

EXAMINING THE LEVELS OF OPENNESS TO CHANGE IN PRIMARY SCHOOLS

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ABSTRACT

This study aims to examine the openness to change levels of primary school teachers working in the Turkish Republic of Northern Cyprus within the framework of teacher, principal and school environment dimensions. The study, which was designed on the basis of quantitative research methods, was carried out in line with the relational survey model. The population of the study consists of primary school teachers working in the TRNC and the sample group consists of 301 teachers. 'Schools' Openness to Change Scale' developed by Smith and Hoy (2007) and adapted into Turkish by the researcher was used as a data collection tool. The data obtained through the scale were analysed through SPSS software; the relationships between variables and differences between groups were evaluated by statistical methods.

According to the descriptive findings, teachers' level of openness to change is low, principals' openness is at medium level, and the pressure for change felt from the school environment is at high level. According to the gender variable, female teachers had significantly higher perceptions than male teachers in all dimensions. No significant difference was found depending on the age variable. As the duration of professional seniority increased, it was observed that the scores of openness to change increased significantly especially in the dimensions of teacher and principal. According to the working time in the institution, a significant difference was found only in the principal dimension. Finally, in the correlation analysis between the scale dimensions, strong and significant positive relationships were found between all variables. These findings reveal that openness to change exhibits an interactive structure between school actors and environmental factors.

Keywords: Openness to Change, Primary Schools, Teacher Perception, Principal Perception, School Environment, Change in Education.

İLKÖĞRETİM OKULLARINDA DEĞİŞİME AÇIKLIK DÜZEYLERİNİN İNCELENMESİ

ÖZET

Bu araştırma, Kuzey Kıbrıs Türk Cumhuriyeti'nde görev yapan ilkökul öğretmenlerinin okullarındaki değişime açıklık düzeylerini, öğretmen, müdür ve okul çevresi boyutları çerçevesinde incelemeyi amaçlamaktadır. Nicel araştırma yöntemleri temelinde kurgulanan çalışma, ilişkisel tarama modeli doğrultusunda gerçekleştirilmiştir. Araştırmanın evrenini KKTC'de görev yapan ilkökul öğretmenleri oluşturmakta olup, örneklem grubunu ise 301 öğretmen temsil etmektedir. Veri toplama aracı olarak Smith ve Hoy (2007) tarafından geliştirilen ve araştırmacı tarafından Türkçeye uyarlanan "Okulların Değişime Açıklık Ölçeği" kullanılmıştır. Ölçek aracılığıyla elde edilen veriler, SPSS programı aracılığıyla analiz edilmiş; değişkenler arası ilişkiler ve gruplar arası farklılıklar istatistiksel yöntemlerle değerlendirilmiştir.

Tanımlayıcı bulgulara göre öğretmenlerin değişime açıklık düzeyi düşük, müdürlerin açıklığı orta düzeyde, okul çevresinden hissedilen değişim baskısı ise yüksek düzeydedir. Cinsiyet değişkenine göre kadın öğretmenler, tüm boyutlarda erkek öğretmenlere kıyasla anlamlı düzeyde daha yüksek algıya sahiptir. Yaş değişkenine bağlı olarak anlamlı bir fark saptanmamıştır. Mesleki kıdem süresi arttıkça özellikle öğretmen ve müdür boyutlarında değişime açıklık puanlarının anlamlı biçimde yükseldiği görülmüştür. Kurumdaki çalışma süresine göre yalnızca müdür boyutunda anlamlı fark bulunmuştur. Son olarak, ölçek boyutları arasında yapılan korelasyon analizinde tüm değişkenler arasında güçlü ve anlamlı pozitif ilişkiler tespit edilmiştir. Bu bulgular, değişime açıklığın okul içi aktörler ve çevresel unsurlar arasında etkileşimli bir yapı sergilediğini ortaya koymaktadır.

Anahtar Kelimeler: Değişime Açıklık, İlköğretim Okulları, Öğretmen Algısı, Müdür Algısı, Okul Çevresi, Eğitimde Değişim.

1. INTRODUCTION

1.1. Problem Status

The ability of education systems to adapt to rapidly changing social, technological and cultural dynamics is closely related to the level of openness of schools to change. Primary schools, in particular, are pioneering institutions in both meeting the developmental needs of students and transforming teaching processes. Therefore, schools becoming structures that encourage change is not only an institutional necessity; it is also directly linked to teachers' attitudes, leadership approaches and organizational climate (Demirtaş, 2012).

