**The Relationship Between Teachers’ Organizational Climate Perceptions and Attitudes Toward Change Resistance**

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| **Abstract**  The purpose of this study is to determine the relationship between teachers' organizational climate perceptions and attitudes towards resistance to change. The study consisted of 791 teachers working in public secondary schools in the province center of Bolu in 2016-2017academic year. For sampling, random sampling method was utilized and the research was carried out with 424 teachers. Teachers’ perceptions on the attitudes of resistance to organizational change is at low level. When the scores related to the subscales of the change resistance scale were examined, it was determined that the highest score was the emotional response dimension and the lowest score was the routine search dimension. There were a positive direction low level relationship between the subscales of organizational climate and the overall change resistance in general.  **Key words:** Organizational Climate, School Climate, Resistance to Change |

**Introduction**

Organizations, which are a social system, are in constant exchange with the external environment. This exchange might be technically and economically or human-sourced. The most important component of the organizations is human. People who make organizations dynamic are accepted and work in the organization with their knowledge, skills, manners, experiences, thoughts and beliefs or their cultures. Organizations are also composed of individuals with different cultures. As a natural consequence of being a group these individuals have formed partly a common system of beliefs and values different from other organizations. The formed system represents the unique climate of the organization (Acet. 2006).

Organizations, like human beings, develop a unique personality by being influenced by the surrounding environment. This personality, which also affects the people working in the organization, forms a climate specific to the organization by shaping the objectives, structure and internal relations of the organization. This climate that constitutes the identity of the organization is reflected in both the product and service of the organization and all kinds of behavior of its employees. According to organizational change experts, if a change in the behaviors within the organization is desired, firstly, there should be a change in the structure that manages the behaviors, that is, the organizational climate which is the reference of the behaviors of the members of the organization (Schneider, 1975; cited: Varlı, 2015).

Organizational climate has been an area of interest for researchers since it affects organizational behavior. According to Hoy and Miskel (2005), school climate has a significant impact on organizational behavior. Therefore, it is important to define and analyze school climates since principals can have a positive impact on the personality development of the school (Akbaba-Altun & Memişoğlu, 2011). Bursalıoğlu (2012) also identifies two important factors affecting the organizational climate as teachers and principals.

School climate is a very important concept that reflects the perceptions of the members of the school related to the working environment in their schools and for the achievement of the purposes of educational activities. The organizational climate of the school is a set of internal characteristics that affect teachers' performance and differ from other schools. The way to understand the climate in school is to understand the behavior of the members in the school. Understanding the attitudes and behaviors of the organization’s members in relation to the school they work in will enable the members of the organization to understand the impact of the organization's ability to achieve its goals and organizational structure (Demir, 2008).

In today's world where change is growing at an unprecedented pace, organizations need organizational change in order to survive and achieve their goals. Organizational change is essential and inevitable for organizations to maintain their efficiency and effectiveness. The biggest obstacle to these changes that managers plan to realize in organizational policy, technological elements and whether organizational structure or employees is the attitude and behavior of the employees to be affected by the change. In order to prevent these attitudes and behaviors against change within organizations, organizations can achieve success by preparing their employees for change (Kuyumcu, 2011).

With the rapid changes experienced in our period, the needs of individuals are differentiated and the demand for education is increasing. This puts pressure on educational organizations and encourages them to change and revisit their assumed roles. Educational organizations should not be insensitive to the changes that take place in the society in order to avoid being behind the period and more importantly, to keep up with the period by changing at the same speed with the changes (Kulu, 2007). Adapting to changing conditions is not as easy as it seems, often with a situation that resists change. There is not an immediate acceptance and adaptation for change in the structure of mankind. People oppose norms and values ​​that are different from their own values. Resistance to change is closely related to the exclusion of individuals affected by the change in the decision making process during the preparation of the roadmap of change. Change is a process that involves a transition from known to unknown, disturbing individuals, causing them to be anxious and worried (Helvacı, 2015). Therefore, the changes are inevitably painful (Çetin, 2008). Resistance to change, which is expressed as unwillingness to support the desired change in the organization, is seen as the biggest obstacle to the success of organizational change (Mullins, 2005; cited: Turan, 2014). As for all organizations, it is extremely important for educational institutions to maintain their existence and effectiveness. However, for individual and organizational reasons, changes can often be resisted. It is thought that one way of eliminating the resistance shown is to be possible by creating a positive climate in schools. In this context, the way organizations can successfully implement the planned changes even overcoming resistances is through the establishment of a positive organizational climate by their managers. Whereas a positive organizational climate can accelerate change, a negative organizational climate can prevent change (Şişman, 2014). When all these issues are taken into consideration, organizational climate perceptions of teachers and attitudes towards resisting change are correlated and this situation necessitates a research on this subject.

