willingness to embrace change and implement new ideas.

Key words

psychology, well-being, employees, change.

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Introduction

Recently, the world has undergone a significant change in working conditions and employment due to the ongoing COVID-19 pandemic. This situation has led to the rapid implementation of remote work and the digitalization of many industries, resulting in a significant shift in the way we work. This change can be considered "the largest quasiexperiment in history," as it has affected such a large proportion of the global population and has occurred at an unprecedented scale and speed (Debata et al., 2020). The term "quasiexperiment" refers to a situation where an experiment cannot be fully controlled, but observations can still be made, and conclusions can be drawn. In this case, the change in working conditions and employment is not a deliberate experiment, but the effects can still be studied. This shift has forced many companies and organizations to quickly adapt to remote work and digitalization, which has had a profound impact on employees' daily lives and routines (Courbalay et al., 2022). The pandemic has also highlighted the importance of digital skills, as increasingly more jobs require the ability to work remotely and use digital tools. It has also led to a shift in the balance of power between employers and employees, with more people now having the ability to work remotely and potentially seeking employment with companies in other locations (López Peláez et al., 2020). The digital age has brought about significant changes in all aspects of human life, including education. The COVID-19 pandemic has further accelerated these transformations, creating new challenges and tasks for personal development. On the one hand, these changes can cause tension and negatively impact a person's cognitive and creative abilities. On the other hand, they also require individuals to continuously adapt and develop in new and unfamiliar situations. The ability to navigate and thrive in this constantly evolving landscape is becoming increasingly important for personal and professional success (Zhao, 2020). The COVID-19 pandemic has further highlighted the importance of technology in education and staff well-being, as it has forced many schools and universities to shift to online learning. This has presented new challenges for students, educators and institutions, as they have had to quickly adapt to new teaching and learning modalities. Online learning requires different skills and strategies than traditional in-person classes, and many students struggle to adapt. Moreover, these global shocks have created new challenges and tasks for personal development. The changes in our life and work caused by the pandemic have led to increased levels of stress and uncertainty, which can negatively impact cognitive and creative abilities. However, it has also opened new opportunities for personal development, as individuals must be able to adapt to new situations and develop new skills to thrive in this rapidly changing world. Therefore, it is important for individuals to take an active approach to their personal development, continuously learn new skills and adapt to new situations. This will enable them to successfully navigate the digital age and to be well positioned for future opportunities and challenges (Guoyan et al., 2021).

1. Literature review

The reorganization of educational processes in universities and the integration of novel content and educational formats tied to digital technologies have elicited mixed reactions within the pedagogical community. A 2019 survey conducted by the International Association of Universities revealed a universal adoption of digital technologies in higher education, with 87% of teachers acknowledging their integration and 79% incorporating them to some extent in their practices. However, the preparedness for transformative measures was notably lower, as only 39% expressed readiness for online courses, blended learning, big data utilization, blockchains, etc. A quarter of respondents confessed to being

inadequately prepared for such future shifts, highlighting both the openness and reluctance of higher education instructors to embrace these changes, exacerbated by the abrupt introduction of distance learning during the COVID-19 pandemic. The broader issue of human adaptability to change, particularly among higher education faculty, remains insufficiently explored. Investigating the subjective factors influencing the preparedness of higher education instructors for change has gained significance in light of contemporary challenges and the quest for predictors of successful functioning and positive development in the modern era (Scherer et al., 2021). This article aims to explore psychological well-being as a subjective determinant of preparedness for organizational change. The selection of these characteristics stems from their recognized status in the realm of personal resources within modern human resource management theory and practice, with psychological well-being serving as a universal criterion for positive socialization.

