



The Study of the Relationship between Teachers' Perceptions of School Culture, Organizational Commitment and Their Resistance to Change

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Abstract

The aim of the study is to examine the relationship between teachers' perceptions of school culture, their organizational commitment and resistance to change. The data of this study in the correlational survey model were collected from 455 teachers working in the central districts of Mersin. In the study, " Teachers' Organizational Commitment Scale " was used to determine the organizational commitment of teachers, and "Resistance to Change Scale" to determine their resistance to change and "School Culture Scale" to determine their perceptions of school culture. Correlation and multiple regression analysis were employed to analyze the data. According to the results, it was revealed that there was a positive and medium-level significant relationship between teachers' perceptions of school culture and their organizational commitment, and a weak relationship between perceptions of school culture and their resistance to change. Also, it was concluded that school culture significantly predicted organizational commitment, but not resistance to change.

Keywords

Resistance to change
School culture
Teacher
Organizational
commitment

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Sending Date: 23.03.2020
Acceptance Date: 05.12.2020
E-Release Date: 30.12.2020

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Introduction

It is known that the precondition for societies to maintain their own existence and to follow the developments is the human resources that they raise in accordance with their own purposes. Schools, which are a sub-system of education systems, fulfil the most important function in the process of raising the required human resources. Unlike other organizations, the educational organizations directly serve people. In order for the school to fulfil these functions, it must both keep up with the functioning of the society in which it lives and also bring together its own unique components (Ada & Ayık, 2013). This structure, which has been built up by the school, creates its own culture. Culture is a complex concept that expresses the life style of a group and separates them from others (Güçlü, Yıldırım, & Daşçı, 2016). While the school ensures the socialization of individuals on the one hand, it should, on the other hand, transfer the existing culture of the society from one generation to the next and have a positive organizational culture in order to create permanent behaviours in the desired direction (Korkut & Hacıhafızoğlu, 2011). It is known that the cultural pattern of schools is largely a function of the interaction between the upper system, school staff and their immediate environment (Güçlü, Yıldırım, & Daşçı, 2016). School culture is a special element of perceptions, beliefs and thoughts that play a determining role in increasing the motivation of employees and in better learning of students (Özdemir, 2012). It is evident that the school culture has a great influence on the students' academic success, socialization, gaining democratic attitudes and behaviours and school efficiency. Today, it is a fact that schools are of great importance in carrying the society to the future, therefore schools should have an effective corporate culture (Korkut & Hacıhafızoğlu, 2011). Organizational culture is defined as a concept showing how to do things in the organization or how to behave within the organization, which has taken many years to develop and also is difficult to change (Tunçer, 2013). A strong culture created within the organization will enable employees to act more enthusiastically and selflessly for the goals of the organization. In addition, organizational culture is expected to closely affect many behaviours of employees. For example, it is expected that, in a positive organizational culture, negative organizational behaviours such as alienation and burnout decrease while job satisfaction, organizational citizenship behaviour and organizational commitment are expected to increase. In addition, in organizations with a positive culture, when there is a need for change, conflicts within the organization that will cause resistance to change are not expected to occur. In organizations with a positive culture, it is expected that the expectations that change will take the organization further increase, which, after all, will support change process in these organizations. As the commitment of the employees in organizations to their work, organization and other employees increases (Sezgin, 2016), it is expected that negative behaviours will diminish and the effectiveness and efficiency will increase. Karakullukçu (2015) states that, in order to achieve their goals, organizations need employees who are firmly committed to the functioning, values and beliefs of the organization, who identify with the organization, who see themselves as a part of the organization and adopt the aims and interests of the organization as their own goals and interests. For this reason, organizations have to satisfy their existing employees and try to increase their organizational commitment. It was emphasized by many researchers that one of the organizational behaviors that will emerge as a result of organizational culture is organizational commitment (Ng, Butts, Vandenberg, Dejoy, & Wilson, 2006; Sezgin, 2010; Tamer, İyigün, & Sağlam, 2014; Yücel & Koçak, 2014). As a concept and a form of understanding, commitment exists wherever there is a sense of society and is an emotional expression of social instinct (Karakullukçu, 2015). When the literature is examined, it is seen that many definitions have been made on organizational commitment. Tamer, İyigün, and Sağlam (2014) describe organizational commitment as determining the values and goals of the organization as a result of employees' identification with their organization, making effort in line with values and goals, and the employee's desire to work in the organization. Organizational commitment shows up as an attitude that reflects the employee's loyalty to the organization, and a process that sustains the interest of organization members to the success and well-being of the organization (Northcraft & Neale, 1996). Organizational commitment is also the way of behaviour that affects employees' continuing to work in their institutions due to their desire, need or moral necessity (Meyer & Allen, 1991). On the other hand, Neves and Caetano (2006) define organizational commitment as the degree to which an individual identifies himself / herself with the organization and participates in the organization. It is apparent that organizational commitment develops positively with the active

