

The Emergence, Reasons and Results of Resistance to Change in Teachers

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Abstract

This research aims to determine why teachers resist change, the ways they show resistance and the consequences of their behaviours and examine the recommendations of teachers and school administrators to prevent resistance and ensure efficiency in change practices. The sampling of the study, determined through the snowball sampling method and the phenomenological design in the qualitative research model, consists of 20 participants, including 10 school principals and 10 teachers in the study group. The data were collected through the interview technique and examined through content analysis. The themes that emerged from the research findings regarding why teachers resist change were personal and organisational perspectives. The personal perspective theme that emphasized the individual-based reasons against change practices included the subthemes: logic, benefit, concerns and living space. According to the results, the reasons for teachers to resist change stemmed from political considerations, school administration, and the school environment under the organisational perspective theme. Within the frame of these themes and subthemes, we defined that the teachers stood up to change in the active forms of resistance by giving voice directly and protesting and in passive forms of resistance by being silent, shying away from happenings both on an individual and group basis. Results show that resistance behaviours against change have consequences at the individual and organisational levels. The results also manifest that resistance to change affects teachers emotionally and professionally, and it influences the relationships between colleagues and the school environment at the organisational level. To eliminate the resistance to change, the participants suggested that the change should be logical, bring benefits to individuals, be clarified from anxiety-provoking elements, and provide a working process that regulates the living space. The participants also made recommendations for policymakers, school administration and the school environment to prevent resistance. The participant views revealed that the most prominent consideration in eliminating resistance to change in schools is closing the gaps in organisational factors beyond changing the personal perspectives toward change.

Keywords: Resistance to change, causes of resistance, change in schools

Introduction

The definitions of the concept of change in the literature are united in the idea that the change can occur in a planned or unplanned way; it can be forward or backwards looking; and the existing situation will make an observable difference in the new state (Sabuncuoğlu, 2008; Robbins & Judge, 2017). To date, social and technological changes have been speeding up, and these have become the norm enough to turn into a lifestyle in organisations (Aydin, 2014). Fred (2010) states that organisational change is a preparation for a future condition desired to increase organisational efficiency by getting away from the existing situation. Jones (2014), on the other hand, indicates that organisational change is a process of reconsidering the performance of an organisation to reach a desired state and mentions that this change emerges as a response to an everchanging environment or a crisis. As of the turn of the new century, societies have started to face the changing economy, increased diversity of cultures, and advancing technology by stepping into a world of rapid change. The uncertain and more complex innovations brought by the century have prompted schools to handle new approaches to management, novel methods and techniques in teaching, and reform bursts in learning environments. Thus, the education system, based on the positivist philosophy and behaviourism that aims at teaching how to obey and conform to the traditional methods, has given way to postmodern philosophy and constructivism that focus on the concept of learning to learn and aim for

teachers to become guides and facilitators who accompany students in their learning processes (Oktay, 2001). The schools started to practice changes in parallel to the system change made in the world and Turkey.

All educational changes have targeted improving the learning processes and settings by their nature (Hargreaves, Lieberman, Fullan & Hopkings, 1998). In addition to the benefits of the education system, examining schools from an organisational aspect is necessary for successful changes in schools.

The fact that many changes happen simultaneously in school organisations or the prevailing desire for this to happen in this way can make it difficult to adopt the changes (Fullan, 2007). The sense of resistance to change and to the innovations that follow it can come our way as a part of human nature wherever change occurs. Accordingly, also for educational organisations, it is unavoidable to encounter resistance in their moves for change. The phenomenon of "resistance to change", which was first noticed in the studies on change in schools in the 1960s, manifested itself in the dimensions of criticism, confusion, reluctance and the existing experience wished to maintain in schools (Terhart, 2013). Of course, teachers resist change for some reasons (Shaban, 2016). And knowing these reasons and scrutinising the factors behind them will enable us to create desired reactions towards possible change plans. Organisations refer to the unity of institutions and individuals that come together to realise a common purpose or action (TDK, 2021). They continually collect people, raw materials, energy, and information from their environments and transform those into useful outputs on the way to this goal. The stationery environment that the organisations communicate with, developing technology, performance-oriented management in companies, and an intensely competitive environment have brought the concept of change into the organisations (Çiçeklioğlu, 2020). The organisational change that Alevras & Frigeri (1987) expressed as "today's rule" was defined as "a planned, unconventional, and preconceived effort that contributes to the organisation in achieving existing or new goals more efficiently" and emphasised in many studies (Aydın, 2014; Fred, 2010; Töremen, 2002; Weick & Quinn, 1999).

The obligation of change has started to create a difference in what manpower is supposed to do, as the planner and practitioner of change, for the organisations that have to make changes in the existing ways, methods, relationships and habits in the tasks, technology tools, business, and institutional structures (Yeniçeri, 2002). Especially since the beginning of the 21st century, individuals have been expected to have some skills such as keeping up with the reforms, using the acquired knowledge in life, gaining productive skills, tending towards different skills, and making appropriate decisions in problem-solving processes. Schools are the very places where the information, equipment, skills and interests are acquired that will meet those expectations. It is inevitable for schools to go through an organisational change process that will be able to capture the changes in the surroundings. Seashore (2009) listed the questions that the policymakers should ask while planning the educational change as "What is the purpose of change in a school?", "How will this change process be managed?", "How will the school provide internal and external supports necessary for change?", "What should be the roles and leadership styles that the school principals have to undertake to manage this process?", "Who will make the change and who will be directly affected by this change?", "What will be the effect of the school culture in the change management process?" and emphasised the importance of human-centred practices for school reforms. Thus, societies, realise that schools have the potential to ensure personal change and involve people in the change processes, have started to examine change in educational organisations within the scope of the organisational change process (Burner, 2018; Er, 2013; Fullan, 2008; Goodson, 2001; Hargreaves, 2009; Harris, 2009; Şahin & Demirel, 2019; Terhart, 2013). Although educational researchers and bureaucrats responsible for education assume and reflect that teachers, who are the practitioners of the change processes in the educational organisations, look forward to new programmes, implementations, alternative approaches and all kinds of changes that will make difference in education, it is not that easy for teachers to accomplish the change (Hargreaves, 2005) because change processes and changes can cause problems such as conflicts, crisis, chaos, and alienation (Yeniçeri, 2002).

