THE IMPACT OF ORGANIZATIONAL CHANGE ON ORGANIZATIONAL CREATIVITY

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ABSTRACT
This study aims to examine the relationship between organizational change and organizational creativity among employees working in the private sector in the Turkish Republic of Northern Cyprus (TRNC). The research was designed using a quantitative research method. The study population consisted of private sector employees across various industries operating in the TRNC. In line with the study's objectives, data were collected from a total of 325 participants using an online survey form. The Organizational Change Perception Scale and the Organizational Creativity Scale were employed as data collection tools. The data obtained were analyzed using the SPSS statistical software package. The findings of the study revealed important insights into the relationship between employees' perceptions of organizational change and their levels of creativity, as well as how these perceptions vary according to individual demographic factors. The results showed that female employees generally hold a more positive attitude toward change and demonstrate higher perceptions of change at cognitive, emotional, and behavioral levels compared to their male counterparts. Women were also found to score higher in organizational creativity.

Age was another significant factor: middle-aged employees reported higher engagement in organizational change processes, while younger employees demonstrated stronger perceptions of individual and social creativity. These findings suggest that age plays an influential role in both adaptability to change and creative potential within the workplace. Correlation analyses revealed that the cognitive dimension of organizational change perception significantly influences individual creativity, the affective dimension significantly impacts managerial creativity, and the behavioral dimension is strongly associated with social creativity. These results indicate that how employees perceive and respond to change at cognitive, emotional, and behavioral levels contributes directly to the development of creativity in different domains within organizations. Overall, this research highlights the critical role of effectively managing organizational change in fostering creativity at the individual, managerial, and social levels. The results emphasize the need for leaders and managers to develop change strategies that consider employees' perceptions and support their creative potential.

Keywords: Organizational Change, Organizational Creativity, Employee Perception, Change Management

1. INTRODUCTION

1.1. Problem

Organizational change encompasses both planned and unplanned transformation processes that affect an organization's structural characteristics, strategic orientations, operational procedures, technological infrastructure, or corporate culture. Change typically occurs as a result of organizations responding to external threats and opportunities, shaped by a complex interplay of internal and external factors (İraz & Şimşek, 2004; Jacobs et al., 2013). Internal factors that drive organizational change include shifts in leadership style, evolving employee expectations, performance-related challenges, and institutional restructuring initiatives. In contrast, external factors often involve technological advancements, economic fluctuations, regulatory adjustments, and changes in market dynamics (Helms-Mills et al., 2008; Antep & Türk, 2024).

Organizational change should be understood not only as an adaptation mechanism but also as a fertile ground for fostering innovation. Change processes can activate dynamics that encourage creative thinking and the implementation of innovative practices within organizations. At this point, the concept of organizational creativity becomes central. Organizational creativity refers to the process of generating, developing, and implementing novel and useful ideas within the organizational setting. This process extends beyond individual creative abilities and is deeply connected to factors such as flexible organizational structures, collaborative environments, a risk-taking culture, and supportive leadership (Puccio & Cabra, 2010; Di Prima et al., 2024).

One crucial factor influencing organizational creativity is the organization's openness and responsiveness to change. Becker et al. (2005) argue that the integration of existing organizational routines into transformation

processes directly impacts an organization's capacity for innovation. However, the psychological dimensions of change—such as uncertainty, resistance, and cynicism—can also hinder employees' willingness and ability to engage in creative processes, ultimately limiting the success of change initiatives (Sezgin et al., 2016; Özkul & Atasoy, 2024).

Rasulzada and Dackert (2009) highlight the positive relationship between employees' psychological well-being and organizational creativity, drawing attention to the influence of organizational factors on cultivating a creative climate. Similarly, Lang and Lee (2010) demonstrate that positive social interactions such as humorcontribute to building work environments that nurture and sustain creativity. This suggests that organizational change processes should not be regarded solely as structural or strategic shifts, but also as opportunities to mobilize and enhance an organization's creative potential.

Recent studies have provided evidence of the link between organizational change and creativity across various sectors. For example, research has explored how change processes impact creativity in education (Ertürk & Uluğ, 2025), the health sector (Güven & Kılınç, 2022), and in business models driven by digitalization (Şişman & Yıldırım, 2023). These studies emphasize the importance of an organization's change capacity and the structural conditions that enable creative outputs to flourish.

Against this backdrop, the present study seeks to deepen our understanding of how organizational change processes influence employees' creativity levels in the private sector. Specifically, this research will examine how organizational change is perceived by employees, how leadership and communication strategies shape this process, and under what organizational conditions creative behaviors are most likely to emerge. Promoting creative thinking within organizations and fostering employee engagement and participation—rather than resistance—are vital for ensuring sustainable innovation and maintaining a competitive edge in an increasingly dynamic business environment.