The perception of organizational changes, encompassing new ideas and behaviors aligned with the evolving external environment, is investigated not only in terms of resistance but also in the context of readiness for change. While studying resistance to organizational change, the authors underscore the psychological mechanisms and behavioral indicators influencing the direction of change. Readiness, a phenomenon extensively examined in psychology, is delineated through various approaches. The activity approach views "readiness" as the condition or ability for successful activity (Holt & Vardaman, 2013). From a personal perspective, readiness manifests as a disposition toward specific behaviors and an attitude favouring active engagement (Holt et al., 2007). In an innovative framework, readiness encompasses personal, psychological, group sociopsychological, and organizational socio-economic factors that are crucial for successful innovation. From a comprehensive sociopsychological perspective, "readiness for change" or psychological readiness is portrayed as a category of subjective psychological reality resulting from volitional behavior leading to the activation of psychic resource, motivational, and energy spheres. This approach is relevant to our study because it emphasizes readiness for change's direct connection to subjective psychological reality, highlighting its reliance on individual resources rather than external factors (Wipulanusat et al., 2018). The relationships among psychological well-being, job satisfaction, and motivation are complex and multifaceted topics that have been extensively studied in the field of organizational psychology. While there is some overlap between these concepts, research has shown that they are distinct constructs that can have different effects on individuals within the workplace (Kosec et al., 2022). Psychological well-being refers to an individual's overall state of mental health and happiness. It encompasses various dimensions, such as life satisfaction, positive affect, and a sense of purpose. Research has consistently demonstrated a positive relationship between psychological well-being and job satisfaction. When employees experience high levels of psychological well-being, they are more likely to feel satisfied with their work and perceive their job as fulfilling and meaningful (Greenier et al., 2021).

On the other hand, job satisfaction specifically relates to an individual's feelings and attitudes toward his or her job. It reflects the extent to which employees are content with various aspects of their work, including the work itself, compensation, work-life balance, relationships with colleagues, and opportunities for growth. Job satisfaction is influenced by a variety of factors, such as job design, leadership style, organizational culture, and the perceived fairness of rewards and recognition. Studies have consistently shown that job satisfaction is positively associated with employee performance, organizational commitment, and overall well-being. Motivation, in the context of work, refers to the inner drive or desire to engage in work-related behaviors and achieve certain goals. While motivation

can influence job satisfaction, the relationship between the two is complex and can vary depending on various factors. Some research suggests that job satisfaction can enhance motivation by fostering a positive work environment, providing opportunities for growth and development, and recognizing employees' contributions. However, studies by Geisler et al. (2019) have shown that motivation and job satisfaction are not always strongly correlated. For example, employees may be highly motivated to achieve their goals but still experience low levels of job satisfaction due to external factors such as organizational constraints, lack of autonomy, or perceived inequities.

In conclusion, while there is a generally positive relationship between psychological well-being, job satisfaction, and motivation, it is important to recognize that these concepts are distinct and can have different effects on individuals within the workplace. Further research is needed to explore the intricate interplay between these factors and identify the specific conditions and mechanisms that influence their relationships. We rely on the definition provided by Diener (2021) to understand personal resources as being individual psychological traits that lead to greater success in various activities and a higher level of overall well-being. Personal resources refer to the individual psychological characteristics that are associated with a greater ability to successfully carry out various activities and achieve a greater level of psychological well-being. These characteristics can include self-esteem, self-efficacy, resilience, and optimism. According to the definition provided by Diener et al. (2012), personal resources are thought to be critical for individuals to navigate life challenges and achieve their goals. They also play an important role in mental health, as people who possess strong personal resources tend to be more resilient in the face of stress and adversity. Overall, personal resources are seen as a key factor in overall well-being and quality of life. From the point of view of the subject-activity paradigm of Zhurat et al. (2022), the university teacher acts as a subject of his activity. Subjectivity is represented as an ability that allows a person, showing reasonable activity, to make changes in the world around him or her, in himself or herself, creating and changing his or her image. In this sense, the subjective prerequisites of an activity can be considered personal resources of a person, stimulating his or her processes of self-regulation, self-development, and self-consciousness.

Analysis of works devoted to the problem of psychological well-being shows a variety of approaches to the interpretation and explanation of this phenomenon (Parasuraman et al., 2001). Studies of psychological well-being are widely presented in the logic of two approaches: subjective (hedonistic) and psychological (eudemonic) (Riff, 1989). Subjective well-being researchers concentrate on its affective element, emphasizing the positive facets of perception. In this approach, the overarching feature of well-being is construed as life satisfaction—a state achieved through pleasure attainment and the avoidance of displeasure, encapsulating the essence of happiness. According to Diener's (1984) framework, subjective well-being is an individual's contentment across various life spheres. A person exhibiting frequent satisfaction and infrequent unpleasant feelings is deemed to possess a high level of well-being. Conversely, an individual dominated by negative emotions, seldom experiencing joy and happiness, is considered to have a low level of subjective well-being. However, we contend that this approach has limitations, particularly in its tendency to overemphasize the emotional component, which, while undoubtedly a reliable indicator of well-being, may not capture the full spectrum of an individual's experience. Devotees of the eudemonic approach explore well-being through the lens of comprehensive self-realization within specific life circumstances and conditions, emphasizing a harmonious synthesis of social environmental needs and personal development. In modern studies of psychological well-being, attempts have been made to combine the achievements of hedonistic and