participation of the employee in the management processes in the work environment, the sense of trust in the organization, and the support and appreciation of the work of the employees. Commitment to the organization means that the employee sees himself/herself as a part of the organization. Yenigürbüz (2017) explains that employees with high organizational commitment will be affected more quickly by the changes in the organizational process. While the concept of organizational commitment expresses continuity, innovation is at the core of the concept of change. Change is defined as the transition of a system from a certain state to another in a planned or unplanned manner (Ince, 2005; Polat, 2003). Organizational change, on the other hand, refers to all kinds of changes that may occur in the employees, subsystems or in their interrelations and also in the relations between the organization and its environment (Polat, 2003). It is widely accepted that, in the competitive environment that develops rapidly with globalization, it is closely related to the ability of organizations to increase their power and to produce services and products in accordance with the requirements of the age and to manage change processes well. Today, it is seen that organizations encounter some problems while managing the change process. One of these problems faced by organizations is resistance to change. Resistance to change is related to the attitude of employees towards change as well as its scope and content (İnandı, Tunç & Gılıç, 2013). Many employees are initially unwilling and resistant to change. No organization is expected to survive in a constantly changing world. In order to keep the organization alive and achieve its goals successfully in the face of changes in the internal and external environment, it is necessary to closely monitor the change and make necessary arrangements without delay (Gılıç, 2015). An attempt to establish a new order is difficult, dangerous and its success is also doubtful (Can, 2009). Change can create resistance in the employees within the organization. All friction, conflict, grouping and separations in the organization can be gathered around the axis of change (Çalık, 2003). Therefore, the change process must be managed very well in order to achieve a healthy change in order for organizations to survive.

While it is known that the rapid and continuous change in the world affects both the society and the organizations, schools, as a strategic sub-system where educational services are produced and offered, are also affected by social changes and transformations (Şişman and Taşdemir, 2008). In this sense, schools both influence the environment as the pioneers of change and are also affected by the changes in the environment. If educational organizations fail to develop strategies to analyze and manage the new situation brought about by change, and if they do not have the competence to manage change, they are likely to face many problems (İnandı et al., 2015). Therefore, schools are expected to be affected by the changes, and the change is known to be a must within the school.

Relationship between School Culture, Organizational Commitment and Resistance to Change

Culture is of great importance both in changing the social structure and shaping organizations. Demirtaş and Ekmekyapar (2012) state that culture provides people with feelings and intuitions about what they have to do and how they should behave by creating behavioral patterns in society. It is known that culture is basically a set of values and judgments that are accepted by a group of people. This set of values and assumptions determines what is right or wrong, what is good or bad, and affects the attitudes and behaviours of the group (Çakır, 2007). School culture, on the other hand, is described as a combination of the school's unique values, beliefs and norms (Özdemir, 2012). As in every organization, the school has a unique cultural structure. The school's unique value judgments take shape over time, develop and gain a structure specific to that school by creating a culture. If the existing culture in an organization is strong, there is less need for bureaucratic procedures, and planning and decision-making processes become easier (Şimşek & Altinkurt, 2010). According to Sezgin (2010), standardization of the practices and processes within the organization enables an appropriate working environment for the employees of the organization and increases organizational efficiency. Gören and Yengin Sarpkaya (2014) state that organizations can achieve their productivity with the knowledge, skills and efforts of their employees. For this reason, it should be kept in mind that, as in every organization or institution, such concepts as value, belief, culture and commitment are of great importance at schools in terms of achieving the organizational functions and goals (Öztuğ & Baştaş, 2012). Based on this, it is thought that the quality of the product and service is directly related to the commitment level of the employees (Gören & Yengin Sarpkaya, 2014). The concept of