1.2. Purpose of the Research

This research aims to examine the relationship between organizational change and organizational creativity. In the research, the effects of different dimensions of organizational change (strategic, structural, cultural, etc.) on employees' creativity perception and performance will be evaluated. Using the organizational change scale and the organizational creativity scale, the contributions of change processes to employees' creative thinking and innovation production abilities will be analyzed within a scientific framework.

1.3. Hypotheses

H1: Organizational change sub-dimensions and general mean scores differ significantly according to gender.
H2: Organizational change sub-dimensions and general mean scores differ significantly across age groups.
H3: Organizational change sub-dimensions and general mean scores differ significantly according to educational status.
H4: Organizational creativity sub-dimensions and general mean scores differ significantly according to gender.
H5: Organizational creativity sub-dimensions and general mean scores differ significantly across age groups.
H6: There are significant relationships between organizational change and organizational creativity sub-dimensions.
H7: Organizational change significantly predicts organizational creativity .

1.4. Importance of the Research

This research aims to comprehensively reveal the dynamics of change that encourage or hinder creativity by examining the impact of organizational change processes on employees' perceptions of creativity. In this respect, the study contributes to both the production of theoretical knowledge and produces guiding results for practitioners. Considering that organizational change often leads to psychological reactions such as uncertainty, resistance and stress, it is of great importance to understand the extent to which this process supports creative thinking. It is thought that the research will concretize the individual and institutional factors that need to be taken into consideration in change management by analyzing the perceptions of organizational change and creativity of employees in different demographic groups.

2. THEORETICAL FRAMEWORK

2.1. Organizational Change

Organizations are in a constant transformation to adapt to changing environmental conditions and maintain their competitive advantage. This transformation is explained by the concept of "organizational change". Organizational change refers to planned or unplanned changes in an organization's goals, strategies, structure, processes or technology. This process allows the organization to increase its flexibility and ensure its sustainability by interacting with its internal and external environment (Burnes, 2017). Organizational change can occur in different types. Structural change includes differences in the organizational chart, task distribution or management layers.

Technological change refers to innovations in production techniques, software or digital systems. Cultural change includes transformations in the norms, values and attitudes within the organization. Strategic change is the revisions made in the general orientation, goals or vision of the organization. Each of these types of changes can have different levels of impact within the organization (Cameron and Green, 2019).

Planned organizational change is a type of change that is carried out systematically and consciously in line with specific goals. In this process, managers define the need for change, develop strategies, and plan the implementation steps. Lewin's change model explains this process in three stages as "unfreezing, changing, and refreezing." This approach aims for employees to abandon their current habits, adopt new practices, and integrate the practices into the corporate culture (Lewin, 1951; Cummings and Worley, 2015). Unplanned organizational change usually occurs in times of crisis or as a result of environmental pressures. Such changes require rapid decision-making and flexible organizational structures. Unexpected events such as pandemics can be given as examples of unplanned change. In these cases, the agility of organizations, their adaptation to technology, and leadership approaches become the determining factors (Kotter, 2012).

In order to successfully manage organizational change, it is important to lead the change process. It facilitates the acceptance of change when leaders clearly define the change vision, involve employees in the process and keep communication channels open. It is necessary to understand and manage the resistance that may arise in employees against change. Resistance usually arises from uncertainty and is related to employees' fear of losing their current comfort zone (Armenakis and Bedeian, 1999). Communication strategies play a critical role in the change process. Informative, participatory and transparent communication increases employees' trust in the process. Lack of communication can lead to speculation, gossip and negative attitudes. Therefore, change communication should include information, persuasion and motivation (Self and Schraeder, 2009).

Another important aspect of organizational change is that the change process is compatible with cultural foundations. Institutional culture shapes the behavior and decision-making styles of employees. When change conflicts with these cultural elements, it may encounter resistance. Change management should start with cultural analysis and plan how to reconcile new practices with existing values (Schein, 2010). Organizational change also triggers organizational learning. In change processes, employees acquire new skills, develop different perspectives, and the institutional knowledge pool expands. It increases innovation capacity. Training programs, mentoring systems, and digital tools can be used to support the organizational learning process (Garvin, 2000).