eudemonic approaches (Czerw, 2019). From the standpoint of clinical psychology, well-being is associated with the concepts of mental health, the internal picture of health (illness), life satisfaction, personal well-being, and emotional well-being. From the standpoint of humanistic, positive psychology, and developmental psychology, psychological well-being is considered from the point of view of the peak of a person's potential. Researchers working in this paradigm believe that the subjective experience of happiness is not only a positive experience, as is the feeling of a person's self-realization or self-fulfilment (Keyes, 2006). Ryff (1989), in his concept of psychological well-being, identified 6 indicators of psychological well-being: self-acceptance of a person, a positive relationship with society, environmental management, the presence of life goals, personal growth, and autonomy. The main idea of her concept is that the development of these personal components ensures the positive functioning of the personality, as well as the degree of human self-realization, which are reflected on the subjective level through the experience of satisfaction and happiness (Rusu, 2019). In our study, the psychological well-being of a person is understood as a set of psychological mechanisms for the positive functioning of the subject and a subjective assessment of the proximity of his current state to the desired state and satisfaction with the current level of life. Numerous studies by international and regional scholars and practitioners have shown that personal resources play an indirect role in psychological well-being. Based on the generalization of the research results, the following functions of personal resources were identified: buffering, filtering, and motivating, which, to some degree, are aimed at ensuring psychological well-being.

2. Methodology

To assess the psychological preparedness of educational providers for embracing innovations, we utilized the methodology known as "Readiness for Organizational Changes" (GOI) (Holt, 2007). This methodology was used to measure the participants' level of preparedness for organizational changes at their university. The research question of this study is which factors influence university teachers' readiness for organizational change. Additionally, the respondents were asked to complete an author-designed questionnaire that assessed their level of agreement with statements that described the specific changes that are being implemented within the universities. The questionnaire aimed to gather information about the teachers' perceptions of the proposed innovations and how they are being implemented in the university. This information was used to determine the employees' level of psychological readiness to introduce these changes and how it may impact their psychological well-being. The implementation of distance learning formats was assessed through a 5-point scale, where 5 corresponds to "completely agree," 4 to "agree," 3 to "Neither, I cannot define for myself," 2 to "disagree," and 1 to "entirely disagree." In addition to using the GOI methodology, the study also involved the use of an author-designed questionnaire. This questionnaire aimed to gather information about the teachers' perceptions of the proposed innovations and how they are being implemented in the university. The questionnaire used a 5-point scale to assess the teachers' level of agreement with statements that described the specific changes being implemented. The scale ranged from 5, which represented complete agreement, to 1, which represented complete disagreement.

The information gathered from the questionnaire was used to determine the teachers' level of psychological readiness to introduce the changes and how they may impact their psychological well-being. Specifically, the study aimed to understand how teachers' perceptions of the proposed innovations influenced their readiness to adopt them and how they affected their psychological well-being.

The research included 110 participants, comprising 32.9% men and 67.1% women, employed in higher educational institutions across Eastern European countries, including Bulgaria, Latvia, Estonia, Ukraine, and Serbia. These participants specialized in diverse professional domains, such as management, business, economics, sociology, psychology, entrepreneurship, and law. Within the total sample of 110 individuals, 5.4% were educators without an academic degree, 68.3% held the position of teachers with an academic Ph.D., and 10.9% were teachers with the academic title of "Doctor of Philosophy." The age distribution of the participants revealed that 23.7% were under 30 years old, 33.7% were 40-49 years old, 12.9% were 30-39 years old, and 29.8% were over 50 years old. Regarding tenure at their respective universities, 2.0% had worked for less than one year, 8.9% had 1-3 years of teaching experience, 7.9% had 3 to 5 years of experience, 26.7% had been teaching for 5 to 8 years, and the majority, constituting 54.5%, boasted more than 8 years of teaching experience. The adaptation made by Henn et al. (2016) aimed to evaluate the psychological well-being of the participants in their specific population, and the results of the adaptation may provide insights into the participants' level of psychological well-being. Data analysis was carried out using the SPSS software package. This software is commonly used for statistical analysis and is widely used in the social sciences, including psychology. The use of the SPSS software package allows the analysis of large amounts of data gathered from the psychological assessment tool. The results of the analysis provided insights into the psychological well-being of the participants, which could inform future interventions or treatments. Overall, the adaptation of the psychological assessment tool by Henn et al. (2016) and subsequent data analysis using the SPSS software package allowed for a better understanding of the psychological well-being of the specific population of participants. This information can be used to inform interventions or treatments to improve psychological well-being in this population.