commitment is defined as adopting the goals and values of the organization, making an effort to be a part of the organization, and feeling like a member of a strong family (Özdevecioğlu, 2003). It is known that one of the most important factors for organizations to maintain their existence effectively is the employees who show high level of commitment to their organization. Employees with high organizational commitment adopt the goals and values of the organization they work with, make great efforts for the organization and feel more willing to stay in the organization (Gören & Yengin Sarpkaya, 2014). As the organizational commitment of employees increases, it becomes easier for them to adopt organizational goals and identify themselves with the organization, their sense of sacrifice increases, they continue voluntarily in the organization and they can fulfill their roles effectively (Öztuğ & Baştaş, 2012). Low organizational commitment causes individual and organizational negativities such as being late for work, absenteeism, low performance, quitting job and not accepting change (Gül & İnce, 2005).

Culture, which has an important role in social shaping, seems to be the subject of many scientific fields today and it is thought to be important for change (Gizir, 2008). The organizational culture shaped by the contribution of social culture causes the individual to change behaviorally with the inclusion of a new group. If the organizational culture does not have the necessary flexibility to accept change, then it prevents change. For this reason, culture that should accelerate change can become the source of organizational problems and resistance to change (Tunçer, 2013). At this point, the individual affected by the organizational culture reflects this interaction on the social processes. Emphasizing that organizational culture has a strong effect on behavior and relationships within the organization, Gılıç (2015) states that organizational culture will determine the readiness level of the organization for change. Resistance to change occurs when employees do not believe in the necessity of change, think that change will harm them and the organization, and adopt a negative attitude towards change (Çalık, Koşar, Kılınç, & Er, 2013). For this reason, it is considered that it is vital for the members of the organization to adapt to the organization and to adopt the organizational culture, and it is a common knowledge that the group dynamic within the organization is effective in many practices and decisions. Considering that the organizational culture is the norms, behaviors, beliefs and habits that direct the behavior of individuals and groups within the organization (Polat, 2003; Şişman, 2014), it would not be wrong to say that it is closely related to change.

The fact that perception of a strong school culture to be created in educational institutions will affect teachers' organizational commitment and attitudes towards resistance to change has emerged as an issue that needs to be examined. In studies conducted so far, school culture, organizational commitment and resistance to change have been handled either alone or as binary variables (Sezgin, 2010; Çelik, 2014; Gürbüz, 2017), thus, there is no study in the literature that examines the relationships between teachers' perceptions of school culture, organizational commitment and resistance to change together. This study is important in this aspect as it differs from other studies on the subject. That is because organizations are structures consisting of individuals from different ideas and cultures. In order for this structure to achieve its goals, it is important to reveal how the practices within the organization are perceived by the employees, the degree to which education staff adapt to the school culture, and the extent to which school culture has an impact on teachers' organizational commitment and resistance to change. For this reason, this research is also important in terms of unveiling to what extent the perceptions of teachers on school culture are effective on their organizational commitment and resistance to change. The aim of this study is to examine the relationships between elementary school teachers' perceptions of school culture and their level of organizational commitment and their resistance to change.

Method

Research Model

This study was conducted in the correlational survey model, investigating whether there is a significant relationship between teachers' perceptions of school culture, their organizational commitment and their resistance to change, and whether teachers' perceptions of school culture predict their organizational commitment and resistance to change. Relational research is a non-experimental research study designed to explain whether there is a relationship between two or more variables and

what kind of relationship it is, as well as to make predictions about variables (Christensen, Johnson & Turner, 2010). Survey models aim to describe the past or present situation in its current form. A cause-effect relationship cannot be established in the relationships found by the survey, but it gives some clues in this direction and gives results that can be useful in predicting the other variable if the situation in one variable is known (Karasar, 2007). Correlational survey model is considered appropriate for studies consisting of comparison and relationship questions (Glinier, Morgan & Leech, 2015).