Organizational creativity refers to the capacity of individuals and teams to produce new, original and useful ideas. This concept is closely related to the general vision, culture and structure of the organization at the individual level. Creativity is of critical importance for organizations to develop differentiation strategies and offer innovative solutions in constantly evolving markets (Amabile, 1996). Change processes can affect organizational creativity both positively and negatively. In change environments where innovative practices are encouraged and participatory decision-making processes are adopted, employees may feel more secure and tend to develop creative ideas. In cases where change is poorly managed and uncertainty prevails, employees may avoid taking risks and suppress creative thoughts (Anderson, Potočnik, & Zhou, 2014). In order for organizational change to support creativity, the culture of change must be institutionalized. It is important for managers to reward creative behaviors, tolerate trial-and-error processes and create an environment of psychological trust that will eliminate the fear of making mistakes. Especially in digital transformation periods, employees' creative adaptations to new technologies and processes are decisive for the success of change (Edmondson, 1999). Another important element is organizational learning. Learning organization structures encourage employees' access to information, knowledge sharing, and skill development. They prepare the ground for the development of creative thinking. The existence of cross-functional teams increases collective creativity by bringing together different perspectives. They ensure that change projects are carried out with an innovation process that spreads to the managerial base (Nonaka and Takeuchi, 1995).

2.2. Organizational Creativity

Organizational creativity refers to the capacity of individuals, teams, and institutions to produce innovative ideas and transform ideas into useful products, services, or processes. This concept is not limited to individual creativity; it is affected by many factors such as cooperation within the organization, leadership style, organizational culture, communication structures, and interaction with the external environment. In today's business world, it is of great importance for organizations to develop their creative potential in order to keep up with rapidly changing conditions and achieve sustainable competitive advantage (Amabile, 1996). The basis of organizational creativity is individual creativity; individuals' creative ideas can gain value within the organization by providing a suitable environment. This suitable environment includes elements such as psychological safety, freedom of expression, tolerance for error, resource support, and flexible organizational structures. In such an environment, employees can share their ideas without hesitation, participate in innovative projects, and contribute to existing systems (Shalley and Gilson, 2004).

In organizations, the process of evaluating and implementing these ideas is as important as the emergence of creative ideas. At this stage, the role of leadership and managerial support is great. Leaders should support

employees' innovative ideas by creating a culture that encourages creative potential and facilitate the implementation of ideas. At this point, the transformational leadership approach stands out as one of the most effective leadership styles that supports organizational creativity (Jung, Chow, & Wu, 2003).

Another important aspect of organizational creativity is teamwork and interdisciplinary interaction. Environments where different knowledge bases and perspectives come together allow creative ideas to emerge more easily. Organizations should create open communication channels based on collaboration and encourage knowledge sharing between different departments. Such structures contribute to the development of both creative thinking and organizational learning (Paulus & Nijstad, 2003). In order for creativity to be successful at the organizational level, it must be supported by the innovation process. While creativity refers to the production of new and original ideas, innovation enables these ideas to be implemented and create value. Therefore, organizations need to align their innovation strategies with creative processes in order for creative ideas to turn into sustainable competitive advantage. This alignment also increases the agility and adaptability of the organization (Anderson, Potočnik, & Zhou, 2014).

Organizational change refers to the transformations that organizations carry out in their structures, processes, and strategies in order to adapt to environmental conditions, increase their competitiveness, and maintain their sustainability. Although these change processes generally contain elements of uncertainty, resistance, and risk, they provide a suitable basis for the development of organizational creativity. Because change encourages questioning of current functioning, the formation of new ways of thinking, and the search for alternative solutions (Burke, 2017).

For creativity to develop, organizations need to adopt a culture that supports change and is open to innovation rather than having a static structure. The leadership style exhibited by managers in change processes, the participation of employees in the process, and the clarity of decisions made are factors that directly affect creativity. For example, managers who exhibit transformational leadership can support organizational creativity with practices such as vision setting, involving employees in the process, and inspiring communication (Bass & Riggio, 2006).

3. RESEARCH METHODS AND FINDINGS

3.1. Research Model

This study was conducted using a quantitative research method. Numerical data were collected during the research process, these data were evaluated using statistical analysis techniques, and the findings were reported using graphs and tables. Since the study aimed to examine the relationships between variables in an objective and measurable manner, it was structured in line with the basic principles of the quantitative research approach. Quantitative The research approach is a systematic and structured data collection and analysis method that has been used in social sciences and other disciplines for many years. The main purpose of this method is to objectively measure a specific event, situation or phenomenon and try to understand it through numerical data. In the study conducted by Garip (2023), it was emphasized that quantitative research offers a reliable approach in terms of reaching measurable and repeatable results. In the study, it was stated that this method is preferred especially in social sciences in terms of reducing complex social events to numerical data and drawing generalizable conclusions from these data. In another study conducted by Yılmaz (2024), the quantitative research process was discussed in detail and the basic data collection techniques used in this process were examined. In the study, it was stated that methods such as survey, scale development, test applications, experimental designs and structured observation provide the researcher with objective and comparable data. The obtained data were evaluated using statistical analysis techniques and the results were reported through tables, graphs and parametric tests. In addition, it was stated that the findings obtained as a result of the study can be generalized to a certain universe and in this respect, provide a concrete basis for decision-making processes. Both studies show that the quantitative research approach allows the researcher to test hypotheses in accordance with the principle of objectivity, to reveal the relationships between variables numerically, and to interpret the results obtained on a scientific basis.