3. Research results

In the initial phase, an investigation was conducted to gauge university professors' views on organizational changes, specifically the implementation of distance learning prompted by the pandemic. Additionally, an evaluation of their preparedness to execute these changes within the university context was undertaken. The study sample comprised university teachers, and the results indicated a heightened level of awareness regarding the nature of impending changes, notably the widespread adoption of distance learning. Moreover, 92% of the respondents acknowledged a clear understanding of potential risks in the absence of these changes, as depicted in Table 1.

Table 1. University professors' attitudes towards innovation

Statement, Ratio of respondents to the total number (%)	Rating				
	1 Totally disagree	2 Disagree	3 Hard to say, cannot identify for me	4 Agree	5 Totally agree
Perception of the essence of innovation is and its need at the moment	3 (3,0%)	5 (5,0%)	18 (17,8%)	26 (25,7)	49 (48,5)
Approach to innovation- working from home regime and educating students	Positive	20 (19,8%)			
	Negative	39 (38,6%)			
	Neutral	42 (41,6%)			
Existence of stamina to take a part in innovations and fostering them	17 (16,8%)	12 (11,9%)	28 (27,7%)	28 (27,7%)	16 (15,8%)
Sufficient knowledge needed to introduce innovations	3 (3,0%)	10 (9,9%)	21 (20,8%)	46 (45,5%)	21 (20,8%)
Existence of merits and behaviours required in the newly formed working environment	1 (1,0%)	7 (6,9%)	30 (29,7%)	39 (38,6%)	24 (23,8%)

Source: own elaboration in SPSS version 25.0

Table 1 outlines the respondents' perspectives on various aspects related to the perception and implementation of innovation in the educational setting. Each row represents a different dimension, and the columns reflect different response categories, ranging from "Totally disagree" (1) to "Totally agree" (5). The ratio of respondents to the total number of participants is expressed as a percentage. A notable 48.5% of respondents "Totally agree" with the importance of innovation, indicating a strong consensus on its significance. However, a substantial proportion (17.8%) find it challenging to identify or remain uncertain about the essence and need for innovation. This suggests a need for clarification or communication regarding the purpose and urgency of innovative practices. The majority (41.6%) expressed a neutral stance, while a substantial percentage (38.6%) held a negative view toward the innovation of working from home and educating students. This indicates potential resistance or dissatisfaction with the current approach to innovation in the context of remote work and student education. While a considerable percentage expressed uncertainty (27.7%) about their ability to participate in innovations, roughly equal percentages (27.7%) agreed or totally agreed. This suggests a varied level of enthusiasm or readiness among respondents to engage in innovative practices. Thus, we can conclude that university professors are ready and able to cope with the urgent task of modern reality—the transition to distance learning—although they are not encouraged by this prospect—and that their attitude toward this organizational change is rather negative.

Table 2 presents the results of diagnosing the readiness of university teachers to implement organizational changes.

Table 2. Results of diagnosing the preparedness of university teachers to implement organizational changes

Readiness for organizational change	N	Min	Max	M	Me	SD
The relevance of the change	110	0.00	62.00	37.79	40.00	13.60
Management support	110	0.00	35.00	24.87	25.00	5.54
Feasibility of changes	110	0.00	35.00	25.31	26.00	6.10
Personal attitude	110	0.00	33.00	21.16	21.00	6.21

Source: own elaboration in SPSS version 25.0

We identified three groups of university teachers by their level of readiness for organizational change:

- the first group – 18 people (17.8%)—a group of teachers with a high readiness to implement organizational changes (all values of the GOI components are higher than the medians);
- the second group – 16 people (15.8%)—a group of teachers with a low readiness to implement organizational changes (all values of the GOI components are lower than the medians);
- the third group – 67 people (66.4%), a group of teachers in which the values of the GOI components were found both below and above the medians (the group with an average GOI).