Population and Sample

The population of the study consists of 3690 teachers working in elementary schools in the central districts of Mersin (Akdeniz, Toroslar, Yenişehir and Mezitli) in the 2018-2019 academic year. The sample of the study is comprised of 455 teachers working in elementary schools in these four central districts of Mersin. The sample of the research has been chosen from the population by disproportionate sampling. According to Saunders, Lewis and Thornhill (2009), the sample of this research is at 95% confidence level and 5% error range in line with the sample calculation for the population whose size is definite. From this point on, it can be said that the sample size is large enough for this research. Detailed information about the number of teachers according to gender, education status, professional seniority variables and their percentage rates in the sample can be seen in Table 1.

Table 1. Distribution of the sample by gender, education status and seniority variables

Demographic Features		<i>n</i>	%
Gender	Female	263	57.8
	Male	192	42.2
Education Status	Associate Degree	68	14.9
	Undergraduate	357	78.5
	Master's Degree	30	6.6
Seniority	1-5 years	47	10.3
	6-10 years	72	15.8
	11-15 years	81	19.1
	16-20 years	168	36.9
	21 years or over	18	2.7
	Total	455	100

According to Table 1, 263 (57.8%) of the teachers constituting the sample are female and 192 (42.2%) are male. In terms of their education status, 68 (14.9%) of the teachers are associate degree, 357 (78.5%) are undergraduate, and 30 (6.6%) are graduate. Lastly, 47 of the teachers participating in the study (10.3%) are between 1-5 years of seniority, 72 (15.8%) are between 6-10 years, 81 (17.8%) are between 11-15 years, 168 (36.9%) are between 16-20 years, 18 (2.7%) are between 21 years or more seniority.

Data Collection Tools

School Culture Scale

This scale, which was developed by Terzi (2005) consists of 29 items and four sub-dimensions: support, achievement, bureaucratic and task culture. (Sample item: I feel committed to this school since the work is assigned to the true people.) The scale is a 5-point Likert type, ranked between "never" and "always". The arithmetic mean was used in the analysis of the data, and there is no reverse code item. Factor analysis was done to test construct validity of the scale. Factor loads of 8 items in support culture vary between .501 and .736, and Cronbach alpha coefficient was found .88. Factor loads of 6 items in achievement culture vary between .482 and .719, and Cronbach alpha coefficient was found .82. Factor loads of 9 items in bureaucratic culture vary between .443 and .736, and Cronbach alpha coefficient was found .76. Lastly, factor loads of 6 items in task culture vary between .563 and .672, and Cronbach alpha coefficient was found .74. Cronbach alpha coefficient of the scale itself was found .84. In this study, Cronbach alpha coefficient for School Culture Scale as a whole was found .91.

Organizational Commitment Scale

Teachers' Organizational Commitment Scale, developed by Üstüner (2009), contains 17 items and is of single-dimension. (Sample item: Enough effort is made to achieve the goals of the school.) The scale is intended to determine the level of school commitment of elementary school teachers. The scale is evaluated according to the total score. The lowest score to be obtained from the scale is 17 and the highest score is 85, and it is expected that the score to be obtained from the scale will increase as the teachers' sense of commitment increases. The scale is a 5-point Likert type, ranked between "never" and "always". The arithmetic mean was used in the analysis of the data, and there is no reverse code item. The factor loads of the items in the scale vary between .440 and .860. The Cronbach Alpha coefficient of the scale is .92. In this study, the Cronbach alpha coefficient for the whole scale was found to be .97.

Resistance to Change Scale

The Resistance to Change Scale, developed by Oreg (2003), was adapted into Turkish by Bayazit (2003). The scale consists of 17 items and four dimensions. (Sample item: I generally think the changes are negative.) The scale is a 6-point Likert type, ranked between "strongly agree" and "strongly disagree". The arithmetic mean was used in the analysis of the data, and there are reverse code items. According to international validity analysis of the scale, factor loads for routine seeking vary between .44 and .70; for emotional reaction, between .54 and .7; for short term focus, .49 and .72; and for cognitive rigidity, .48 and .68. The Cronbach Alpha coefficient of the scale is .70. In this study, the Cronbach alpha coefficient for the whole scale was found to be .82.