Openness to change is a critical concept that expresses the extent to which schools adopt innovative practices, adapt to educational policies, and enable teachers to develop. In this context, teachers' perceptions of change are an important indicator in determining the potential for transformation of school culture (Çağlar, 2013; Küçüksüleymanoğlu & Terzioğlu, 2017). Research shows that a school environment that is open to change increases teachers' organizational commitment (Çağlar, 2013), is strengthened by confidence in their leadership styles (Kılıç & Yavuz, 2021), and is associated with teachers' proactive personality traits (Bozbayındır & Alev, 2018).

On the other hand, it is emphasized that openness to change depends not only on individual attitudes but also on the structural and administrative characteristics of the school (Çalık & Er, 2014). Teachers' perceptions of the school's capacity for change are in direct interaction with the innovative leadership practices of the administrators and the institutional vision of the school. As stated in the study of Alagöz and Canlı (2024), innovative school climate and openness to change have a decisive effect on teachers' adaptation skills.

In recent years, national and international studies have examined the attitudes of primary schools towards change processes through different variables (Sywelem & Al-Mahdy, 2019; Gören & Hasan, 2024). However, most of these studies have either given limited space to teachers' opinions or focused on comparisons between school types. This study aims to evaluate the levels of openness to change in primary schools with a more holistic approach.

1.2. Purpose of the Research

The main purpose of this research is to determine the level of openness to change of schools according to the perceptions of teachers working in primary schools in the Turkish Republic of Northern Cyprus and to examine whether this level varies in terms of demographic variables (gender, age, professional seniority, length of service in the institution). In addition, revealing the relationships between teachers' openness to change, principals' openness to change and the pressure of change in the school environment is among the aims of the research.

1.3. Hypotheses

The following hypotheses were tested within the scope of the research:

- **H1:** Teachers' level of openness to change differs significantly according to the gender variable.
- **H2:** Teachers' level of openness to change differs significantly according to the age variable.
- **H3:** Teachers' level of openness to change differs significantly according to their professional seniority.
- **H4:** Teachers' level of openness to change differs significantly according to their length of service in the current institution.
- **H5:** There is a significant and positive relationship between teachers' openness to change and the principal's openness to change.
- **H6:** There is a significant and positive relationship between teachers' openness to change and the pressure for change in the school environment.
- **H7:** There is a significant and positive relationship between the principal's openness to change and the pressure for change in the school environment.

1.4. Importance of the Research

Education systems must adapt to constantly changing social, technological and pedagogical conditions. In this context, the level of openness of schools to change reflects the flexibility and adaptability of educational institutions to innovations. This research aims to shed light on policies and practices that support the transformation of school culture by revealing the approaches of teachers and school administrators to change processes. In addition, analyzing the levels of openness to change according to different demographic groups provides original contributions in the context of school development and educational leadership. This study, conducted in the context of TRNC, aims to fill the gap in the literature by providing empirical data on the dynamics of change in the local education system.

2. CONCEPTUAL FRAMEWORK

2.1. Change in Schools

Educational institutions inevitably experience change processes in order to respond to constantly changing social expectations, technological developments and pedagogical approaches. Change in schools is not only a structural transformation; it also refers to a multidimensional restructuring process from teaching methods to management approach, from institutional culture to individual attitudes (Helvacı, 2010). Change is of critical importance in terms of implementing innovations in education systems, teachers and administrators adapting to new roles and adopting student-centered approaches (Özden, 2002). In the organizational context, change is shaped by environmental pressures, internal dynamics and leadership strategies. According to İlğan (2008), organizational change is a systematic process that questions the adequacy of the current situation and aims to transition to a new order. İnce (2005) states that this process necessitates restructuring in terms of human resources management and organizational performance.

The management of change in schools is also closely related to institutional readiness. Helvacı (2015) emphasizes that the level of readiness of schools for change is directly related to organizational flexibility and leadership understanding. Kondakçı, Zayim and Çalışkan (2010) revealed that the experience of school administrators, the size of the school and the level of education are the determinants that affect attitudes towards change.

Recent research shows that teachers' self-efficacy level and individual tendencies towards change also affect the transformation potential of the school (Avşar, İnandı & Arslantaş, 2021; Beycioğlu & Kondakçı, 2021). Innovative school structures and collaborative leadership practices are among the basic elements of the organizational climate that facilitates change (Alagöz & Canlı, 2024).