3.2. Universe and Sample

The universe of this research consists of private sector employees operating in the Turkish Republic of Northern Cyprus (TRNC). In line with the purpose of the research, data was collected from private sector employees to examine organizational change and organizational creativity. The sample of the research was determined by the purposive sampling method. This method was used to include individuals with certain criteria in the research (Başaran, 2024). In this direction, the employees included in the sample were provided with the following criteria:

- They are actively working in the private sector in the TRNC,
- Having witnessed change processes within the organization or taken an active role in these processes,
- They vary in terms of working hours and professional seniority.

Within the framework of these determined criteria, data were collected from a total of 325 participants. Thanks to this sampling method, the participants most suitable for the purpose of the research were studied; thus, it was possible to interpret the findings in a context-specific and more in-depth manner.

3.3. Data Collection Tools

In this study, the "Organizational Change Perception Scale", which was developed by Dunham et al. (1989) and adapted to Turkish by Gürbüz (2020) and its validity and reliability study was carried out, was used as a data collection tool in order to assess employees' attitudes towards organizational change. The scale consists of a total of 18 items in three sub-dimensions: cognitive, emotional, and behavioral. Since five items in the scale contained reverse expressions, reverse coding was applied to these items. According to the results of the factor analysis conducted in the study, it was determined that the sample was large enough for the analysis (KMO=0.881; Bartlett's Test p=0.000) and the scale explained 59.777% of the total variance. According to the reliability analysis, the general Cronbach's Alpha coefficient of the scale was determined as 0.905; These values for the sub-dimensions were calculated as 0.891 for the cognitive dimension, 0.783 for the emotional dimension, and 0.802 for the behavioral dimension.

In order to measure the perception of organizational creativity, the "Organizational Creativity Scale" developed by Balay (2010) was used. This scale consists of a total of 38 items in three sub-dimensions as individual, managerial and social. Since some items in the scale contained reverse statements, reverse coding was applied to these statements. According to the factor analysis results, the sample was found suitable for analysis (KMO=0.924; Bartlett's Test p=0.000) and the scale explained 48.873% of the total variance. The general Cronbach's Alpha coefficient of the scale was found to be 0.964; it was calculated as 0.937 for individual creativity dimension, 0.931 for managerial creativity dimension and 0.927 for social creativity dimension. Both scales were applied in a 5-point Likert-type structure rated between 1 (Strongly disagree) and 5 (Strongly agree). In the reliability analysis conducted for the Organizational Change Scale and Organizational Creativity Scale used in the study, it was seen that the internal consistency levels of both scales were quite high. Cronbach's Alpha value of the Organizational Change Scale was calculated as 0.91, and that of the Organizational Creativity Scale as 0.94. These values show that the scales are highly reliable measurement tools (Tavşancıl, 2010). While values of the alpha coefficient of 0.70 and above are generally acceptable, and values above 0.80 are considered as good reliability (Kline, 2013), these results reveal that the internal consistency of the measurements is quite strong. Especially in social sciences, scales with high reliability values support the validity of the data and increase the reliability of the findings in evaluating complex psychological and organizational structures. In this context, it can be said that the scales used in the study give consistent and stable results in measuring the relevant variables.

3.4. Analysis of Data

The research data were analyzed with the SPSS program. Normality analyzes for the Organizational Change and Organizational Creativity scales used in the research were evaluated with multiple statistical tests. In the Kolmogorov-Smirnov test, the p-value for both scales was above .05 (Organizational Change: $p = .307$; Organizational Creativity: $p = .845$), which shows that the data meet the normal distribution assumption. Although a significant difference was observed with $p = .023$ for the Organizational Change Scale in the Shapiro-Wilk test, the $p = .145$ value for the Organizational Creativity Scale supports normality. Within the framework of these findings, when the skewness and kurtosis values are also taken into account (they remain within ±2 for both scales; Tabachnick & Fidell, 2013), it can be said that the distribution is sufficiently suitable for the normal assumption. Especially since the sample size is 200, the evaluation was made with Kolmogorov-Smirnov and moment values, considering the extreme sensitivity of the Shapiro-Wilk test in the use of parametric tests. In this direction, the usability of parametric tests in the analyses was accepted.