Resistance to change and innovation brought by change is not a new phenomenon but a part of human nature. The studies on the resistance against reform reveal that the reasons for resistance are grouped by different variables. Dalin et al. (1993) concluded that resistance against change has four significant reasons including value barriers, power barriers, psychological barriers, and implementation barriers. Yeniçeri (2002) prefers examining the reasons for resistance to change under three headings based on special reasons, organisational reasons and other reasons that cannot be included in the former ones. Çalık et al. (2013) examine the resistance to change under two headings in a similar and simpler classification: individual reasons and organisational reasons. Plant (1987) emphasised the personal reasons for resistance

against reform and listed the main reasons: not being informed enough about the change, risking personal skills and abilities, fear of the unknown, fear of losing the current status, reluctance, adherence to accustomed, and fear of looking ignorant. Reber, Gloria & Terry (1975) discuss the reasons for resistance by emphasising personal factors in a more detailed way and list them: fear of dismissal or losing current position, fear of working faster or being forced to work harder, fear of rupturing established pattern of relationships, fear that the existing performance will be inadequate in the new situation, fear of losing status, fear that the job will lose its meaning and the sense of accomplishment will decrease, fear of failing to learn the ropes. Even though the resistance to change in the organisations generally stems from personal reasons of the employees, it is also possible to sometimes see that the factors, causing resistance are dependent on the inter-organisational reasons. However, it is noteworthy that when organisational reasons interfere in the personal spaces, it can create personal reasons for resistance. That is, a reason for resistance that seems to be personal is likely to be originated from the organisation. Organisation-based resistance reasons comprise the headings: organisational structure, organisational culture, limited sources, previous unsuccessful experiences, senior management, and occupational safety (Greenberg & Baron, 2000). The resistance to change is powerful feedback that should not be ignored. Fullan (2007) indicates that the resistance can help see the parts of change that escape the attention and the reactions to resistance can serve as a lesson for the resistance prevention approaches. The researchers, emphasising that the reasons for these reactions against reform should be known, solutions should be sought and the ways to follow should be determined, have begun to examine the resistive behaviours of teachers in schools, considering the fact that "You cannot accomplish change against the will of teachers but only with teachers" (Terhart, 2013; Akman, 2017; Çakır, 2009; Gürses & Helvacı, 2011; Huberman, 1992; Howard & Mozejko, 2015; Helvacı & Kıcıroğlu, 2010; Wyk et al., 2015). The studies conducted in Turkey show that the teachers consider themselves moderately open to reforms and not resistant to change (Akpınar & Aydın, 2007, Aydın & Okar, 2020; Aydın & Şahin, 2016; Kurt, 2010). And the teachers who resist reforms mostly attributed the motives for their resistance to organisational reasons (Gürses & Helvacı, 2011; Okar, 2018). The studies on the reform draw attention to the teachers' resistance to change and the problems it causes (Hamlaoui, 2021).

Purpose of the study

The conditions that the everchanging world brings have a significant influence on the educational systems and any new development experienced in the world brings along the educational reforms (Hallinger, 2015). In this century in which we experience continuous reforms, determining the teachers' views on the reforms and the justifications of their reactions against those reforms will bring success to the change processes and the efforts to improve the change processes and make reforms sustainable (Hargreaves, 2005). Although there are studies in the literature that examine the factors of teachers' resistance to school reforms, the diversity of the underlying reasons for the resistance may differ along with the developments that the time brings. Within this scope, the main purpose of this study is to examine the manifestations, reasons, and consequences of teachers' resistance to school reforms and develop suggestions to prevent their resistance. In line with this main purpose, in this study, the answers to the following subquestions were sought.

1. What are the reasons for teachers to resist change?
2. How do teachers show resistance to change in practices for change?
3. What are the consequences of teachers' resistance to change?
4. What are the solutions offered to prevent teachers' resistance to change?

Method

This study was designed in the qualitative research model and aims to examine the reasons and consequences of teachers' resistance to change and develop solutions in this respect. In qualitative research, the inductive approach, where the whole is obtained from the parts while reaching information, overarches (Özdemir, 2010). According to Creswell (2002), qualitative research refers to the process of researching individuals and social life on an original, questioning, and analytical basis also appropriate for discovery. Since this study aims to examine the views and experiences of teachers about the change processes in schools, the "phenomenology" design, one of the qualitative research designs, was used. Phenomenology focuses on the phenomena that we are aware of but do not have an in-depth and detailed analysis of. Phenomenology is an appropriate research ground in the studies that aim to research the phenomena that we are familiar with but can't fully understand. In this type of research, the data sources are individuals or

groups who personally experience the phenomenon studied and can describe and reflect it (Yıldırım & Şimşek, 2008).

Study Group

In qualitative research, participants are selected so that they can provide useful data for the study. For this reason, the sampling strategy should always be specified in line with the purpose of the research topic (Patton & Cocharn, 2002). In this study, snowball sampling was used to select the study group. This sampling method is used when access to relevant data sources is limited. The main purpose of snowball sampling is to reach people who know most in the population to collect data on the subject examined. In this sampling, the next interviewees are reached with the help of contacted interviewees until sufficient data are obtained, just like a growing snowball (Patton, 2005). In this study, school principals who observed resistance to change and teachers who resisted change or observed resistance in their colleagues were included in the study group through the use of the snowball sampling method. Thus, 20 participants who work in different provinces of Turkey were interviewed. All of these participants have been working in public schools, 10 of them work as school administrators and 10 of them continue to work as teachers. The demographic features of the study group are shown in Table 1. Participants were coded as teachers and administrators. Participant teachers and participant administrators were coded as PT and PA respectively and numbered according to the order of participation in the study (i.e. PT1, PA1).