Table 3 shows the results of psychological well-being diagnostics among teachers with different levels of readiness to implement organizational changes. As the results of the study show, the general indicator of the psychological well-being of university teachers is within the average values ($M = 202.21$, $\sigma = 28.04$), which indicates the fairly positive functioning of teachers and their subjective feeling of psychological well-being. The average values of all scales of psychological well-being tend to be related to the level of readiness for organizational change: the lowest values are among teachers with a low level of readiness for organizational change, and the highest are among teachers with a high level

of readiness for organizational change. However, the differences in the means do not reach significant values.

Table 3. Features of psychological well-being for teachers with different levels of GOI

Specifications	Preparedness for organizational change							
	Low		Middle		High		The whole	
	16 ppl (15.8%)		67 ppl (66.4%)		18 ppl (17.8%)		Sample covered 101 respondents	
Psychological well-being	M	SD	M	SD	M	SD	M	SD
Autonomy	28.31	8.44	30.94	3.78	32.50	4.10	30.80	4.95
Competence	29.81	9.01	31.62	4.73	33.00	5.23	31.58	5.70
Personal growth	32.93	9.82	36.01	4.37	37.61	4.16	35.81	5.50
Positive relationship	32.31	10.89	34.25	5.93	37.44	4.30	35.51	6.82
Life goals	32.50	9.88	35.28	4.19	37.05	4.38	35.15	5.90
Self- acceptance	33.00	9.68	34.40	4.33	35.27	4.52	34.33	5.51
General indicator of psychological well-being	188.87	53.86	202.52	18.36	212.88	21.70	202.21	28.04

Source: own elaboration in SPSS version 25.0

Correlation analysis of the data on readiness for organizational change and the traits of university teachers' psychological well-being revealed significant links between them (Table 4).

Table 4. The relationship between readiness for organizational change and psychological well-being among employees

Employees		Psychological Well-being Scales						
		Autonomy	Competence	Personal growth	Positive relationship	Life goals	Self-acceptance	Total score
Scales of the readiness for organizational changes	The relevance of the changes	-0.011	0.00	0.095	0.077	0.096	-0.052	0.037
	Management support	0.142	0.168*	0.230*	0.282**	0.254**	0.203*	0.292**
	Feasibility of changes	0.042	0.262**	0.351**	0.189*	0.231*	0.232**	0.279**
	Personal attitude	0.346**	0.244**	0.128	0.072	0.168*	0.157	0.198*

Source: own elaboration in SPSS version 25.0

The correlation is significant at the 0.01 level (two-sided). ** The correlation is significant at the 0.05 level (two-sided). It was found that two scales of the organizational change readiness questionnaire (the Leadership Support scale and the Feasibility of Change scale) are related to the following parameters of psychological well-being: competence ($r_1 = 0.168^*$ and $r_2 = 0.262^{**}$, respectively, at $p < 0.05$), personal growth ($r_3 = 0.230^*$ and $r_4 = 0.351^{**}$, respectively, at $p < 0.05$), positive relationships ($r_5 = 0.282^{**}$ and $r_6 = 0.189^*$, respectively, at $p < 0.05$), life goals ($r_7 = 0.254^{**}$ and $r_8 = 0.231^*$, respectively, at $p < 0.05$), self-acceptance ($r_9 = 0.203^*$ and $r_{10} = 0.232^{**}$, respectively, at $p < 0.05$) and the general indicator of psychological well-being ($r_{11} = 0.292^{**}$ and $r_{12} = 0.279^{**}$, respectively, at $p < 0.001$).

We also found significant links between the personal attitude to organizational change subscale and personality autonomy ($r_{13} = 0.368^{**}$, $p < 0.001$) and competence ($r_{14} = 0.244^{**}$, $p < 0.001$), as well as the general level of psychological well-being ($r_{15} = 0.198^{**}$, $p < 0.05$). These data make it possible to assert that the personal attitude of university teachers toward innovations directly depends on the level of self-determination of teachers (the higher the level is, the greater the readiness for organizational changes), the ability to withstand social pressure, think and behave independently, regulate their behaviour, and the level of competence of the teacher. The belief that university management is dedicated

to change and provides support to teachers, along with teachers' evaluations of their ability to implement suggested innovations, is positively linked to various facets of psychological well-being among employees. This includes having a sense of purpose in life, feeling that their work is meaningful, having a positive self-image and having the ability to empathize and build trust with others. Additionally, teachers who feel competent and can align their personal needs and values with their work environment and who are open to new experiences are more likely to have a sense of ongoing development and potential. However, no significant correlation was found between university professors' perceptions of the appropriateness of organizational changes and their psychological well-being.