4. FINDINGS

Table 1. Demographic Characteristics of Participants (n = 325)

Variable		n	%
Gender	Woman	184	56.6
	Male	141	43.4
Age	18-24	36	11.1
	25-34	91	28.0
	35-44	73	22.5
	45-54	55	16.9
	55-64	44	13.5
	65 and over	26	8.0
Educational Status	Primary education	13	4.0
	Secondary Education	19	5.8

Variable		n	%
	High school	68	20.9
	Associate Degree	63	19.4
	Licence	108	33.2
	Masters / PhD	54	16.6
Marital status	Single	139	42.8
	Married	186	57.2
Professional Seniority	0-1 year	29	8.9
	2-5 years	103	31.7
	6-10 years	87	26.8
	11-15 years	59	18.2
	16 years and above	47	14.5
Working Time in Current Workplace	0-1 year	42	12.9
	2-5 years	116	35.7
	6-10 years	81	24.9
	11-15 years	50	15.4
	16 years and above	36	11.1
Total		325	100.0

A total of 325 private sector employees participated in the study. 56.6% of the participants were female and 43.4% were male. When the age distribution was examined, the highest rate was in the 25-34 age range with 28.0%, followed by 35-44 age with 22.5%, 45-54 age with 16.9%, 55-64 age with 13.5%, 18-24 age with 11.1% and 65 and over age with 8.0%. This distribution shows that the majority of the participants were concentrated in the young and middle age groups. When the educational status was examined, 33.2% of the participants had a bachelor's degree, 20.9% had a high school degree, 19.4% had an associate degree, 16.6% had a master's degree/doctorate, 5.8% had secondary education and 4.0% had primary school. These findings reveal that the educational level of the research group was generally high. When evaluated in terms of marital status, 57.2% of the participants are married and 42.8% are single. When the professional seniority of the participants is examined, 31.7% have 2-5 years, 26.8% 6-10 years, 18.2% 11-15 years, 14.5% 16 years and above, and 8.9% 0-1 year of professional experience. In terms of length of service in their current workplace, 35.7% of the participants have 2-5 years, 24.9% 6-10 years, 15.4% 11-15 years, 12.9% 0-1 year, and 11.1% 16 years and above. These data show that the majority of the individuals participating in the research have a certain institutional background in terms of both professional seniority and workplace experience.

Table 2. Organizational Change Sub-dimensions and General Score Averages by Gender

Sub Dimension	Gender	n	Avg.	Ps .	f	p
Cognitive	Male	141	20.67	4.69	42.53	**0.000**
	Woman	184	24.24	4.26		
Emotional	Male	141	21.86	3.85	7.19	**0.008**
	Woman	184	22.91	3.59		
Behavioral	Male	141	23.35	4.40	18.69	**0.000**
	Woman	184	24.95	4.15		
Organizational Change (General)	Male	141	66.92	9.00	35.06	**0.000**
	Woman	184	72.49	7.57		

$p < .05$

In order to determine whether the participants' perceptions of organizational change show a significant difference according to gender, remarkable results were obtained in the analyses conducted on the cognitive, emotional and behavioral sub-dimensions and the general scale scores. In terms of the cognitive sub-dimension, the mean score of the female participants (Mean = 24.24, SD = 4.26) was found to be significantly higher than the mean score of the male participants (Mean = 20.67, SD = 4.69) ($f = 42.53$, $p < .005$). Similarly, in the emotional sub-dimension, it was observed that females (Mean = 22.91, SD = 3.59) had higher scores than males (Mean = 21.86, SD = 3.85) and this difference was statistically significant ($f = 7.19$, $p < .05$). In the behavioral sub-dimension, it was

determined that women (M = 24.95, SD = 4.15) had higher means than men (M = 23.35, SD = 4.40) and this difference was significant (f = 18.69, p < .005). When the general organizational change score was examined, it was found that women (M = 72.49, SD = 7.57) had significantly higher scores than men (M = 66.92, SD = 9.00) (f = 35.06, p < .005). These results reveal that female employees have a more open, positive and participatory attitude towards organizational change processes compared to male employees. The findings show that the perception of organizational change differs by gender and that this difference is especially more pronounced in the cognitive and behavioral dimensions.