Analysis of Data

The analysis of the data was carried out in two stages. In the first stage, the data were examined in terms of missing or incorrect values, and outliers. In the second stage, sub-problems of the study were analyzed. In the incorrect value analysis, the values that were thought to be entered incorrectly were corrected. In order to analyze the sub-problems in the study, firstly, the arithmetic mean values of the items in each sub-scale were found and a final score was calculated for that factor. Analyses were made on these factor scores. Pearson correlation analysis was conducted to determine whether teachers' perceptions of school culture have a significant relationship with their organizational commitment and resistance to change. Regression analysis was conducted to reveal whether school culture predicts organizational commitment and resistance to change. The significance level in the study was taken as 0.05.

Findings

Relationship between School Culture and Organizational Commitment

Table 3. Correlation Analysis Results about the Relationship between School Culture and Organizational Commitment

	1	2	3	4	5	Mean	Sd
Organizational Commitment	1					3,627	1,00
Support Culture	,762**	1				3,783	,802
Success Culture	,590**	,796**	1			3,840	,899
Bureaucratic Culture	,279**	,384**	,380**	1		3,297	,687
Task Culture	,506**	,611**	,557**	,454**	1	4,179	,639

**p = 0,01

*p = 0,5

According to the findings in Table 3, it is seen that there is a positive relationship between the support culture ($r=0.762$; $p<0.01$) and organizational commitment. Success culture ($r=0.590$; $p<0.01$) and task culture ($r=0.506$; $p<0.01$) have a positive and medium-level relationship with organizational commitment. Lastly, there is a weak but positive correlation between the bureaucratic culture ($r=0.279$; $p<0.01$) and organizational commitment.

Relationship between School Culture and Resistance to Change**Table 4.** Correlation Analysis Results about the Relationship between School Culture and Resistance to Change

	1	2	3	4	5	6	7	8	Mean	Sd
Task Culture	1								4,179	,639
Bureaucratic Culture	,454**	1							3,297	,687
Success Culture	,557**	,380**	1						3,840	,899
Support Culture	,611**	,384**	,796**	1					3,783	,802
Routine Seeking	,083**	,186**	,052	,051	,118*	1			2,651	,885
Emotional Reaction	,127*	,138**	-,045	-,005	,061	,395**	1		3,449	1,067
Short Term Focus	,069	,125**	,015	,044	,080	,453**	,572**	1	2,869	1,143
Cognitive Rigidity	,046	,051	,012	-,027	,022	,359**	,391**	,396**	3,789	,892

**p = 0,01

*p= 0,05

According to the findings in Table 4, task culture was found to have a significant but low-level relationship with emotional response ($r=0.127$; $p<0.01$) and routine seeking ($r=0.083$; $p<0.05$), which are sub-dimensions of resistance to change. However, task culture has no significant relationship with short term focus ($r=0.069$; $p>0.05$) and cognitive rigidity ($r=0.046$; $p>0.05$). Bureaucratic culture, which is another sub-dimension of school culture, has a significant but low-level relationship with routine seeking ($r=0.186$; $p<0.01$), emotional reaction ($r=0.138$; $p<0.01$) and short term focus ($r=0.125$; $p<0.01$) while it has no significant relationship with cognitive rigidity ($r=0.051$, $p>0.05$). Success culture of the school culture has no significant correlation with routine seeking ($r=0.052$; $p>0.05$), emotional reaction ($r= -0.045$; $p>0.05$), short term focus ($r=0.015$; $p>0.05$) and cognitive rigidity ($r=0.012$; $p>0.05$). Similarly, support culture also has no significant correlation with routine seeking ($r=0.051$; $p>0.05$), emotional reaction ($r=-0.005$; $p>0.05$), short term focus ($r=0.044$; $p>0.05$) and cognitive rigidity ($r= -0.027$; $p>0.05$).