4. Discussion

Organizational changes have been taking place in Eastern European universities in recent years, specifically in regard to digitalization, distance learning, and online education. These changes were perceived by the teaching community as a global social experiment that aimed to address the challenges of the current era. It was assumed that teachers would gradually become more accepting of these changes and adapt to the new way of functioning of educational organizations (Parubchak et al., 2019). However, in March 2020, the global pandemic situation forced these changes to become mandatory and immediate. The pandemic affected all aspects of university education and created a need for rapid and massive innovation. This situation requires not only an assessment of teachers' readiness for these changes but also a prediction of the potential risks and disruptions that the educational system may face as a result. The situation created by the pandemic also forced a sudden and massive shift to online learning methods and digitalization, which may have led to various challenges and limitations. Therefore, it is important to consider the impact of the COVID-19 pandemic on the operation of destination management organizations (DMOs). These organizations play a crucial role in shaping the tourism and education industries and developing individual destinations. It should be noted that a DMO's main function is to bring together various stakeholders towards a common goal. The effectiveness of this role is dependent on the quantity and quality of the relationships the DMO has with local stakeholders and government agencies. Given this, it can be inferred that the COVID-19 pandemic, which has impacted DMOs, will also affect the functioning of the entire destination, including the businesses operating within its area (Fedyk et al., 2022). For example, the COVID-19 pandemic has caused a widespread shock with far-reaching impacts, affecting various sectors globally. The tourism industry, in particular, has seen significant and permanent changes across all its subsectors. Prior to the pandemic, the tourism industry experienced rapid growth, but the crisis brought this development to a sudden halt. Organizational changes have been taking place in Eastern European universities in recent years, specifically in regard to digitalization, distance learning, and online education. These changes were perceived by the teaching community as a global social experiment that aimed to address the challenges of the current era. It was assumed that teachers would gradually become more accepting of these changes and adapt to the new way of functioning of educational organizations (Parubchak et al., 2019). However, in March 2020, the global pandemic situation forced these changes to become mandatory and immediate. The pandemic affected all aspects of university education and created a need for rapid and massive innovation. This situation requires not only an assessment of teachers' readiness for these changes but also a prediction of the potential risks and disruptions that the educational system may face as a result. The situation created by the pandemic also forced a sudden and massive shift to online learning methods and digitalization, which may have led to various

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It is known that external factors stimulating readiness for organizational change (innovativeness, uniqueness of digital technologies caused by the development of all spheres of life, organization of the introduction of new technologies) actualize personal barriers and difficulties for teachers (Dolata, 2009). Meanwhile, the same innovations among some teachers not only reduce cognitive and labor activity but also stimulate it. This is connected, in our opinion, with the presence of a subject position in the teacher and with the development of subjectivity. Subjectivity, as an active principle, forms the basis for transformations of the surrounding world and oneself about it, acting as a condition for the progressive development of a person. This circumstance allows us to consider subjectivity as a principle of creating modern educational systems and as a condition for overcoming resistance to changes in them. Stability, self-regulation, motivation, and instrumental resources are prerequisites for a person's readiness in a situation of organizational change. This is a kind of potential, a set of personal resources, the use of which determines readiness for organizational change. Subjectivity is an integrator of these resources, determining the possibility of their use, especially in a crisis or emergency. Treating oneself as an agent helps a person to mobilize and realize himself in force majeure circumstances. It is the responsibility of the employer to implement all feasible measures to eliminate exposure to harmful biological agents and, if that is not possible, to reduce the extent of exposure through the use of advanced science and technology. Rapid and efficient identification and containment of COVID-19 outbreaks in institutions is imperative and calls for the logistic cooperation of employers and health protection services for both employers and students. Therefore, in our work, we focused on the study of readiness for organizational changes in the paradigm of subjectivity and a subjective-active approach.