2.2. Openness to Change

Openness to change refers to the positive attitudes of individuals and institutions towards new ideas, methods and practices. In the context of educational institutions, openness to change includes the willingness of teachers and administrators towards innovation, openness to experiencing different practices and the level of institutional flexibility. This attitude is a fundamental factor affecting both individual and organizational success (Bozbayındır & Alev, 2018).

Alagöz and Canlı (2024) show that teachers' adaptation performance is significantly related to the school's openness to change. Teachers' self-efficacy level and proactive personality traits are among the personal components that determine openness to change. When these individual factors are integrated with the organizational climate and leadership style, the institutional transformation process can be carried out more efficiently.

In the international literature, teachers' perceptions of openness to change have been investigated in different cultural and structural contexts. For example, in the study conducted by Sywelem and Al-Mahdy (2019), the perceptions of openness to change of teachers working in public schools in Oman and Saudi Arabia were comparatively examined. Küçüksüleymanoğlu and Terzioğlu (2017) examined the perceptions of secondary school teachers on this issue in the context of Turkey and revealed that the type of school and administrative factors play a decisive role.

3. METHOD

3.1. Research Model

This research aims to examine the relationship between the openness to change levels and change capacities of schools based on the perceptions of teachers working in primary schools. The study was structured in line with the relational screening model within the framework of quantitative research methods. Relational screening models are one of the research designs that aim to reveal whether there is a significant relationship between two or more variables and, if so, to determine the direction and strength of this relationship (Karasar, 2010). In this context, the perceptions of teachers' openness to change and change capacity in their schools were analyzed through quantitative data collected through a structured questionnaire form. The responses given by the participants were analyzed with statistical analysis techniques that allow the evaluation of possible correlations between the variables.

3.2. Universe and Sample

The universe of this research consists of primary school teachers working in the Turkish Republic of Northern Cyprus (TRNC). In the data collection process carried out to measure the perceptions of openness to change and capacity for change, the convenience sampling method was preferred. This method ensured that data were obtained from accessible and voluntary participants during the research process. Data obtained from a total of 301 teachers

were analyzed within the scope of the research. This sample size is considered sufficient for quantitative research in social sciences and allows the analyses to produce statistically significant results. The participants work in different schools and vary in terms of variables such as professional seniority, gender and school size. This situation provides an important advantage in terms of the fact that the findings of the research reflect general trends in primary schools in the TRNC.

3.3. Data Collection Tools

In the study, the "Schools' Openness to Change Scale" developed by Smith and Hoy (2007) and adapted to Turkish by the researcher was used to determine the openness levels of primary schools to change. The scale consists of three sub-dimensions and a total of 14 items:

- Teachers' Openness to Change (9 items),
- The Manager's Openness to Change (4 items),
- Pressure for Change in the School Environment (1 item).

The scale was prepared with a 5-point Likert-type rating and is scored between "1: Strongly disagree" and "5: Strongly agree". The total score that can be obtained from the scale varies between 14 and 70; high scores indicate that the school is open to change. During the adaptation process, forward and back translation was made; the scale was applied to 120 teachers and validity and reliability analyses were performed. The KMO value was found to be .86, Bartlett test was found to be significant; three dimensions were preserved in the factor analysis, and 5 items with low loading values were removed. Cronbach Alpha coefficients ranged between .76 and .83. The scale was found to be reliable and valid. The first part of the scale includes demographic information, and the second part includes a 14-item measurement form.

3.4. Analysis of Data

The data obtained in the study were analyzed using the SPSS package program. First, normality analysis was performed to determine the distribution characteristics of the variables. Since the normality assumption was provided, parametric tests were preferred in examining the relationships between the variables. Descriptive statistics, correlation and regression analyses were used in the analysis of the data.

4. FINDINGS

Table 1. Demographic Information Form

Gender	n	%
Woman	193	64.12
Male	108	35.88
Age Range		
20–25	35	11.63
26–30	75	24.92
31–35	98	32.56
36–40	57	18.94
41 and above	36	11.96
Seniority Period		
0–5 years	62	20.60
6–10 years	97	32.23
11–15 years	74	24.58
16–20 years	43	14.29
21 years and above	25	8.31
Working Time in the Institution		
0–1 year	48	15.95
2–4 years	108	35.88
5–7 years	75	24.92
8–10 years	44	14.62
11 years and above	26	8.64
Total	301	100