School Culture's Prediction of Organizational Commitment**Table 5.** Regression Analysis Results Related to Prediction of School Culture on Organizational Commitment

Variables	B	SE	B	T	P
Constant	-0,161	0,212	-	-0,757	0,450
Support Culture	0,130	0,064	0,083	2,045	0,041
Success Culture	-0,049	0,051	-0,033	-0,964	0,336
Bureaucratic Culture	-0,061	0,057	-0,054	-1,063	0,288
Task Culture	0,962	0,067	0,767	14,419	0,000
	R= ,765	R ² = ,585	F= 158,879		p< 0,05

The results of multiple regression analysis for the support, bureaucratic, task and success culture, which are considered to be the predictors of teachers' perceptions of organizational commitment, are shown in Table 5. According to the findings, there is a high level and significant relationship between teachers' perceptions of school culture, in all four sub-dimensions, and their organizational commitment levels ($R=0.765$; $R^2=0.585$; $p< ,05$). These four sub-dimensions of school culture together explain 58% of the total variance in organizational commitment. According to the standardized regression coefficient (β), the relative importance order of the predictive variables on organizational commitment was found as "task culture", "support culture", "success culture" and "bureaucratic culture". When the t-test results regarding the significance of the regression coefficients are examined, it is seen that the dimensions of "task culture" and "support culture" are significant

predictors on organizational commitment. However, “success culture” and “bureaucratic culture” do not have a significant prediction on organizational commitment.

School Culture's Prediction of Resistance to Change

Table 6. Regression Analysis Results Related to Prediction of School Culture on Resistance to Change

Variables	B	SE	B	T	P
Constant	2,457	0,232	-	10,608	0,000
Support Culture	0,113	0,069	0,101	1,632	0,103
Success Culture	0,175	0,055	0,167	3,166	0,002
Bureaucratic Culture	-0,059	0,062	-0,073	-0,945	0,345
Task Culture	-0,040	0,073	-0,044	-0,548	0,584
	R= ,193	R ² = ,037	F= 4,340	p<0,05	

The results of multiple regression analysis for the support, bureaucratic, task and success culture, which are considered to be the predictors of teachers' perceptions of resistance to change, are shown in Table 6. According to the findings, there is a low level but significant relationship between teachers' perceptions of school culture, in all four sub-dimensions, and their levels of resistance to change ($R=0.193$; $R^2=0.037$; $p< ,05$). These four sub-dimensions of school culture together explain 3% of the total variance in resistance to change. According to the standardized regression coefficient (β), the relative importance order of the predictive variables on resistance to change was found as "success culture", "support culture", "bureaucratic culture" and "task culture". When the t-test results regarding the significance of the regression coefficients are examined, it is seen that the “success culture” dimension is a significant predictor on resistance to change. However, "task culture", "support culture" and “bureaucratic culture” do not have a significant prediction on resistance to change.

Discussion, Results and Suggestions

The main purpose of educational organizations is to ensure that students are educated as individuals equipped with the requirements of the time in educational, social and cultural terms. Individuals who are educated in every field can look to the future with confidence and see themselves as a valuable part of society. It is known that the growth of generations that will shape the future and the realization of this ideal are closely related to the positive school culture, the existence of employees with high organizational commitment and the attitudes of employees towards change. In addition, it is observed that employees' commitment and attitudes towards change are also closely related to the dominant culture and climate of the organization. The culture within the organization greatly affects the attitudes and behaviours of the employees and contributes significantly to the increase of commitment, motivation and productivity of employees. It is known that another factor that is effective in realizing the goals of educational organizations and increasing productivity is the attitudes of teachers towards change. Particularly, the employees who have a positive attitude towards change are expected to pave the way for change and development by embracing innovations more easily in the information age. If the importance of school culture and organizational commitment is taken into consideration, it is supposed to contribute to the harmony in the change process. In this context, the results obtained from the findings of the study were discussed in the light of the literature and related researches.

When the relationships between teachers' perceptions of school culture and their organizational commitment were examined, it was found that teachers' perceptions of support, success, bureaucratic and task culture, which are sub-dimensions of school culture, have a positive and significant relationship with their organizational commitment. When the studies on the subject are examined, the results of the studies conducted by Maral and Öztürk (2015), Çakır (2007) and Çoban (2015) show similarities with the results of this study. Gümüşeli (2006) defines school culture as the set of concrete and abstract elements that affect the attitudes and behaviours of school staff that form the identity of the school. On the other hand, organizational commitment is defined as employees' efforts for the goals and objectives of the organization, embracing the organization's values and willingness to make an effort for the organization (Gülova & Demirsoy, 2012). A strong school culture is expected to integrate employees with organizational goals and contribute to the efforts of the