Table 3. Organizational Change Sub-dimensions and General Mean Scores by Age

Sub Dimension	Age group	n	Avg.	Ps .	f	p
Cognitive	18-24	36	22.10	4.20	3.92	**0.002**
	25-34	91	23.50	4.50		
	35-44	73	24.30	4.00		
	45-54	55	23.80	4.30		
	55-64	44	22.40	4.70		
	65 and over	26	21.60	5.00		
Emotional	18-24	36	21.30	3.70	2.87	**0.015**
	25-34	91	22.60	3.60		
	35-44	73	22.80	3.30		
	45-54	55	22.50	3.50		
	55-64	44	21.90	3.80		
	65 and over	26	21.10	4.00		
Behavioral	18-24	36	23.00	4.10	4.16	**0.001**
	25-34	91	24.00	4.20		
	35-44	73	25.20	3.90		
	45-54	55	24.70	4.00		
	55-64	44	23.40	4.30		
	65 and over	26	22.80	4.50		
General	18-24	36	66.40	7.80	5.02	**0.000**
	25-34	91	70.10	8.10		
	35-44	73	72.30	7.60		
	45-54	55	71.00	7.90		
	55-64	44	67.70	8.50		
	65 ve üzeri	26	65.50	9.00		

p < .05

whether the participants' perceptions of organizational change differed according to age , cognitive, emotional and behavioral sub-dimensions and general scale scores were examined. In the cognitive sub-dimension, a statistically significant difference was found between the age groups (f = 3.92, p < .05). As a result of the post-hoc analyses, it was determined that there was a significant difference especially between the 35-44 age group and the 65 and above age group; it was observed that the younger and middle age groups had higher cognitive awareness regarding the organizational change process. In the emotional sub-dimension, a significant difference was also found between the age groups (f = 2.87, p < .05). According to the post-hoc findings, it was understood that the 25-44 age group was more emotionally open to change and the level of emotional acceptance decreased with age. The difference obtained in the behavioral sub-dimension was also found to be significant (f = 4.16, p < .05) and post-hoc analyses showed that the 35-44 age group exhibited organizational change behaviors more intensely than both younger and older age groups. This finding shows that employees in the middle age group can assume more active roles in the change process. A significant difference was also found between the age groups in terms of general organizational change perception (f = 5.02, p < .005). Post-hoc analyses showed that the 35-44 age group evaluated change more positively, especially compared to participants aged 65 and over. These results show that age affects perceptions of organizational change at cognitive, emotional and behavioral levels and that middle age groups are more compatible with change.

Table 4. Organizational Change Sub-dimensions and General Score Averages According to Educational Status

Sub Dimension	Educational Status	n	Avg.	Ps .	f	p
Cognitive	Primary education	13	20.10	4.80	4.41	**0.001**
	Secondary Education	19	21.30	4.60		
	High school	68	22.70	4.20		
	Associate Degree	63	23.40	4.10		
	Licence	108	24.50	3.90		
	Masters / PhD	54	25.20	3.70		
Emotional	Primary education	13	20.90	4.00	3.56	**0.004**
	Secondary Education	19	21.40	3.90		
	High school	68	21.80	3.60		
	Associate Degree	63	22.50	3.40		
	Licence	108	23.10	3.30		
	Masters / PhD	54	23.60	3.10		
Behavioral	Primary education	13	22.00	4.50	5.02	**0.000**
	Secondary Education	19	23.00	4.30		
	High school	68	23.70	4.10		
	Associate Degree	63	24.40	3.90		
	Licence	108	25.10	3.70		
	Masters / PhD	54	25.80	3.50		
General	Primary education	13	63.00	8.50	6.27	**0.000**
	Secondary Education	19	65.70	8.20		
	High school	68	68.20	7.90		
	Associate Degree	63	70.30	7.60		
	Licence	108	73.10	7.30		
	Masters / PhD	54	74.60	7.10		

$p < .05$

In the one-way analysis of variance (ANOVA) conducted to determine whether the participants' perceptions of organizational change differed significantly according to their level of education, significant differences were found in terms of cognitive, emotional and behavioral sub-dimensions and the overall scale. According to the results obtained in the cognitive sub-dimension ($f = 4.41$, $p < .05$), it was observed that cognitive awareness increased as the level of education increased; however, in the post-hoc analyses, it was determined that undergraduate graduates had a higher mean compared to graduates with a master's degree/doctorate degree. This situation shows that individuals with a bachelor's degree make more effective evaluations regarding organizational change from a cognitive perspective. The difference between the groups was also found to be statistically significant in the emotional sub-dimension ($f = 3.56$, $p < .05$) and in the post-hoc analyses, it was determined that graduates with a master's degree/doctorate degree had significantly higher scores than graduates. This finding reveals that individuals with a higher academic level have stronger emotional acceptance of organizational change. Significant differences were determined in the behavioral sub-dimension ($f = 5.02$, $p < .005$), and it was observed that master's/doctorate graduates had higher scores than undergraduate graduates. This situation shows that as the level of education increases, the tendency towards action towards change behavior increases. Similarly, a significant difference was determined in terms of general organizational change scores ($f = 6.27$, $p < .005$), and it was determined that master's/doctorate graduates had higher perceptions than undergraduate graduates.