Table 1: The Demographic Features of the Study Group

Code	Position in School	Gender	Seniority	Type of School
PT1	Mathematics Teacher	F	11	Middle School
PT2	Mathematics Teacher	F	4	Middle School
PT3	English Teacher	F	4	Middle School
PT4	Class Teacher	F	11	Primary School
PT5	Science Teacher	F	7	Middle School
PT6	Class Teacher	M	13	Primary School
PT7	Biology Teacher	F	21	High School
PT8	Class Teacher	F	6	Primary School
PT9	Turkish Teacher	F	12	Middle School
PT10	Music Teacher	F	5	High School
PA1	Vice Principal	M	30	Middle School
PA2	Principal	M	19	Middle School
PA3	Principal	F	14	Middle School
PA4	Principal	M	18	Middle School
PA5	Vice Principal	M	13	Primary School
PA6	Principal	M	16	Science High School
PA7	Principal	M	14	High School
PA8	Vice Principal	M	13	Middle School

PA9	Principal	M	13	Middle School
PA10	Principal	F	19	Vocational High School

Data Collection Tools

Various tools are used to collect data in qualitative research. Tools such as observation, structured or semi-structured interviews, focus group interviews, text analysis, discourse, artworks, media releases, and various posters are data collection tools used in qualitative research (Forrester & Sullivan, 2018). In this study, the face-to-face interview method was used to collect data. A semi-structured interview form was prepared as a data collection tool. The literature and expert opinions were used in the preparation of the interview questions. The interview form was piloted with the participation of 2 teachers and finalised after receiving an expert opinion. In the piloting, the aim is to control and improve the content validity of the interview form. The answers were sought to the questions such as how the participants resisted reform practices in their organisations, why they resisted, and what were the results of their resistance. Different interview forms were prepared for school administrators and teachers. Some of the questions in the interview form are; “How do you show your resistance to reform practices at your school? What are your reasons for resisting change practices?, What are the results of your resistance to change?”.

Data Collection Process

In the data collection process, the steps were taken in the order of preparing research questions and then interview forms, determining the study group and conducting interviews (King, 2004). Before the interviews were conducted by using the interview form, participants were informed briefly about the purpose of the research and their permission was obtained for recording the interviews with a voice recorder. Interviews lasted between 40 and 50 minutes.

Data Analysis

In the study, the content analysis method was used in the evaluation stage of the data obtained from the interviews. Content analysis is a qualitative research technique that aims to provide an oral, written or visual integrity to systematically describe certain phenomena and make inferences as a result of a more detailed examination (Downe-Wambolt, 1992). In this technique, the concepts that the participants frequently emphasise are coded and the codes with significant similarities are combined under a common theme and then interpreted (Bengtsson, 2016; Krippendorff, 2004; Silverman, 2001). During the data collection process, the researchers should be aware of the information that they research but avoid taking any action that will affect the obtained data and also their results accordingly (Flick, 2002). The raw data obtained in this research were analyzed in terms of codes, sub-themes and themes through the content analysis.

Validity and Reliability

To ensure the reliability of the study, the factors dwelled on are collecting data in a detailed, purposeful and elaborative way, clearly stating each phase of the research, introducing the participants who provide data in the research, delineating the theoretical framework, and stating the assumptions (Yıldırım & Şimşek, 2000). Credibility and dependability refer to obtaining similar results in the case of conducting a qualitative research activity twice. The valid and reliable data, that a study provides, influences its credibility (Connely, 2016). Hence, this study included the dependability analysis within the scope of reliability assessment by also elaborating to ensure confirmability. To ensure the credibility of the research, three faculty members who are the experts in educational sciences scrutinised the data collection tool, raw data obtained through the interviews and the codes and categories generated as a result of the analyses. Miles & Huberman’s (1994) formula ($\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$) was used to calculate the views of those three experts to ensure the reliability of the study. Reliability assessment specifically conducted for this study yielded a 90% agreement rate. The participants’ views were directly quoted for a thick description (Yıldırım & Şimşek, 2003). To ensure transferability, the conclusion section emphasises the findings in summary together with the interpretations of the researcher.

Findings

The teachers’ reasons for resistance to change, the first subproblem, were examined within the framework of the themes: “personal perspective” and “organisational perspective”. The subthemes and respective codes were presented in tables. The subthemes and codes regarding the personal perspective theme were presented in Table 2.

Table 2: The reasons for teachers to resist change (Personal Perspective)

The reasons for teachers to resist change			
Theme: Personal Perspective			
Subtheme: Logical Aspect	Subtheme: Opportunist Aspect	Subtheme: Concerns	Subtheme: Living Space
Code: Finding it meaningless The belief that it will be unfruitful Lack of knowledge	Code: Not being appreciated Not being rewarded Lack of motivation Protecting personal interests	Code: Ambiguity of Change Fear of not being able to meet the expectations Feeling incompetent Fear of failure and being disgraced	Code: Habits Comfort Obligation to learn new information Extra workload

The personal perspective theme comprises the subthemes of “logical aspect”, “opportunist aspect”, “concerns”, and “living space”. Regarding resistance stemming from logical reasons, participants consider that teachers resist change because they don’t have enough information about the proposed change, can’t understand the purpose of the change well enough, think that they won’t get efficiency from this change and it will result in failure as previous ones. PT1 shared the following views regarding this situation.

“To me, the idea of change doesn’t make any sense. Because schools are not prepared for this. This also goes for the country. Okay, we get it, change, but what is this change? What we teach has been the same for years, but those who want to try some new ways to reach the same objectives come forward with new ideas. On which one have we gone through-stitch? This won’t get us anywhere and it will not help us succeed in any way.” (PT1).

The fundamental ground of the “opportunist aspect” subtheme, as another subtheme that refers to the teachers’ reasons for resistance to change within the scope of “personal perspective”, is the consideration of teachers that the change will not bring a concrete benefit to them. Participant teachers indicated that they had expectations as a result of changes that they would make efforts for and have to acquire new knowledge and skills throughout the process. However, they stated that they did not want changes since the results of that much effort would be no use for them. The comment of a participant regarding this is as follows.