**Method**

***Research Goal***

The purpose of the study is to determine the relationship between teachers' perceptions of organizational climate and attitudes towards resistance to change. For this purpose,

1- What are the opinions of the teachers about the organizational climate and resistance to change?

2- Isf there a significant relationship between teachers' perceptions of organizational climate and their attitudes towards resistance to change?

***Research Design***

The purpose of this study is to determine the relationship between teachers' perceptions of organizational climate and resistance to change in line with the opinions of teachers working in secondary education institutions. In this context, it is a quantitative study in relational screening model. The relational screening model is a research model that aims to determine the existence and degree of change together between two and more variables and enters into the general screening method (Karasar, 2012).

***Participants and Sampling***

The study consisted of 791 teachers working in public secondary schools in the city center of Bolu in the academic year of 2016-2017. The number of teachers of the schools in which the research will be conducted was requested from the Bolu Provincial Directorate of National Education by the official letter and the Bolu Provincial Directorate of National Education reported the number of teachers on 24.01.2017. The sampling of the study was determined by random sampling method and data were collected from 424 teachers.

The gender, age, educational background, type of school, current period and professional seniority of the teachers participating in the research are shown in Table 1.

When Table 1 is examined, 227 (53.5%) of the 424 teachers participated in the research were female and 197 (46.5%) were male teachers. 67 (15.8%) of the teachers were between the ages of 21-30, 192 (45.3%) were between the ages of 31-40 and 165 (38.9%) were 41 years and over. 334 of them (78.8%) were graduates and 90 (21.2%) were postgraduates. 205 (48.3%) of the teachers in Vocational and Technical Anatolian High Schools, 135 of them (31.9%) in Anatolian High Schools, 50 (11.8%) of them in Science High Schools/Social Sciences High School/Fine Arts High School/Sports High School, 34 (8.0%) of them are working in Anatolian Imam Hatip High School. Looking at the current working period of the teachers in the school, 132 (31.1%) were between 0-2 years, 82 (19.3%) were between 3-4 years, 94 (22.2%) were between 5-8 years 116 (27.4%) were more than 8 years. 74 (17.5%) of the teachers were 0-5 years, 61 (14.4%) were 6-10 years, 85 (20.0%) were 11-15 years and 204 (48%) were 1) 16 years of professional seniority.

**Table 1.** Demographic distribution of teachers participating in the research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** |  | | **f** | | **%** | | |  |  |  |
| Gender | Female  Male |  | | 227  197 | | 53.5  46.5 | | |  |  |
| Age | 21-30  31-40  41 years old and over |  | | 67  192  165 | | 15.8  45.3  38.9 | | |  |  |
| Educational Background | Graduate  Postgraduate | |  | | 334  90 | | 78.8  21.2 | | |  |
| Type of School | Voc. and Tech. Anatolian HS  Anatolian HS  Science/Social/Fine Arts/Sports HS  Anatolian Religious Vocational HS | |  | | 205  135  50  34 | | 48.3  31.9  11.8  8.0 | | |  |
| Current Working Period in the School | 0-2 years  3-4 years  5-8 years  8 years and over | |  | | 132  82  94  116 | | 31.1  19.3  22.2  27.4 | | |  |
| Professional Seniority | 0-5 years  6-10 years  11-15 years  16 years and over | |  | | 74  61  85  204 | | 17.5  14.4  20.0  48.1 | | |  |
|  | Total | |  | | 424 | | 100 | | |  |

***Data Collection Tool***

Personal Information Form, Organizational Climate Scale and Resistance to Change Scale were used as data collection tools in order to examine the organizational climate perceptions and attitudes of resistance to change among the teachers working in secondary education institutions. Information about the data collection tools used is given below.