When the demographic distribution was examined, 64.1% of the participants were female and 35.9% were male teachers. When the age groups were examined, the largest segment was in the 31–35 age range with 32.6%, followed by 26–30 with 24.9% and 36–40 with 18.9%; those in the 41 and over age group were 12.0%, and those aged 20–25 were 11.6%. In terms of professional seniority, 20.6% of the teachers had 0–5 years of experience, 32.2% had 6–10 years, 24.6% had 11–15 years, 14.3% had 16–20 years, and 8.3% had 21 years or more of experience. In terms of their working time in their current institutions, 15.9% of the participants have been working for 0–1 year, 35.9% for 2–4 years, 24.9% for 5–7 years, 14.6% for 8–10 years, and 8.6% for over 11 years.

Table 2. Descriptive Statistics Results (n=301)

Scale Size	Lowest	Highest	\bar{X}	Level	SS
Teachers' Openness to Change	40.35	67.86	55.27	Low	5.07
The Manager's Openness to Change	31.89	58.09	44.15	Middle	4.38
Pressure for Change in the School Environment	19.86	34.94	27.60	High	2.95

In line with the descriptive statistics, the minimum, maximum, average and standard deviation values for the three scale dimensions used in the study were calculated. In the “Teachers’ Openness to Change” dimension, the scores of the teachers varied between 40.35 and 67.86, and the average score was determined as 55.27. This average shows that the level is in the low category when evaluated according to the scale score range. This situation indicates that the teachers’ general openness to change levels are limited.

In the dimension of “Principal’s Openness to Change”, the participants’ scores ranged between 31.89 and 58.09, and the average score was calculated as 44.15. This value reveals that the principals’ openness to change was perceived at a moderate level. The standard deviation value (SD = 4.38) also shows that the participants had relatively similar perceptions on this issue.

In the dimension of “Pressure for Change in the School Environment”, the scores range from 19.86 to 34.94, with an average score of 27.60. According to this score level, teachers perceive the pressure for change coming from the school environment at a high level. This situation shows that external dynamics have a significant effect on perceptions within the school. When evaluated in general, it is seen that while the pressure of the school environment increases the perception of change, the individual attitudes of teachers are more limited.

Table 3. T-Test Results by Gender

Teachers' Openness to Change

Gender	n	\bar{X}	Hss	p	Difference
Woman	193	54.90	4.90	0.000	Female > Male
Male	108	52.41	5.43		

The Manager's Openness to Change

Gender	n	\bar{X}	Hss	p	Difference
Woman	193	18.29	3.04	0.008	Female > Male
Male	108	17.31	3.08		

Pressure for Change in the School Environment

Gender	n	\bar{X}	Hss	p	Difference
Woman	193	8.12	1.44	0.002	Female > Male
Male	108	7.50	1.82		

According to the results of the independent sample t-test conducted according to the gender variable, teachers' perceptions of "openness to change" show significant differences in all three dimensions. In the dimension of "Teachers' Openness to Change", the mean score of female teachers (\bar{X} = 54.90) was higher than that of male teachers (\bar{X} = 52.41) and this difference was found to be statistically significant ($p < .001$). Similarly, in the dimension of "Principal's Openness to Change", the perception of female teachers (\bar{X} = 18.29) was significantly higher than that of male teachers (\bar{X} = 17.31) (p = .008). In the dimension of "Pressure for Change in the School Environment", the mean score of females was calculated as 8.12 and the mean score of males was calculated as 7.50 and this difference was also significant (p = .002). The findings show that female teachers approach the factors related to change more sensitively and positively compared to male teachers.

**Table 4. ANOVA Results According to Age Range
Teachers' Openness to Change**

Age Range	n	\bar{X}	Hss	p	Difference
20–25	35	52.96	5.51	0.551	–
26–30	75	53.76	5.12		
31–35	98	54.14	5.36		
36–40	57	54.83	5.20		
41 and above	36	53.90	4.87		

The Manager's Openness to Change

Age Range	n	\bar{X}	Hss	p	Difference
20–25	35	17.94	2.93	0.455	–
26–30	75	17.79	3.02		
31–35	98	17.89	3.10		
36–40	57	18.27	3.20		
41 and above	36	18.56	2.87		

Pressure for Change in the School Environment

Age Range	n	\bar{X}	Hss	p	Difference
20–25	35	7.70	1.61	0.231	–
26–30	75	7.68	1.48		
31–35	98	7.97	1.50		
36–40	57	8.11	1.56		
41 and above	36	8.13	1.29		