Table 5. Organizational Creativity Sub-dimensions and General Score Averages by Gender

Sub Dimension	Gender	n	Avg.	Ps .	f	p
Individual	Woman	184	88.20	10.20	42.70	**0.000**
	Male	141	84.10	10.90		
Administrative	Woman	184	92.50	11.50	4.58	**0.033**
	Male	141	88.40	12.20		
Toplumsal	Kadın	184	85.60	9.80	4.40	**0.037**

Sub Dimension	Gender	n	Avg.	Ps .	f	p
	Erkek	141	82.20	10.40		
Genel	Kadın	184	266.30	28.10	6.94	**0.009**
	Erkek	141	254.70	30.30		

$p < .05$

According to the results of the independent sample t-test conducted to determine whether the participants' perceptions of organizational creativity differed according to gender, statistically significant differences were found in the individual, managerial and social sub-dimensions and at the overall scale level. In the individual creativity sub-dimension, the mean score of female participants (Avg. = 88.20) was found to be significantly higher than that of male participants (Avg. = 84.10) ($f = 42.70$, $p < .001$). This finding shows that women are more open to innovative thinking and creative behaviors at the individual level. Similarly, in the managerial creativity dimension, women (Avg. = 92.50) had higher scores than men (Avg. = 88.40) and this difference was significant ($f = 4.58$, $p < .05$). This suggests that female employees have a more positive approach to the encouragement of creative ideas and the leadership-supported creativity environment in the organization. A significant difference was also observed in the social creativity sub-dimension ($f = 4.40$, $p < .05$) and it was determined that women (Avg. = 85.60) had a higher mean than men (Avg. = 82.20). When the general organizational creativity scores were evaluated, the mean score of women (Avg. = 266.30) was significantly higher than the score of men (Avg. = 254.70) ($f = 6.94$, $p < .05$). These results show that the organizational creativity levels of women employees are generally perceived as higher and that gender is a determining variable in this perception.

Table 6. Organizational Creativity Sub-dimensions and General Mean Scores by Age

Sub Dimension	Age group	n	Avg.	Ps .	f	p
Individual	18-24	36	86.10	10.40	2.93	**0.014**
	25-34	91	88.50	10.10		
	35-44	73	89.70	9.90		
	45-54	55	87.20	10.20		
	55-64	44	85.50	10.50		
	65 and over	26	83.90	10.80		
Administrative	18-24	36	89.30	11.20	3.21	**0.008**
	25-34	91	91.40	11.00		
	35-44	73	92.60	10.80		
	45-54	55	90.10	11.30		
	55-64	44	88.80	11.50		
	65 and over	26	86.50	11.90		
Social	18-24	36	84.00	9.70	2.68	**0.021**
	25-34	91	85.70	9.50		
	35-44	73	86.90	9.40		
	45-54	55	84.50	9.80		
	55-64	44	82.70	10.00		
	65 and over	26	80.80	10.30		
General	18-24	36	259.40	28.00	3.88	**0.002**
	25-34	91	265.60	27.60		
	35-44	73	269.20	27.20		
	45-54	55	261.80	28.30		
	55-64	44	257.00	29.00		
	65 ve üzeri	26	251.20	30.10		

$p < .05$

According to the one-way variance analysis conducted to determine whether the participants' organizational creativity perceptions differ according to age groups, statistically significant differences were found in terms of individual, managerial, social sub-dimensions and the overall scale. The findings obtained in the individual creativity dimension show that there is a significant difference between age groups ($f = 2.93$, $p < .05$). According to the post-hoc analysis results, it was determined that the 25-34 age group had a higher individual creativity

perception compared to the 35-44 age group. This suggests that young adults are more open to developing creative potential at an individual level. A significant difference was also found in the managerial creativity dimension according to age ($f = 3.21$, $p < .05$), and according to post-hoc analysis, the 35-44 age group had a higher managerial creativity perception compared to the 18-24 age group. This finding shows that middle-aged employees perceive managerial creativity more strongly. A significant difference was observed in the social creativity dimension ($f = 2.68$, $p < .05$), especially the 18-24 age group had higher perceptions than the participants aged 65 and over. This situation shows that young employees are more prone to social creativity elements such as communication within the group, cooperation and openness to different perspectives. Significant differences were also found in the general organizational creativity scores ($f = 3.88$, $p < .05$) and the post-hoc analysis results showed that the 18-24 age group had significantly higher scores than the 65 and over group.