***Personal Information Form***

The personal information form was prepared to obtain demographic information that is thought to affect the participants' perceptions of organizational climate such as gender, age, educational status, type of school they work in, current working period and professional seniority and attitudes of resistance to change.

***Organizational Climate Scale***

Organizational Climate Scale was developed by Hoy and Tarter (1997) and adapted to Turkish by Yılmaz and Altınkurt (2013). The permission to use the scale was obtained. The scale consists of 39 items and is in four-point Likert type.

The first subscale of the scale, which has six subscales, consists of nine items, “Supportive Principal Behavior” consists of nine items, the second subscale “Directive Principal Behavior” consists of seven items, the third subscale “Restrictive Principal Behavior” consists of five items, the fourth subscale “Intimate Teacher Behavior” consists of seven items, the fifth subscale“ Collegial Teacher Behavior ”consists of seven items and the sixth subscale “Disengaged Teacher Behavior”consists of four items.

Yilmaz and Altınkurt (2013) figure out that the internal consistency coefficients of the subscales of the scale were .89 in the Supportive Principal Behavior subscale, .78 in the Directive Principal Behavior subscale, .73 in the Restrictive Principal Behavior subscale and 0.82 in the Initimate Teacher Behavior subscale, .80 in the Collegial Teacher Behavior subscale, 0.70 in the Disengaged Teacher Behavior subscale. Cronbach Alpha value of the scale was calculated as 0.82. The scale has six factors and explained 51% of the total variance. Three of these factors measure the school principal's behaviors and three of them measure teacher behaviors.

**Table 2.** Subdimensions of organizational climate scale

|  |  |
| --- | --- |
| **Organizational Climate Scales** | **Scale Item Numbers** |
| Supportive Principal Behavior | 1-9 |
| Directive Principal Behavior | 10-16 |
| Restrictive Principal Behavior | 17-21 |
| Intimate Teacher Behavior | 22-28 |
| Collegial Teacher Behavior | 29-35 |
| Disengaged Teacher Behavior | 36-39 |

In the reliability study conducted in this research, the internal consistency coefficient Cronbach's Alpha value is .94 in the subscale of Supportive Principal Behavior, .83 in the Directive Principal Behavior subscale, .81 in the subscale of Restrictive Principal Behavior, .91 in the Initimate Teacher Behavior subscale, .75 in the Collegial Teacher Behavior subscale, 0.67 in the Disengaged Teacher Behavior subscale. Cronbach's alpha value of the whole scale was calculated as .86. As a result of exploratory factor analysis, it was determined that the items in the scale were collected under six factors.

A four-point Likert-type rating scale was used in the organizational climate scale. In the interpretation of the options in the scale, Rare happens (1.00-1.74), Sometimes happens (1.75-2.49), Usually happens (2.50-3.24) and Very often (3.25-4.00) evaluations were taken into consideration.

The increase in the score obtained from each factor in the Organizational Climate Scale indicates the increase in behaviors in that factor affecting the organizational climate. For example, the high score obtained from the “Supportive Principal Behavior” factor is interpreted as follows: the school principal has more supportive behaviors, or the high score obtained from the “Directive Principal Behavior” factor is interpreted as follows: the school principal has more directive behaviors. Total score is not taken from the whole scale (Yılmaz and Altınkurt, 2013).

***Resistance to Change Scale***

It is a scale developed by Oreg (2006) and adapted into Turkish by Kurt (2010) in order to measure teachers' attitude toward resistance to change. The permission to use the scale was obtained. The scale consists of 17 items and is a five-point Likert type.

**Table 3.** Subdimensions of resistance to change scale

|  |  |
| --- | --- |
| **Scales for Resistance to Change** | **Scale Item Numbers** |
| Routine Search | 1-5 |
| Emotional Response | 6-9 |
| Short Term Thinking | 10-13 |
| Cognitive Rigidity | 14-17 |

The first subscale “routine search” of the scale, which has four subscales, consists of five items, the second subscale “emotional responses” consists of four items, the third subscale “short term thinking” consists of four items, and the fourth subscale “cognitive rigidity” consists of four items.