“Actually, it has a very simple reason. It will sound very selfish maybe but I don’t want to be a part of the change if I am not to get the advantage of it. This applies to the private sector as well. Overtime work means overtime wage. It won’t bring anything but I will be paid the same. Why should I bother myself more? Why should I make efforts for the change if it is not to be in my favour? (PT6).

Another subtheme regarding the resistance to change in teachers as part of the personal perspective theme is “concerns”. The teachers’ concerns caused by the change primarily stem from the fear brought by keeping away from the technology. Why teachers spoke of this factor primarily can be because they have to use technology up-to-date in education. The teachers who gave voice to the changes in education experienced together with the Covid-19 pandemic mentioned EBA (Education Informatics Network in Turkey), Zoom Application, course assignment, and web-2 tools used to make lessons more efficient. The teachers stated that keeping up with this was very difficult at first. They admitted that they resisted live online classes, did not want to experience failure just because they did not have the experience to use technology tools, avoided being disgraced before students, and were worried that the obligation to use

technology tools would go beyond their knowledge and skills. The following quote provides an example of the teachers' resistance to change caused by their concerns.

"I make little of the use of the smart boards. Maybe only once I have turned it on so far. But the worse than that appeared before us. I am alone at home, we are told we will create courses, assign classes, share screens and teach lessons from there nicely. But, I wish they could show me how to share my screen first. It was a process full of anxiety. I thought I would not make it. I even got ideas about offering the administration to deduct from my salary so I got rid of teaching in this way." (PT1).

In this subtheme, the teachers featured their concerns that the change was mysterious, they did not feel prepared for the change and, their competencies could be measured through the change. So, they emphasized that they resisted for these reasons. The following participant's view mirrors this situation.

"I think that ambiguity is more fearful, especially for seniors. Our seniors do not want to take a risk that they can't see the bottom line. What will become of me in the end? Shall I have to work more, shall I fall behind, or maybe shall I be forced to retire? This uncertainty makes them tired." (PT5).

"Living space" is the final subtheme examined regarding the teachers' reasons for resistance stemming from personal perspectives. This subtheme includes all reasons for the resistance to the changes that would require some interferences in their personal lives, wear them out both in practice and time, and cause them to the change directly. The codes derived from the views of the participants such as overtime, overlabour, the necessity of going beyond the habits, leaving the comfort zone, neglecting family life, deterioration in comfort, and fatigue made it necessary to create this subtheme. Below are the views of the participants on these reasons for resistance, including these justifications.

"They don't want extra workload. I think the second one I've said is even the number one reason for resistance. This is the common perspective of the teachers, working in public schools. Anyway, we go to great lengths so, this could be true. Those make extra work for us, drain us of energy, and we take work home. In this case, they do not want to do it. They think it is not necessary." (PA5).

Another theme specified regarding the first subproblem in which the teachers' reasons for resistance are examined is the organisational perspective. The subthemes and codes related to the organisational perspective theme are presented in Table 3.

Table 3: Reasons for Teachers to Resist Change (Organisational Perspective)

Reasons for Teachers to Resist Change		
Theme: Organisational Perspective		
Subtheme:	Subtheme:	Subtheme:
Politics	School Administration	School Environment
Code:	Code:	Code:
Forced change practices	Unfair task distribution	Failed change initiatives
Unplanned changes	Favouritism	Student-Parent profiles
Union differences	Leadership styles of the principals	The physical infrastructure of the school
	Already-made decisions	

The sub-themes of "Politics", "School Administration" and "School Environment" were created within the scope of the "Organisational Perspective" theme regarding the reasons for teachers'

resistance to change. The findings reached in the determination of these subthemes developed as follows.

The participants made various comments that would lead to the formation of the subtheme of reasons for resistance stemming from political reasons within the scope of the organisational perspective. The differences in the unions articulated by many teachers, ideological differences developed accordingly, points of view gained as a result of those differences, and the resistance that followed required questioning the reasons for the process in this context. The following view reveals that education unions, which aim to protect teachers, in essence, are currently creating political differences that will drive a wedge between teachers, and also between administrators and teachers in schools. Those differences cause teachers to be ill-disposed to change practices in schools or show resistive behaviours just because the ones, who lead the change or carry out the change practices in school together with them, are of the opposite opinions or in the opposite unions. The participant's view mentioned is as follows.

"I have witnessed resistance because of the differences in the unions for the first time in this school. We don't have a nonunion teacher. Even, there are union-oriented groups. Especially some teachers happen to resist some reforms to defend their ideologies against the union of the school administrators." (PT3).

"School administration" is another subtheme examined within the scope of the organisational perspective theme. According to the participants' views, the fundamental reason for teachers' resistance to school reforms caused by the school administration is that school administrators can't manage the process fairly. The factors such as unfair distribution of tasks, giving unfair preferential treatment to some teachers, leadership styles, already-made decisions, and the belief that the energy is drained can cause teachers to resist organisational reforms. The examples of participant views that reach us to those findings are as follows.

"If a change is in a draft form, the decisions are already made before I learn them and I do not clamour against them, won't they continue to do the same?" (PT9).

"I observe in myself that I resist at the point where I realise that I have been wronged. Why do they try something on me that they cannot do to anyone else? Because they can't ask this someone else to do anything." (PT10).

"School environment" is the last subtheme in which teachers' organisation-oriented resistance is examined within the scope of the organisational perspective theme. The teachers can show resistance based on some justifications such as previously-tried but failed change initiatives, lack of the physical infrastructure of the school or required materials, and the difficulties in reform practices experienced based on the location of the school. The participant views that make us reach these findings are as follows.

"There may be resistance stemming from the physical infrastructure of the school. If the school administration says that we will change without providing teachers with the necessary materials and facilities, there may be resistance. Yes, teachers will resist saying "you want those but we also need other things to fulfil your requests." (PA9).

"Whenever you went to the principal he/she always had to say "This is Neighbourhood, you know this environment." and pulled off. Here, no change tried could be realised, some of them were left half-finished, and for some of them, they turned to voluntary work. This past made him/her lose his/her motivation." (PT5).