According to the results of the one-way ANOVA test conducted according to the age variable, the mean scores of the teachers in the scale dimensions of “Teachers’ Openness to Change,” “Principal’s Openness to Change,” and “School Environment’s Pressure for Change” do not show any significant difference according to age groups. Although the highest mean in the dimension of “Teachers’ Openness to Change” was observed in the 36–40 age group ($\bar{X} = 54.83$), the difference between the age groups was not found to be statistically significant ($p = .551$). Similarly, although the scores in the dimension of “Principal’s Openness to Change” increased slightly as age increased, this difference was not significant ($p = .455$). Although the highest mean in the dimension of “School Environment’s Pressure for Change” was observed in the 41 and above age group ($\bar{X} = 8.13$), the difference between the groups was not found to be statistically significant ($p = .231$). These findings show that the perceptions of teachers towards change do not differ significantly according to the age variable.

**Table 5. ANOVA Results According to Professional Seniority
Teachers' Openness to Change**

Seniority Period	n	\bar{X}	Hss	p	Difference
0–5 years	58	52.09	3.98	0.000	0–5 years < 16 –20 years, 21 years+
6–10 years	108	53.79	3.78		
11–15 years	73	54.03	4.69		
16–20 years	28	58.10	3.34		
21 years and above	34	56.94	4.11		

The Manager's Openness to Change

Seniority Period	n	\bar{X}	Hss	p	Difference
0–5 years	58	17.69	2.48	0.004	0–5 years, 21 years+ < 11 –15 years
6–10 years	108	18.50	2.63		
11–15 years	73	19.09	2.41		
16–20 years	28	18.24	2.46		
21 years and above	34	17.86	2.63		

Pressure for Change in the School Environment

Seniority Period	n	\bar{X}	Hss	p	Difference
0–5 years	58	8.29	1.44	0.842	None
6–10 years	108	7.89	1.43		
11–15 years	73	8.03	1.65		
16–20 years	28	7.87	1.73		
21 years and above	34	8.07	1.59		

In the ANOVA analysis conducted according to the professional seniority variable, significant differences were found in the dimensions of “Teachers’ Openness to Change” and “Principal’s Openness to Change”. It was observed that the mean scores increased as the length of seniority in the dimension of “Teachers’ Openness to Change” ($p = .000$). In particular, the means of teachers with 16–20 years ($\bar{X} = 58.10$) and 21 years and above ($\bar{X} = 56.94$) were significantly higher than those with 0–5 years ($\bar{X} = 52.09$). This finding shows that more experienced teachers developed a more open attitude towards change. A significant difference was also found between the groups in the dimension of “Principal’s Openness to Change” ($p = .004$). The highest mean was observed in teachers with 11–15 years of seniority ($\bar{X} = 19.09$). The score of this group is significantly higher than both the 0–5 years ($\bar{X} = 17.69$) and 21 years and above ($\bar{X} = 17.86$) seniority groups. This suggests that middle-senior teachers perceive principals as more open to change.

On the other hand, no significant difference was found between the seniority groups in the dimension of “Pressure for Change in the School Environment” ($p = .842$). This result reveals that the pressure for change perceived from the school environment is felt at a similar level regardless of the length of service.

Table 6. ANOVA Results According to Working Time in the Institution
Teachers' Openness to Change

Working Hours	n	\bar{X}	Hss	p	Difference
0–1 year	44	52.82	4.43	0.053	–
2–4 years	105	54.88	4.42		
5–7 years	70	54.18	4.51		
8–10 years	47	55.03	3.88		
11 years and above	35	53.48	4.45		

The Manager's Openness to Change

Working Hours	n	\bar{X}	Hss	p	Difference
0–1 year	44	17.64	2.56	0.011	0–1 year < 8–10 years, 11 years+
2–4 years	105	18.23	2.55		
5–7 years	70	18.52	2.40		
8–10 years	47	19.38	2.57		
11 years and above	35	19.14	2.62		

Pressure for Change in the School Environment

Working Hours	n	\bar{X}	Hss	p	Difference
0–1 year	44	7.91	1.63	0.738	None
2–4 years	105	8.04	1.47		
5–7 years	70	7.95	1.62		
8–10 years	47	8.15	1.40		
11 years and above	35	8.10	1.61		