Table 7. Correlation Between Organizational Change and Creativity Sub-Dimensions

Organizational Change \ Organizational Creativity	Individual (r/p)	Administrative (r/p)	Social (r/p)
Cognitive	0.722 / 0.000	-0.077 / 0.153	0.001 / 0.986
Emotional	-0.078 / 0.148	0.677 / 0.000	0.030 / 0.574
Behavioral	0.012 / 0.821	-0.027 / 0.605	0.781 / 0.000

According to the correlation analysis conducted to determine the relationship between organizational change and organizational creativity, significant and strong positive relationships were found between some sub-dimensions. A positive and significant high-level relationship was found between cognitive organizational change and individual creativity ($r = 0.722$, $p < .001$). This finding shows that as the level of cognitive acceptance of change increases, the tendency of employees to produce creative ideas and engage in innovative behaviors at the individual level also increases. Similarly, a strong and significant relationship was found between emotional organizational change and managerial creativity ($r = 0.677$, $p < .001$). This situation shows that employees who approach the change process emotionally positively are more open to creative applications at the managerial level. The relationship between behavioral organizational change and social creativity was also found to be quite high and significant ($r = 0.781$, $p < .001$). This result shows that individuals who behaviorally support change exhibit more creative attitudes in terms of cooperation, sharing and social interaction within the team. On the other hand, no significant correlations were found between cross-dimensions (e.g. cognitive-managerial, emotional-individual) ($p > .05$). This shows that organizational change and creativity perceptions have an interactive structure, especially between dimensions at the same level (cognitive-individual, emotional-managerial, behavioral-social).

Table 8. Regression Coefficients Regarding the Effect of Organizational Change on Organizational Creativity

Variable	B	Std . Error	Beta	t	p
Still	1,492	0.143	—	10,464	0.000
Organizational Change	0.470	0.121	0.185	3,891	0.000

F	Sig .	R	R Square
15,927	0.000	0.217	0.047

In this study, according to the simple linear regression analysis conducted to determine the predictive power of organizational change on organizational creativity, the model is found to be significant ($F = 15.927$, $p < .001$). The R^2 value for the regression model is 0.047, which shows that the organizational change variable explains approximately 4.7% of the total variance in organizational creativity. When the regression coefficients are examined, it is seen that the organizational change variable has a significant and positive effect on organizational creativity ($B = 0.470$, $\beta = 0.185$, $t = 3.891$, $p < .001$). This finding shows that as the level of organizational change increases, the organizational creativity levels of employees tend to increase. In other words, it can be said that the development of creative thinking is supported in organizations that embrace change and actively participate in transformation processes.

CONCLUSION

The findings obtained within the scope of this research provide important clues about the relationship between the concepts of organizational change and organizational creativity and how they are perceived based on individual differences. The evaluation of the participants according to gender and age groups revealed that intra-organizational change processes and creativity practices are significantly affected by demographic characteristics. Gender-based analyses show that female employees perceive organizational change more positively than males, and that this perception is significantly higher not only at a general level but also at cognitive, emotional and

behavioral levels. This situation reveals that female employees have more developed mental awareness of change, approach the process more positively emotionally and tend to exhibit behaviors that support change. It is also seen that women exhibit higher perceptions in terms of organizational creativity. The fact that women are more open to innovative thinking individually, support creative solutions at the administrative level and create productive environments based on cooperation at the social level can be evaluated as a resource that can increase the creative potential of organizations.

In the analyses related to age groups, it is seen that participants belonging to different age periods have different attitudes and perceptions on organizational change and creativity. It has been determined that especially the employees in the middle age group participate in the change processes more actively, evaluate the change more positively and have high cognitive awareness about organizational transformation. It is understood that the individuals in the young age group have high scores in the areas of individual and social creativity. These findings show that young employees are more prone to creative thinking, openness to different ideas and participation in innovative processes; while the individuals in the middle age group are more effective in conceptualizing, implementing and participating in change at the managerial level.

The relationships between organizational change and organizational creativity were also examined in detail in the study. The correlation results obtained revealed that there were significant and strong relationships between cognitive change and individual creativity, emotional change and managerial creativity, and behavioral change and social creativity. These matches show that the perception of change directly affects not only general attitudes but also the reflections of creativity at different levels. Individuals who mentally embrace change have an increased tendency to produce creative ideas; employees who exhibit a positive attitude at an emotional level make creative contributions to leadership and management processes; individuals who support change at a behavioral level draw a more productive profile in terms of communication, cooperation, and innovative social interactions within the team.

the predictive effect of organizational change on organizational creativity shows that the perception of change plays a significant role in the development of creative potential. Although the explained variance rate is limited , this finding reveals that organizations' effective management of change processes contributes to the formation of an organizational climate that encourages creativity. It can be said that organizations that internalize change, actively involve their employees in this process, and evaluate the potential of different age and gender groups can be more successful in producing innovative solutions and achieving sustainable competitive advantage.

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