Findings related to the second subproblem:

This part of the study aimed to determine how teachers show their resistance to change. In this direction, the resistance to change included the themes: "Active Resistance" and "Passive Resistance". Active resistance theme included "Individual Active" and "Group Active" sub-themes while passive resistance included "Individual Passive" and "Group Passive" sub-themes. Subthemes and codes examined under those themes are in Table 4 as follows.

Table 4: The ways teachers show their resistance to change

The ways teachers show their resistance to change			
<i>Theme:</i> Active Resistance		<i>Theme:</i> Passive Resistance	
<i>Subtheme:</i>	<i>Subtheme:</i>	<i>Subtheme:</i>	<i>Subtheme:</i>
Individual Active	Group Active	Individual Passive	Group Passive
<i>Code:</i>	<i>Code:</i>	<i>Code:</i>	<i>Code:</i>
Direct Objection, Rejection, Getting Tough, Discussing, Rebellion,	Provocation, Action, Gossip, Coordinating Each Other	Remaining fully silent, shying away, becoming indifferent, dilatoriness	Not being in the same place as principals, bringing principals to their knees, blowing off

During the code creation process regarding the ways teachers resist change, the results showed that they resisted on an active and individual basis. The most common forms of resistance in this subtheme emerged as verbal resistance such as direct objection, telling point-blank, rebellion, rejection, refusal, turning the situation into a fight, and starting a discussion. And this shows that the teachers can stand out against reforms especially when the justifications hold good for them to resist change. Some of the participant views that carried us through this subtheme are as follows.

“They say it straight. In those weeks that we were defining the courses, some happened to call directly, said they couldn’t do it, so they couldn’t accept the lessons and hung up the phone on me.” (PA8).

“Our school is where everyone gives a voice. Everyone says whatever they think or want. Anything is said like “let’s don’t do this”, “I don’t want this”. Since this is a high school, the staff is more settled. Everyone knows each other very well and this causes resisting teachers to be in the mood for discussion.” (PT3).

We can attribute overt resistance to school reforms to the self-confidence that the teaching profession provides, having a good command of the language, and professional seniority. While teachers show active individual resistance to change when it conflicts with their interests, these resistive actions emerge in the forms of active group resistance in the case of an idea, conflicting with the common interests of the group or in the organisations where the group can take effect. One of the conspicuous situations in group-active resistance is that the resistance emerges from the conversations of teachers in the environments where they come together. School administrators also express that they are aware of the situation and state that the teachers provoke each other and act together by creating coalitions. The purpose of the group-active resistance diversifies as dissuading the administration from the planned change, making the administration give up, and causing the change process to be suspended. The participant view related to this situation is as follows.

“Sometimes, for example, I see 4 or 5 teachers, visiting my room. We don’t want to prepare a project to submit to TUBITAK (Scientific and Technological Research Council of Turkey), anyway, we won’t be paid for the additional course fee, why bother ourselves with a tiresome work. They directly come for suppression. I will be at a loss for word at that moment.” (PA8).

In addition, this resistance may occur in some situations when teachers hesitate to resist alone and think that if it is collective, they will not attract attention and bide their time to influence those around them. This attitude can be seen in teachers who do not want to feel alone in resistance rather than the beginners. The other main point noticed in showing the discomfort felt by the change and the unwillingness of the change due to this discomfort is that the resistance can be shown inconspicuously rather than directly. The theme “passive resistance” was created to represent those forms of resistance. This form of resistance can also

manifest itself on an individual or group basis, just like active resistance. Teachers, who want to show their resistance on their own and deliberately, but try to show it more calmly and indirectly, first of all, prefer to remain silent, and this behaviour was the most expressed by administrators and teachers. Administrators reported that teachers made the tasks more difficult by being silent, and this was as effective as verbal resistance. The view, providing an example of this result is as follows.

"Being silent is worse. Let's say that change is a particular concern to that maths teachers. I try to convince him/her but s/he just would remain silent. Then I lose my bearings." (PA8).

A teacher, by the way, explained why they remained silent against change, shied away, and even drew apart from the environments where the change was the hot topic as in the following statements.

"Actually, if I happen to speak, it will not mean diddly. That is we have a few influential teachers, as we say, in our school. If they say okay, then it is okay in general. I also show my resistance by being silent and turning it into attitudinizing." (PT6).

The teacher views above show that the teachers incline to turn into passive resistance when they realise that their verbal resistance to change would not work. In some cases, this personal preference stems from their consideration that if they resist verbally, they would get harmed because of this. For example, teachers can passivate their resistance considering that their principals will do them mischief deliberately in case they resist actively.

"I just need to be silent but I don't know if it would work. I drag my feet a little and wiggle my way out of the work on the sly. I can't get into trouble, maybe s/he assigns a full programme and then 7 more full programmes for me. (laughing)".(PT8).

The last subtheme, examining the ways of teachers' resistance is the group-passive resistance analysed as part of the passive resistance theme. Here, organisation employees do not resist directly and verbally. The situations in which individual passive resistance comes in a body are in question. The participants' views on this situation are as follows.

"I sometimes, for example, see colleagues shrugging, the same reaction in all of them. I guess they learn it by watching each other and get offended with us (laughing)." (PA5).

"They may stay silent. Actually, they don't want to do it but most of them wouldn't object. They think if they remain silent, the change will be forgotten and not be put into action. And what is more, we present the idea of change, before you know it, all of them disappear. They start not to drink tea where we are in fear that we assign them with work." (PA7).

Findings related to the Third Subproblem

After examining the reasons for teachers to resist change and their ways of showing resistance, the views of the participating teachers and administrators on the results of these resistance behaviours were obtained. In this section, the results of the teachers' resistance were examined in the themes of individual and organizational results based on the views of the participants. The theme of Individual Results included the subthemes of "Emotional Results" and "Professional Results", and the theme of Organizational Results included the sub-themes of "Colleague Impact" and "Impact on School". Subthemes and subtheme codes created in compliance with the themes are given in Table 4.

According to the subtheme of emotional results, resistance to change can cause an irreversible motivation loss, failure to focus on the possible good results at the end of the change practices, and the feelings of loneliness in teachers. The participants' views supported that this loneliness could affect the teachers' sense of belonging to the school. Relevant participant views are as follows.