Kurt (2010) stated that internal consistency coefficients of the subscales of the scale were .73 in routine search subscale, .73 in emotional response subscales, .83 in short term thinking subscale, and .63 in cognitive rigidity subscales. Cronbach Alpha value of the scale was calculated as 0.89.

In the reliability study conducted in this research, the internal consistency coefficient, Cronbach's Alpha value, was calculated as .60 in the routine search subscale, .64 in the emotional response subscale, .68 in the short term thinking subscale, and .55 in the cognitive rigidity subscale. Cronbach's alpha value of the whole scale was calculated as .80. As a result of exploratory factor analysis, it was determined that the items in the scale were collected under four factors.

A five-point Likert-type rating scale was used in resistance to change scale. In the interpretation of the options included in scale, the ratings of Strongly Disagree (1.00-1.79), Disagree (1.80-2.59), Partly Agree (2.60-3.39), Agree (3.40-4.19) and Completely Agree (4.20-5.00) evaluations were considered.

***Implementation of the Data Collection Tool***

The data collection tool was applied to the teachers working in secondary schools in the central district of Bolu by the researcher. Necessary permissions were obtained before the interviews.

***Data Analysis***

Statistical analysis of the data gathered within the scope of the research was performed using SPSS 20 (Statistical Package for the Social Sciences) program. Kolmogorov-Smirnov analysis was used to determine whether the data were normally distributed in order to determine which analyzes would be performed on the data obtained for the sub-problems. The test results are shown in Table 4.

**Table 4.** The results of normal distribution test (Kolmogorov-Smirnov) of organizational climate scale and resistance to change scale

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scale** | **N** | **x̄** | **Statistics** | **Sd** | **p** |
| Organizational Climate Scale  Resistance to Change Scale | 424  424 | 2.54  2.61 | .048  .060 | 424  424 | .018\*  .001\* |

\* There is a significant difference (p <0.05)

According to the results of Kolmogorov-Smirnov test, it was revealed that the data obtained did not show normal distribution (p <.05). For this reason, taking into account the sub-problems of the research, arithmetic mean, standard deviation and Spearman rho correlation analysis were used. In the analysis of the data, the level of significance was accepted as 0.05.

**Findings**

In this section, findings and interpretations related to the analysis of the data collected through scale tools related to the solution of the research problem are presented in line with the sub-problems.

**Table 5.** Mean and standard deviation values of teachers' related to organizational climate scale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Scale*** | ***Subscale*** | **n** | **x̄** | **SD** |
| *Organizational Climate* | *Supportive Principal Behaviour* | 424 | 2.94 | .73 |
| *Directive Principal Behaviour* | 424 | 2.16 | .68 |
| *Restrictive Principal Behaviour* | 424 | 2.49 | .77 |
| *Initimate Teacher Behavior* | 424 | 2.53 | .72 |
| *Collegial Teacher Behavior* | 424 | 2.77 | .49 |
| *Disengaged Teacher Behavior* | 424 | 2.00 | .66 |

***Findings and Comments Related to the First Sub-Problem***

The first sub-problem regarding the research teachers' opinions in terms of organizational climate perceptions is based on arithmetic mean and standard deviation values are given in Table 5.

According to the results of the analysis in Table 5, the teachers participating in the research; school principals were found to exhibit supportive principal behavior (x̄ = 2.94, usually happens), restrictive principal behavior (x̄ = 2.49, sometimes happens) and directive principal behavior (x̄= 2.16, sometimes happens), respectively. The scale of supportive principals behavior includes behaviors such as appreciation of teachers, behaving equally, assisting, making constructive criticism and taking into consideration the suggestions of teachers. Principals motivate teachers and make them feel that they care about them at every opportunity. The scale of directive principal behavior includes autocratic executive behaviors that use a firm hand. Principals examine and follow everything, such as lesson plans, school and classroom activities, whether teachers come to school on time. The restrictive principal behavior scale is the behavior scale in which teachers are overwhelmed by the intensity of work and the principal assigns too many extracurricular tasks to the teachers, which interfere with educational activities such as stationery works and commission membership. The higher arithmetic mean scores of teachers' subscales of supportive behavior of subordinate behaviors and restrictive principal behavior subscale scores may be related to the positive aspect of school climate related to principal behaviors.