In the one-way ANOVA analysis conducted according to the variable of length of service in the institution, a statistically significant difference was found between the groups only in the dimension of “Principal’s Openness to Change” ($p = .011$). In this dimension, the mean score of teachers who have been working in the institution for 0–1 year ($\bar{X} = 17.64$) is significantly lower than that of teachers who have been working for 8–10 years ($\bar{X} = 19.38$)

and 11 years and above ($\bar{X} = 19.14$). This result shows that as the length of experience in the institution increases, the perception of change towards administrators becomes more positive. Although the difference obtained in the dimension of “Teachers’ Openness to Change” is quite close to the level of statistical significance ($p = .053$), no significant difference was found depending on length of service. However, when the means are examined, it is seen that the group working for 8–10 years has the highest score ($\bar{X} = 55.03$) and the group working for 0–1 year has the lowest score ($\bar{X} = 52.82$). In the dimension of “Pressure for Change in the School Environment”, no significant difference was found between the groups ($p = .738$). This shows that teachers perceive the pressure for environmental change at a similar level regardless of the time they have spent in the institution.

Table 7. Correlation Matrix between Scale Sub-Dimensions (Pearson , n = 301)

Dimensions	1	2	3
1. Teachers' Openness to Change	–		
2. The Manager's Openness to Change	0.886**	–	
3. Pressure for Change in the School Environment	0.875**	0.780**	–

the Pearson correlation analysis, statistically significant and strong positive relationships were found between the scale dimensions. The relationship coefficient between “Teachers’ Openness to Change” and “Principal’s Openness to Change” was found as $r = .886$, and this value indicates a very high linear relationship. This shows that there is a strong parallelism between teachers’ openness to change and school administrators’ openness to change. Similarly, a strong positive relationship was found between “Teachers’ Openness to Change” and “School Environment’s Pressure for Change” ($r = .875$). This finding reveals that the extent to which teachers are open to change is closely related to the change demands they perceive from the school environment. In addition, the relationship between “Principal’s Openness to Change” and “School Environment’s Pressure for Change” is also high and significant ($r = .780$).

CONCLUSION

In the study, the openness levels of teachers working in primary schools to change were examined in a multi-dimensional manner in terms of teacher, principal and school environment dimensions. According to descriptive statistics, the scores in the “Teachers’ Openness to Change” dimension remained generally low. The average score was determined as 55.27, indicating that teachers developed a limited openness towards change processes. The “Principal’s Openness to Change” dimension was evaluated at a medium level with an average score of 44.15. On the other hand, the average score in the “School Environment’s Pressure for Change” dimension ($\bar{X} = 27.60$) indicates a high level of perception. These findings reveal that teachers’ individual attitudes towards change are relatively weak; however, environmental pressures are effective.

The results of the independent sample t-test conducted according to the gender variable showed that the means of female teachers were significantly higher than male teachers in all scale dimensions. It is understood that women developed more open attitudes to change and made more positive evaluations, especially regarding the principal and environmental factors.

In the analyses conducted according to the age variable, no significant difference was found between the age groups in the dimensions of “Teachers’ Openness to Change”, “Principal’s Openness to Change” and “School Environment’s Pressure for Change”. This situation reveals that age is not a determining factor on the perception of change.

However, significant differences were obtained according to the professional seniority variable. In particular, the openness to change levels of teachers with 16–20 years and 21 years and above seniority were significantly higher than those with low seniority. Similarly, it was observed that teachers in the medium seniority group had higher perceptions in the “Principal’s Openness to Change” dimension. On the other hand, no significant difference was found between the seniority groups in the “School Environment’s Pressure for Change” dimension.

According to the variable of length of service in the institution, a significant difference was found only in the dimension of “Principal’s Openness to Change”. Teachers who worked in the institution for 0-1 year have lower averages compared to those who worked for 8-10 years and 11 years and above. This finding shows that the length of time spent in the institution may have an effect on the perception of the principal. Although no statistically significant difference is observed in the other two dimensions, the averages increase as the length of experience increases.

Finally, in the correlation analysis conducted between the dimensions, high level and significant positive relationships were found between all variables. Strong correlations were found between “Teachers’ Openness to Change” and “Principal’s Openness to Change” ($r = .886$), between “Teachers’ Openness to Change” and “School Environment’s Pressure for Change” ($r = .875$), and between “Principal’s Openness to Change” and “School Environment’s Pressure for Change” ($r = .780$). These findings reveal that the factors of change inside and outside the school form an integrated structure and that teachers’ perceptions are shaped within this integrity.

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