"It is a problem if a person resists in his/her own best interests. Because being excluded by everyone is highly possible. Don't even get me started on if s/he manifests that s/he resists in his/her favour. I think s/he will be excluded socially at the end of it. Of course, we all have our interests, this is the necessity of life, but if you give priority to your interests in a student-centred institution, you will be excluded." (PA7).

“Resisting teacher will be confined to the old, that datedness sticks to him/her. Even if s/he wants to change after a while, it won’t be possible. Because his/her reason for being will have turned into failing to change.” (PA3).

Table 4: The Results of the Teachers’ Resistance to Change

The Results of the Teachers’ Resistance to Change			
Theme: Individual Results		Theme: Organisational Results	
Subtheme:	Subtheme:	Subtheme:	Subtheme:
Emotional Results	Professional Results	Colleague Impact	Impact on School
Code:	Code:	Code:	Code:
Loneliness, Restlessness, Exclusion	Becoming ordinary, Incompetency, Inability to break the routine	The power of influence in creating resistance, Unionism, Convincing that the change will be difficult	Failure in the reform Interruption in the change process, chaos, unrest

The subtheme of the professional results examined in the theme of individual results in resistance to change contains findings related to teachers’ unimprovement due to the reluctance for extra workload, insistence on continuing their habits, and prejudices against learning new information, becoming ordinary in the profession, and not being able to face what the changing world brings to the education system.

“They are confined to that dullness brought by the failure to improve. I can’t ascribe this to a teacher. If we are teachers, we shouldn’t escape from learning new information. The routine, on the contrary, shackles us professionally, it sucks to me.” (PT7).

Participants provided more information about their views on the theme of "Organizational Results", regarding the consequences of teachers' resistance to change. The "Colleague Effect", the sub-theme in this theme, is a result through which the resistance of an individual can be reflected in the relationship with his/her colleagues. Because disagreements, conflicts, groupings and resentments may arise among colleagues. The participant’s views that lead us to this conclusion are as follows.

“There can be unrest for sure. To put it simply, let’s say a colleague has a problem with another. When we carry out an activity together with colleagues, just for this reason, one person might not participate in that activity.” (PT2).

Findings related to the Fourth Subproblem

Until this section of the study, the reasons for teachers to resist organisational change, the ways they resist, and the results of their resistance have been examined. Ultimately, the participants answered a question inquiring about what precautions should be taken to end or reduce the resistance of teachers. The findings in this phase are crucial in terms of contributing to the successful progression of the process for schools to achieve the goals of the reforms. The themes, codes and quotations created in line with the opinions received regarding the measures are given below.

Table 5: Recommendations for the Resistance to Change

Theme: Recommendations that will rationalise the change	Code: Explaining the purpose of the change well, common decisions, Making the necessity of change felt
Theme: Recommendations that will bring benefit to individuals	Code: Being appreciated, being rewarded, in-service training
Theme: Anti-anxiety recommendations	Code: Effective communication, mutual goodwill, joint decision, motivating discourses
Theme: Recommendations for Organising Living Space	Code: Awareness of teachers' needs, Guidance in the process of learning new information, effective planning for change
Theme: Policy Recommendations	Code: Piloting, regulations in unionism, teacher training
Theme: Recommendations for School Administrators	Code: Best practices, merit, fairness, making teachers feel valuable, effective leadership style
Theme: Recommendations for the School Environment	Code: Improving organisational culture, promoting collaborative work, improving the physical facilities of the school

Participants want to believe in change, find the change meaningful and believe that it will serve a desired result. The first thing that can be done for this is the necessity of emphasizing the purpose of the change. Relevant participant views are as follows;

"Since we have a lot of work as administrators - there is really a lot - we cannot inform them enough. We are missing here. Maybe if we tell, there won't be that much resistance. I can experience the same thing. A top manager tells me this will be done. I'm trying to do it without knowing why I should do it. Maybe I can adapt more if I know why I should do it" (PA10).

Suggestions such as congratulating and appreciating teachers to prevent teacher resistance and presenting a certificate of achievement for service points were voiced by the participants. There is a prevailing view that such incentives will be anti-resistance. For example a participant expressed it as follows;

"It will sound very theoretical, but we need to make the teacher feel that he is valuable. Being aware of his expectation, desire, and energy expenditure and making him feel it. Sometimes we do something just because someone we care about wants it. We also feel this at school" (PA6).

Teachers are particularly resistant to changes that they think they cannot do, which will exceed their competencies. For this, they stated that training should be given and speeches should be made about the responsibilities that change will require.

Apart from this, it should be emphasized that the teacher will not lose at the end of the change. Yes, there is no risk of job loss for us, but the teacher should know that he will not be harmed morally. (PT4)

The existence of factors that interfere with the life of teachers such as overtime, workload, taking work home, changing habits, contributed to the development of suggestions emphasizing these in the prevention of resistance. Teachers talk about the importance of the action plan in the change process. In addition, it is important for teachers to emphasize that habits do not change in an instant, that it is a process and that it has a time-based planning. For example a participant expressed it as follows;

"Teachers are running away from change because the most jobs will come. It should be emphasized that there will be a balanced distribution of work for him. Jobs that shouldn't be locked to a single person" (PT10)

Teachers want schools not to be separated and political view not to enter the school environment. They also emphasize the necessity for unions to serve only their existential reasons.

“Unions have always existed, and many losses have been seen up to this time. They also show the feature of being a teacher discriminator. Sometimes resistance to change is stronger when it is against the teacher's own union. I don't know how to find a solution, but at least teachers shouldn't feel those political differences.” (PA4)

Emphasis was placed on fairness in the anti-resistance suggestions to be developed for school administrators. Teachers believe that if the administrators treat all staff equally, resistance can be prevented.