The teachers who participated in the research thought that they exhibited collegial teacher behavior (x̄= 2.77, usually happens), initimate teacher behavior (x̄= 2.53, usually) and disengaged teacher behavior (x̄= 2.00, sometimes), respectively. The scale of collegial teacher behavior means that teachers enjoy their duties and are proud of their schools, support other teachers, respect their competence and be tolerant of their mistakes. The scale of intimate teacher behavior is related to the intimacy of the teachers, to know each other and their families well, to invite them to their homes, to be close friends and to meet frequently to spend time together. The scale of disengaged teacher behavior includes that the teachers see the meetings as useless, remove the subject from the purpose in the meetings, exhibit opposing behaviors in every subject, and become disengaged and irrelevant. The low arithmetic mean scores of the subscales of teachers' collegial teacher behavior and initimate teacher behavior subscales and the low scores of the disengaged teacher behavior subscale may be related to the positive aspect of school climate regarding teacher behaviors.

Based on these findings, it can be said that open climate type characteristics are seen in schools. However, in this study, it is a finding to be emphasized that teachers' opinions about the restrictive principal behavior scale in their schools (x̄ = 2.49, s = .77) are close to medium level. Because, in schools where the open climate type is dominant, restrictive principal behaviors are expected to be quite low. In consideration of this information, open climate type behaviors prevail in schools such as the principal’s support for teachers, paying attention to the suggestions from the teachers, the pleasure of the teachers, the pride on their schools, the support of each other, the respect of the competence of the other teachers and the tolerance of their mistakes; on the other hand, teachers' overwhelming workload, stationery work, and commissioning too many extracurricular tasks that interfere with educational activities such as commission membership indicate that principals exhibit restrictive behaviors.

Teachers' opinions about the attitude of resistance to change are given in Table 6 based on the arithmetic mean and standard deviation values.

According to the results of the analysis in Table 6, it is seen that the opinions of the teachers who participated in the research on the attitude of resistance to change are at the level of “partially agree” with an average score of x̄ = 2.61. Accordingly, it can be said that teachers' attitudes towards resistance to change are low, being open to change and innovation, and on the other hand, have negative attitudes towards change. In other words, when it comes to change, teachers are uneasy and do not want to change their habits. This finding can be interpreted as if teachers feel the need for change and believe that change is necessary, they will not resist the changes to be made.

According to the results of the analysis in Table 6, it is seen that the scale of resistance to change of the teachers who participated in the research expressed opinions at the level of “disagree” with an average value of x̄ = 2.25 to the items in the scale of “routine search" and x̄ = 2.47 to the items in the scale of “short-term thinking ”. This finding shows that teachers do not perceive change as negative, prefer an ordinary day instead of a routine day, and seek ways to change during periods of stagnant life. In addition, it is seen that long-term behaviors that are open to development potential are preferred over short-term behaviors.

It is seen that the scale of resistance to change of the teachers expressed opinions at the level of “partially participated” with an average value of x̄ = 2.93 to items in the scale of “emotional response” and x̄ = 2.86 to the items in the scale of “cognitive rigidity”. This finding shows that teachers feel themselves uncomfortable and stressed in the situations of change, therefore their emotional response is moderate. It is important to emphasize that teachers feel emotionally stressed when change occurs. In addition, it can be said that when teachers make a decision, they do not change their decisions partially, but show moderate cognitive rigidity.

**Table 6.** Mean and standard deviation values of teachers' responses to the scale of resistance to change

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scale** | **Subscale** | **n** | **x̄** | **SD** |
| Resistance to Change | Routine Search | 424 | 2.25 | .64 |
| Emotional Response | 424 | 2.93 | .69 |
| Short Term Thinking | 424 | 2.47 | .70 |
| Cognitive Rigidity | 424 | 2.86 | .63 |
| Total | 424 | 2.61 | .49 |

***Findings and Comments on the Second Sub-Problem***

The data obtained as a result of Spearman Rho correlation analysis conducted to determine whether there is a significant relationship between organizational climate perceptions and attitudes towards resistance to change, which is the second sub-problem of the study, is shown in Table 7.