employees for the organization. As a result of current research findings and literature review, it is seen that a positive school culture contributes positively to the organizational commitment of employees. According to Sezgin (2010), relations between employees in organizations dominated by a support culture are based on trust and are maintained in mutual understanding and loyalty. This statement supports the finding of a positive high-level relationship between the support culture and organizational commitment obtained from this study. In the bureaucratic culture, rational and legal structures come to the forefront, which supports the finding of a weak relationship between organizational commitment and bureaucratic culture. It is seen that an established culture is formed in organizations where common beliefs and values are shared, so individual and organizational integration is stronger, organizational commitment is high, and teachers' organizational commitment is shaped in a positive organizational culture (McDonald & Gandz, 1991). Similarly, it is seen as a result of the study that teachers' perceptions of school culture in the dimensions of support, success and task culture are associated with their perceptions of organizational commitment, and they significantly predict the organizational commitment perceptions of teachers. According to this, in a school where there are teachers with high organizational commitment, who strongly believe in the aims and values of the school, and who are willing to make an effort for the school, the teachers' perceptions towards the development of the school culture also build up positively. It is expected that the harmony between the values of school staff and organizational values will increase organizational commitment and performance. It is seen that one of the important actors of this adaptation process is the school culture that holds school employees together (Tamer, İyigün & Sağlam, 2014). Therefore, it is thought that perception towards school culture can predict teachers' organizational commitment. The results of this research as well as of other studies (Çakır, 2007; Sezgin, 2010; Maral, 2015; Çoban, 2015) on the subject also support this idea.

According to the correlation analysis results regarding the relationship between teachers' perceptions of school culture and their resistance to change, it was concluded that there is a weak correlation between school culture and resistance to change, and that school culture is a low-level but significant predictor of resistance to change. Studies on the subject also support these findings. İnandı and Gılıç (2016) found a very weak relationship between school culture and readiness to change. In the study conducted by İnandı et al. (2015), it was found that teachers' self-efficacy has a negative relationship with short-term focus dimension of resistance to change, but no significant relationship with the dimensions of routine seeking, emotional reaction and cognitive rigidity. Unlike the findings of this study, Demir (2019) found that school administrators' ability to manage the change has a positive and high relationship with school culture and its sub-dimensions, except for bureaucratic culture. In addition, Kulu (2007) concluded that there is a significant relationship between teachers' reactions to change and the dimensions of school culture. Ada and Ayık (2013) simply define school culture as a combination of ideals, values, assumptions, beliefs and attitudes that bring the school community together. Karabal (2018) states that resistance to change manifests itself in individual or organizational dimensions. The individual structure of resistance to change, its depiction of itself in the form of covert resistance, and organizational culture, as one of the most fundamental factors of the change process and if not having the necessary flexibility for accepting change, can all create an obstacle to change. This situation can be regarded as one of the reasons why school culture does not significantly predict resistance to change. In addition, the dynamic structure of the schools and the excessive personnel circulation, which prevents the formation of an established culture, may be the reason for the weak relationship between the resistance to change and the school culture.

As a result, it can be said that a positive school culture will improve the organizational commitment of the teachers positively. The reason for the weak relationship between teachers' perceptions of school culture and their level of resistance to change can be attributed to the teachers' having different feelings and thoughts or the influence of individual factors, which is one of the sources of resistance to change. In addition, it should be kept in mind that organizational commitment is not the only thing that predicts resistance to change, but also the suitability of the work environment, the leadership style of administrators, the perception of trust and justice, or psychological, economic and social factors are closely related to resistance to change.

Based on the findings obtained from the study, emphasis should be given to personnel empowerment activities by strengthening a management approach based on human relations in order to create a positive organizational culture in schools, to increase the organizational commitment of employees and to reduce resistance to change. It should not be forgotten that the employees with high organizational commitment will feel themselves as a part of the organization, which is important for the organization to adapt to the change process. Therefore, in order for organizations to accept the changes that will keep up with the requirements of the time, emphasis should be put on a positive school culture and activities to increase the organizational commitment of the employees.

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