Justice is the most important concept here in my opinion. There is a constant process of change going on in schools, we can include any action in this. There is a job distribution in each of these, but sometimes we see that five different jobs fall on the same person. While these are happening, we should not question the resistance. (PT9)

Teachers also emphasized the necessity of exhibiting good examples. This can be seen as an important step for both school administrators and the Ministry in resisting change. The suggestions regarding this are as follows:

“Good examples are important. We start from here, usually in school-based changes. If we have tried it in the past years, we will immediately show it as an example. In order for our new teachers to hold onto change even more” (PA3).

In addition, it has been stated that providing the necessary opportunities for change, the suitability of the school environment, and the improvement of the physical facilities of the school can be a step to prevent resistance;

“Opportunities are often talked about. Like how do we do it. In this sense, improvements can be made and excuses can be destroyed.” (PA5)

Results, Conclusions and Recommendations

The reasons for the teachers' resistance to change were examined under the themes of personal perspective and organisational perspective based on the views of the school administrators and teachers who participated in the research. In the personal perspective category, it was concluded that the teachers resisted because they did not find the change reasonable, the change was not useful for them, it created anxiety, and the change could interfere in their lives. As for the reasons for teachers' logic-based resistance to change, the views such as they weren't informed about the change well enough, they couldn't understand the purpose of the change, they believed that the previous failures would be repeated, and the change would be beyond the capacity of the country or the school dominated. Oreg (2003) states that the rationale underlying personal resistance behaviour is unreasonableness the most. Regarding the reasons for the teachers to resist change derived from the fact that the change was unadvantageous for them, it was concluded that they had expectations from their principals in the reform practices in which they were supposed to make efforts and learn new information and skills. So, the teachers resisted because they were not congratulated and appreciated especially by their administrators after so many efforts. Within the scope of the same subtheme, teachers emphasized that they resisted because they weren't rewarded, did not see any salary increase, or did not receive any certificates of achievement or extra service scores in return. The fact that the interviewed administrators did not make any statements about this reason for resistance can be interpreted that they were not aware of the lack of the factors beneficial to teachers, also described as the source of resistance. Similar studies conducted, (Yeniçeri, 2002; Köktürk, 2016) revealed that the individual objects when s/he foresees that the effort s/he will make will be less than what s/he will get in return.

As for the reasons for the teachers to resist change, stemming from their concerns, the teachers particularly emphasized the factors such as the ambiguity of change, the fear of not being able to meet the expectations, the fear of failure and being disgraced, distance from technology, and the fact that technology tools go beyond their knowledge and skills. In addition, it was concluded that the fear of failure and being disgraced, one of the factors creating anxiety in the process of change, mostly manifested itself in the senior

teachers and the ones who were about to be retired. The main factor in emphasizing the distance from technology as the reason for the resistance to change was what was brought by the pandemic period. The participants stated that first, they couldn't adopt the distance education process during the Covid-19 pandemic and the technical competencies required by the process forced them. Kurt (2010) and Karimianpour et al. (2020) found out in their studies that teachers felt nervous and stressed when it comes to change. Unlike the results of this study, Akman (2017) and Gürses (2010) found out in their studies that the participation in the item of "the fear of getting harmed due to the change" was at a low level. The reason for this can be interpreted as the fact that teachers working in public schools evaluated this item as occupational security and did not participate in the item in that sense.

The reasons for teachers to resist change based on the fact that the change interferences in their living spaces emerged as overtime work, taking work home, believing that their existing habits are already useful for them, being reluctant to go out of the usual order, considering that they will have difficulty in learning new information. According to the interview results, mostly female teachers stand up to change practices that can affect their lives and it is because they give more importance to family life. Okar (2018), and Helvacı & Kıcıroğlu (2010) manifested in their studies that the unreadiness level of women was higher than that of men.

The subthemes examined within the scope of the organizational perspective as part of the first subproblem were grouped as the political reasons, school administration and school environment-based reasons. The factors such as non-legislative practices, sudden changes brought by the ministry, pre-professional burnout, the fact that the expectations of the parents and the ministry do not correspond to each other, and the fact that the ministry does not care about teachers' opinions well enough were effective behind the political reasons for the teachers to stand up to change. In the study of Şahin & Demirel (2019), 21% of the participants defined political interventions and the ideology of political power as obstacles to change. In their research, Mousavi & Mohammadi (2018) also state that enlightening teachers about the planned changes will facilitate them to accept the change.

The participants referred to the school administration the most as the reason for resistance to change. According to the findings obtained from the interviews, the factors such as unfair distribution of tasks, not being supported by the administration, leadership styles of the administrators, the belief that the principal can't manage the reform process, personal hostility toward the administration, favouritism, already-made decisions, and considering the management temporary, were effective behind the reasons for teachers to stand up to change based on school administration. The school administrators also pointed to the elements of fairness and leadership style that the teachers underlined. Teachers can't have a sense of voluntary commitment to the change practices when they don't feel the leadership of the administrators who can't plan the process by distributing the tasks fairly. Lai & Cheung (2015) and Akman (2017) also emphasized the school administration factor in the teachers' resistance to change. Another result of this study is the school environment for teachers. The factors such as the previous experiences of failure in school reforms, the lack of the materials necessary for the change, the pressure from the parents, the lack of the sense of belonging to the school, the fact that the location of the school creates prejudices against the change, the physical structure of the school, and the profile of parents and students can cause teachers to fight back at the change practices.

The resistance manifests itself in active or passive forms as seen in the results obtained within the scope of the second subproblem. The theme of "active resistance" included "individual active" and "group active" subthemes, and the theme of "passive resistance" included "individual passive" and "group passive" subthemes. The research results and created codes revealed that the teachers mostly resisted directly and individually. In cases where teachers showed their resistance individually and effectively, they manifested it in the forms of clamouring against change, directly objecting, refusing, arguing, clearly stating, rebelling, getting tough, making mistakes on purpose, exhibiting aggressive attitudes, being reluctant to accept the tasks, attitudinizing, using seniority, and exhibiting individual achievement. The ability of teachers to show their resistance overtly can be attributed to the self-confidence brought by the teaching profession, the ability to use the language well, and the seniority in the profession. According to the interview results, the teachers who were about to be retired and had been working in the same school for many years showed their resistance individually and effectively. The results revealed that the resistance behaviours displayed effectively as a group developed in the forms of provocation, making the management give up, gossiping, sending a message secretly, coordinating each other, analysing the situation in the staff room, lobbying and coalition. According to the participants' views, the purposes of the group-active resistance are to cause the management to withdraw from the change planned, make them give up, and provide the change process to be suspended.

