

Change Process and the Importance of Assumptions that Form the Hidden Culture of School: A Qualitative Study in Turkey

Ergün Recepoglu¹ and Serpil Recepoglu²

*¹Department of Educational Sciences, Faculty of Education, Kastamonu University,
37200, Kastamonu, Turkey*

Telephone: +90 (505) 767 35 76, E-mail: erecepoglu@kastamonu.edu.tr

*²Department of Social Sciences Education, Faculty of Education, Kastamonu University,
37200, Kastamonu, Turkey*

Telephone: +90 (505) 896 56 89, E-mail: melekrecepoglu@gmail.com

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ABSTRACT In this study, it is attempted to ascertain the negative assumptions of teachers working in a number of primary, secondary and high educational schools about educational change process and efforts. A qualitative research design was used to collect and analyze the data. Standardized open-ended questions prepared by the researchers were used to collect data through semi-structured interviews with 52 teachers working in six different primary, secondary and high schools in Kastamonu province during the 2012-2013 academic year. Results revealed that the negative assumptions expressed by the teachers constitute the greatest barrier, which stands in the way of change. These assumptions reject attempts towards change altogether. Results revealed that assumptions form the basis of the organizational culture and successful change cannot be realized if these assumptions are not addressed.