Table 7 shows the results of Spearman Rho correlation analysis conducted to determine the relationship between teachers' organizational climate perceptions and attitudes towards resistance to change. According to the results of this analysis, it is found that there is a positive and low-level relationship between the subscales of directive principal behaviors of organizational climate and the emotional response (r=.14, p<.01), short-term thinking (r=.16, p<.01), cognitive rigidity (r=.16, p<.01) subscales of resistance to change and resistance to change in general (r=.17, p<.01). According to this, it can be said that the teachers' attitudes towards resistance to change increased as the directive behaviors of school principals increased.

**Table 7.** The relationship between teachers' perceptions of organizational climate and resistance to change

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Rotine**  **Search** | | **Emotional**  **Response** | | **Short Term**  **Thinking** | | **Cognitive**  **Rigidity** | | **Resistance**  **to Change** | |
|  | r | p | r | p | r | p | r | p | r | p |
| Supportive Principal Behaviour | -.04 | .40 | -.06 | .16 | -.02 | .58 | .01 | .68 | -.03 | .48 |
| Directive Principal Behaviour | .03 | .48 | .14\*\* | .00 | .16\*\* | .00 | .16\*\* | .00 | .17\*\* | .00 |
| Restrictive Principal Behaviour | .10\* | .02 | .13\*\* | .00 | .13\*\* | .00 | .13\*\* | .00 | .16\*\* | .00 |
| Initimate Teacher Behaviour | .07 | .13 | .00 | .92 | .09 | .05 | .07 | .12 | .07 | .13 |
| Collegial Teacher Behaviour | -.02 | .57 | -.08 | .08 | .02 | .61 | .00 | .91 | -.02 | .63 |
| Disengaged Teacher Behaviour | .14\*\* | .00 | .09 | .06 | .10\* | .03 | .06 | .15 | .14\*\* | .00 |

\* There is a significant difference (p<0,05), \*\* There is a significant difference (p<0,01)

It is found that there is a positive and low-level statistically significant relationship between the restrictive principal behaviors’ subscale of organizational climate and the routine search (r=.10, p<.05), emotional response (r = .13, p <.01), short-term thinking (r=.13, p<.01), cognitive rigidity (r=.13, p<.01) subscales of resistance to change and resistance to change in general (r=.16, p<.01). Accordingly, it can be said that as the restrictive behaviors of school principals increase, teachers' resistance to change increases at a low level.

There is a positive and low level statistically significant relationship between the subscales of disengaged teacher behaviors of organizational climate and routine search (r=.14, p<.01) of resistance to change, short-term thinking (r=.10, p<.05) subscales of resistance to change and resistance to change in general (r=.14, p<.01). According to this, it can be pointed out that teachers' attitudes towards resistance to change also increased as the disengaged behaviors of teachers increased.

In addition to the results of this analysis, a negative and low level relationship was found between the supportive principal behaviors subscale of organizational climate and the routine search, emotional response, short-term thinking of resistance to change and resistance to change in general. This relationship was not statistically significant (p> .05). However, it can be said that as the supportive behaviors of school principals increase, teachers' attitudes towards resistance to change will decrease at a very low level. According to this, it can be stated that teachers' attitudes towards resistance to change will decrease at a very low level when the educational principals increase supportive behaviors.

**Results, Conclusions and Recommendations**

In this study, the relationship between teachers' perceptions of organizational climate and resistance to change is examined in line with the opinions of secondary school teachers. The following results were reached in the research.

According to the results of the research; it is found that school principals are generally supportive; in addition, exhibit restrictive and directive behaviors, respectively. Accordingly, the fact that the scores of the supportive principal behavior is higher than the scores of directive and restrictive principal behavior shows that the school climate has a positive aspect regarding the principal behaviors. On the other hand, collegial teacher behavior and initimate teacher behavior are generally observed, and disengaged teacher behavior is partially observed among teachers. Accordingly, the high scores of teachers' collaborative teacher behaviors and initimate teacher behaviors, and low scores of disengaged teacher behaviors indicate that the school climate has also positive aspect regarding teacher behaviors. These findings show that open climate type characteristics are seen in schools. However, the fact that teachers' opinions about restrictive principal behaviors in their schools are close to the middle level can be considered as an important result. Because it is expected that restrictive principal behaviors will be low in schools where the open climate type prevails. Similar results were also obtained in the study by Yurter (2016), Şenel (2015) and Öztürk (2014). Yurter (2016) concluded that the restrictive behaviors of principals are above the middle level in his research, that examines the relationship between school climate and organizational creativity behaviors in primary and secondary schools. Şenel (2015) concluded that "Disengaged Teacher Behavior" were low in his research, that examined the relationship between school climate and school effectiveness. Öztürk (2014) found that preschool principals examined the relationship between creative leadership characteristics and school climate and found that school climate was generally above the middle level.