Considering the subjective prerequisites of readiness for organizational changes, we paid special attention to psychological well-being as a personal resource, which, according to Stouten et al. (2018), enables a person to realize himself, while experiencing a feeling of satisfaction and happiness. At the same time, a person develops a positive relationship with society and clear life goals and values, which he or she is guided by in his or her actions and behavior. In today's rapidly evolving digital landscape, young IT-competent faculty members often find themselves dissatisfied with their status within stagnant organizations. Despite their technical expertise and valuable contributions, they may feel undervalued and underutilized (Mwesigwa et al., 2020). Consequently, these individuals may experience lower levels of psychological well-being within their current work environment. However, their dissatisfaction does not deter their motivation to seek new opportunities and make a significant change

by transitioning to organizations that prioritize digital communication as a catalyst for transformation (Moussa & Somjai, 2019). Young IT-competent faculty members recognize the immense potential of digital communication as a tool for positive change. They understand that effective digital communication strategies can enhance collaboration, streamline processes, and facilitate innovation. By leveraging digital platforms, organizations can break free from traditional hierarchies and foster a more dynamic and inclusive work culture. Moreover, young IT-competent faculty members are acutely aware of the benefits of digital communication in reaching wider audiences and promoting knowledge dissemination. They believe that embracing technology can facilitate the sharing of research findings, pedagogical best practices, and collaborative projects among peers and institutions globally. This not only enriches their own professional growth but also contributes to the advancement of the academic community as a whole. Furthermore, by embracing digital communication, organizations can attract and retain top talent. Young IT-competent faculty members are eager to work in environments that value their technical skills and provide opportunities for growth and innovation. They are motivated by the prospect of being part of forward-thinking organizations that leverage technology to enhance teaching, research, and administrative processes. Young IT-competent faculty members, while dissatisfied with their status in stagnant organizations and experiencing lower levels of psychological well-being, remain optimistic about the potential for change. They recognize digital communication as a powerful tool for transforming organizations and driving positive outcome.

By embracing digital platforms, organizations can tap into the vast potential of young IT-competent faculty members, foster collaboration and innovation, and create an environment that nurtures their well-being and professional growth. The study results indicate that teachers' personal attitudes towards the organizational changes being implemented are strongly correlated with personal factors such as autonomy, competence, and life goals. Teachers who have a positive attitude towards these changes tend to see the benefits of the new situation, such as the convenience, speed, and accuracy resulting from the digitalization of basic educational processes, access to a wide variety of information sources, the ability to replay events, and the option to repeat materials in distance learning and online education. Teachers with pronounced characteristics of subjectivity were able to predict its possible positive consequences. These teachers were distinguished by independence of judgments and actions; they were not afraid to oppose their opinions to others; they could assess themselves, other people, and the events taking place, relying on their preferences; and they had nonstandard thinking and behavior. Personality traits are seen as multiple dimensions that define a person's personality to some degree. These traits are responsible for the stability of an individual's personality across various situations and can be shaped by both genetic factors and learning experiences. They had clear goals in life, were distinguished by a sense of meaningfulness of existence, and understood the value of those events that happened in the past, occurred in the present, and will occur in the future. These teachers developed skills for the effective management of others, and they were able to overcome difficulties in realizing their own goals. The overall level of psychological well-being among these teachers was high.

Conclusions

The pertinence of changes, the notion of their timeliness, and their suitability within the framework of a particular educational institution were found to have no correlation with the psychological well-being of the respondents. None of the aspects of psychological well-being exhibited any correlation with this facet of organizational change readiness. This lack of association may be attributed to various

factors, one of which is influenced by the nature of the threats and risks posed by the global pandemic. It can be assumed that the lack of connection between the component “appropriateness of changes” and the characteristics of psychological well-being is an indicator of confusion and some disorientation of university teachers in a pandemic situation, especially in its initial stage. In addition, it is possible that the nature of the activities of a university teacher, as a whole, does not imply an assessment of any innovations as appropriate or inappropriate. At the same time, three out of four components of readiness for organizational change were found to be associated with higher education teachers’ psychological well-being. Research has indicated that psychological well-being can be regarded as a predictor of the preparedness of higher education instructors for organizational changes (Brynza, 2015). It can predict to what extent an employee is ready to implement organizational changes, but it can only do so in part and under the conditions described above. There may be other subjective prerequisites, the contribution of which to the predictive ability is commensurately greater. Perhaps additional research will reveal a willingness to implement changes due to reasons other than subjective ones. The proposed assumptions are, in our opinion, an important research task. The results obtained in the course of the study allow us to speak of the possibility of transforming individual readiness university teachers into a common desire to support changes and innovations into confidence in the success of undertakings if we take into account their resources and limitations.

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