It was observed that the teachers, who want to resist in their own way and deliberately, preferred individual-passive resistance when they wanted to show it more calmly and indirectly. Individual-passive resistance manifests itself in the forms of being completely silent, shying away, switching to viewing mode, passing over things with a joke, displaying lazy attitudes, being indifferent, making excuses, being offended, pretending to be on a task, waving off, disengagement, and using gestures and facial expressions. Participating administrators also emphasized that while groups remained highly unresponsive, the individual-passive resistance sweated them more than active resistance and that this form of resistance could be seen as dangerous for change. Moreover, teachers indicate that they can pacify their resistance in cases where they think that the administrator will harm them intentionally if they resist effectively. In cases where the passive resistance emerges in groups, teachers exhibited behaviours such as blowing off, trying to make people forget the change, waiting for the reaction of others, and not being in the same environment as the administrators. In this type of resistance, the entire staff waits for the reaction of the other people, although there is a collective desire to show active resistance, on the contrary, they tend to show it by keeping silent and pretending that there is no change.

Within the scope of the third subproblem, the findings related to what kind of consequences teacher resistance to change bear were obtained. In this context, the themes of resistance to change, formed as "Individual" and "Organisational" results, were examined under the subthemes of "Emotional" and "Professional" in the individual sense, and under the subthemes of "Colleague Impact" and "Impact on School" in the organisational sense. A teacher, who stands up to change, may experience emotional loneliness, exclusion, inner restlessness, lack of personal motivation, failure in thinking about good results, and feelings about not belonging to the school. Apart from these, teachers who withstood change also mentioned that resistance provided them with a positive emotional return and enabled them not to lose self-esteem. In the professional sense, the resistance to change causes teachers to become ordinary, fail to improve, fail to go out of the usual order, inefficacy to catch up with the new generation and fall behind the other colleagues. Likewise, Şahin & Demirel (2019) indicate in their study that there are factors such as preserving traditionalism, inability to catch motivation, and inability to renew oneself within the scope of the results of resistance that can be examined on a personal level.

The organisational results of the resistance to change primarily showed that the resistance of teachers to change has the power to influence their colleagues. The teachers' resistance leads to a dominance to influence other colleagues to create resistance, resentment, conflict, convincing that change will be difficult, grouping, and unionisation. It is noteworthy that administrators and teachers put too much emphasis on unionisation. The consequences of the resistance for the school are failure of change, interruption of the process, student failure, and deterioration of integrity. School administrators and teachers also mentioned the positive results of the resistance shown. In some cases, resistance can also have positive results such as ensuring administrators are fair in the change processes in the school and enabling educators to revise the change processes.

Within the scope of the fourth subproblem, the participants developed recommendations to prevent the teachers' resistance to the change practices in schools and those were divided into themes as the recommendations that will rationalize the change, that will bring benefits to individuals, that will relieve anxiety, that will regulate the living space, political recommendations, recommendations for school administration, and the school environment, and they were analysed separately. To rationalize the change, the participants recommend that the purpose of the change should be explained well, the decisions should be taken jointly, the necessity of the change should be made felt, teachers should be informed well enough about the change, the change should be examined together with other similar change practices.

Regarding the recommendations that will bring benefit to teachers, the participants indicated the necessity of activating the motivative factors such as congratulations, rewards, bonuses, service scores, and overtime wages. Gürses & Helvacı (2011) and Davies & Miles (1998) also state in their research that as long as the rewarding method is not preferred in the change processes, the resistance will continue, and the teacher is the one who should be appreciated and congratulated throughout the process. As for the recommendations to relieve anxiety, participants pointed out effective communication, conducting the process in goodwill, giving motivating discourses, and informing about the outcomes of change. Erdoğan (2012) states that naturally the school administration should meet employees' concerns about the change, and emphasizes the necessity of supporting the employees throughout the process to prevent these concerns.

For the regulation of the living space, participants suggest that the change processes should be planned in a way that they don't have to take work home, they should be guided in the process of acquiring new information, and the administrators should state that the usual order will not be disrupted abruptly. Çakır (2009) indicates that administrators should distribute the tasks that would not alienate teachers from change, and this recommendation supports the result of this research. Pilot practices, reducing the pre-professional burden of teachers, teacher training, encouraging implementations, and union regulations were the recommendations within the scope of policy recommendations. Regarding the recommendations for the school administration, participants state that if the administrators have the features such as being fair, setting good examples, being in school administration based on merit, having an effective leadership style, inviting teachers to decision-making processes, informing teachers enough for change, and making teachers feel valued, the teachers' resistance to change will decrease. Fullan (1993) also put an emphasis on the leadership style of the school administrators in preventing resistance. In addition, Akman (2017) and Kirişçi (2011) state in their study that when administrators motivate teachers enough in favour of the change, resistance will decrease. As to the recommendations for the school environment, the participants developed ideas to prevent resistance, such as improving the organisational culture, organising picnics and trips, promoting collaborative work, providing peace in the teachers' room, balance in the parent-school collaboration, and improving in the physical facilities of the school.

Recommendations

In this study in which the teachers' reasons for resistance, the ways they resist, and the results of their resistance were examined, recommendations were made for practitioners and researchers. In this regard, the suggestions for practitioners to reduce resistance can be giving consultancy to teachers in the reform processes, acting in the direction of the joint decision-making principle by taking the opinions of teachers about the change practices, putting rewarding factors into play such as certificate of achievement or service to motivate teachers to take part in the change practices, and taking into account that unionism has a negative impact on teachers as it leads to discrimination among teachers and harms the relationship between colleagues. Considering the consistency and the necessity of change, qualitative studies that would enable researchers to gain an in-depth perspective on the subject can be conducted. In addition, different studies related to the organizational factors that cause teachers' resistance to change, the change leadership of the school administrators and their change management skills can be performed.

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