Total scale scores of teachers' opinions about resistance to change are low. This situation reveals that teachers are open to innovation and show low resistance to change. Teachers have a low level of participation in expressions in the scale of “routine search” of resistance to change scale. This result shows that teachers do not perceive change as negative, instead of doing the same things every day, they look for ways to change by going out of their routine life. Teachers partially agree with the scale of “emotional response” of resistance to change scale. This result shows that teachers feel emotionally disturbed and stressed at times of change. It is important to emphasize that teachers feel emotionally disturbed when change occurs. Teachers have a low level of participation in expressions in the scale of “short-term thinking” of resistance to change scale. This result shows that teacher behaviors that require short-term thinking are low and so they are not only thinking about today, they are open to changes that will contribute to them for further. Teachers partially agree with the scale of “cognitive rigidity” of the resistance to change scale. This result shows that teachers do not easily change their minds, they do not give up that decision at least partially when they make a decision and they are moderately rigid. Similar results were also obtained in the study by Köktürk (2016) and Kurt (2010). Köktürk (2016) stated that the resistance to change of teachers was low and that teachers had negative attitudes towards the changes from time to time. Kurt (2010) stated that, when all subscales were considered together, resistance to change levels of teachers were low or moderate, teachers were generally open to innovation and their resistance to change levels remained low. Ergen (2015) stated that in general, teachers think that their schools are open to change and they lean towards to change. In a study conducted by Çakır (2009), it was determined that teachers working in primary schools had less tendency to resistance to change, that is, teachers were generally open to change. In the study conducted by Demirtaş (2012), teachers evaluated their schools as open to change at a level of “mostly”. On the other hand, in the research of Gürses and Helvacı (2011), Korkut (2009) and Kurşunoğlu (2006), it was stated that teachers' attitudes towards organizational change were “moderate”.

The relationship between teachers' perceptions of organizational climate and their attitudes towards resistance to change was examined. Accordingly, there was a positive and low-level significant relationship between the directive principal behaviors of organizational climate and emotional response, short-term thinking, cognitive stiffness sub-dimension of resistance to change and resistance to change in general. Accordingly, as the directive behaviors of principals increase, teachers' attitudes towards resistance to change are increasing at a low level.

There was a positive and low-level significant relationship between the restrictive principal behaviors sub-dimension of organizational climate and the routine search, emotional response, short-term thinking, cognitive rigidity sub-dimension of resistance to change and resistance to change in general. Accordingly, as the restrictive behaviors of principals increase, teachers' attitudes to resistance to change increase at a low level.

There was a positive and low-level significant relationship between disengaged teacher behaviors sub-dimension of organizational climate and the routine search, short-term thinking sub-dimension of resistance to change, and resistance to change in general. Accordingly, as teachers disengaged behavior increases, teachers' attitudes towards resistance to change also increase at a low level.

In addition, a negative and low level relationship was found between supportive principal behaviors sub-dimension of organizational climate and routine search, emotional response, short-term thinking sub-dimension of resistance to change and resistance to change in general. This relationship was not statistically significant. However, as the principals’ supportive behaviors increase, teachers' attitudes to resistance to change decrease to a very low level. According to this,it can be said that teachers' attitudes towards resistance to change will decrease at a very low level when they increase the supportive behaviors of educational principals. A principal who feels the need for change in his school should try to make the change by supporting teachers to avoid resistance to change. Otherwise, teachers can resist change. In addition, as the restrictive behaviors of the principals increase, the attitudes of teachers to resist change increase at a low level. Therefore, jobs that hinder educational activities such as paperwork, commission membership and create extra workload should not be given to the same teachers, and the distribution of duties should be done fairly. In addition, qualitative researches about resistance to change can be carried out and the reasons of teachers' resistance behavior can be examined in detail.

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