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CHANGE ORIENTATION, STRATEGIC PLANNING, AND TEAMWORK: A STRUCTURAL EQUATION MODEL ON THE READINESS FOR ORGANIZATIONAL CHANGE IN PUBLIC ELEMENTARY SCHOOLS

Jessica T. Verallo[1i],
Lyndon A. Quines[2]
[1]Doctor of Education,
Major in Educational Management,
University of Mindanao Professional Schools,
Davao City, Philippines
Principal III,
Balunto Elementary School,
Labangal, General Santos City, Philippines
[2]University Professor, EdD,
University of Mindanao Professional Schools,
Davao City, Philippines

Abstract:
This quantitative research study intended to figure out the best-fit model of organizational change in relation to change orientation, strategic planning, and teamwork. This research employed a structural equation model (SEM) with 400 respondents from Sarangani, General Santos, Koronadal, and South Cotabato divisions who were selected through a stratified random technique. Moreover, the researcher employed adapted survey questionnaires, underwent modifications, and reliability and validity tests. This descriptive and causal investigation employed statistical measures such as mean, standard deviation, Pearson product-moment correlation, and structural equation model (SEM). The study found that the levels of change orientation, strategic planning, teamwork, and organizational change were very high. The results showed that significant correlations exit between change orientation and organizational change, strategic planning and organizational change, and teamwork and organizational change. Each exogenous variable significantly determined the relationship with organizational change. Further, Model 3 proved the causal relationship between the exogenous variables and met all the requirements to be the best-fit model that predicts organizational change out of the three (3) generated models. The structural modifications revealed the public elementary schools' readiness for organizational change as defined by its retained indicators: management support, appropriateness, and personal benefit. Additionally, change orientation was described by its domains: faculty openness to change and

[i] Correspondence: email j.verallo.532570@umindanao.edu.ph

community press for change, while strategic planning was figured out by its retained indicators: overall goal, process, purpose, and community partnership. Thus, Model 3 was the best fit among all the tested models.

SDG #4: Quality Education

Keywords: educational management, change orientation, strategic planning, teamwork, organizational change, structural equation model, public elementary schools, Region XII, Philippines

1. Introduction

In a fast-changing world, change is always inevitable. Organizations struggle to adapt and implement successful transformations. This is especially true when the need for change is urgent, as change of leadership offers a new landscape in the organization. Resistance to change is at stake whenever there is an organizational change since not everybody is ready to embrace it. In this scenario, a high failure rate is often the most pressing problem met by the organizations. For schools in particular, resistance to change may be a challenge where teachers are not ready, and they tend to feel comfortable with the current way of doing things and may be reluctant to embrace new ways or practices. It can lead to a variety of associated problems and issues while teachers may perceive these changes as disruptive or threatening to their autonomy, competence, or relationships that can ultimately hinder the successful implementation of change.

However, change is a significant milestone for an organization to undertake. As supported by Lee *et al.* (2019), successful organizational change requires sensitivity to teacher concerns, effective communication, and participative decision-making to secure teacher buy-in. Also, Smith (2021) stressed out that organizational change is crucial for public elementary teachers to continuously improve their practices and adapt to evolving educational contexts. Recent years have seen major shifts in elementary education, including innovative technologies, standards, and student demographics of which Jones (2022) emphasized that schools must embrace change at the organizational level to successfully integrate these developments into their classrooms and teaching methods. Also, Smith (2021) pointed out that readiness for organizational change is significant because it explores educators' preparedness for overseeing organizational change, which is crucial for the effective functioning of school systems. Hence, organizational change is not just a necessity but a strategic imperative for success in today's ever-changing world. It is crucial to approach change with an initiative-taking mindset, focusing on clear communication, employee involvement, and a vision for a better organizational landscape in the future.

As to connection**,** Herold *et al.* (2019) in their research has found out that change orientation is positively associated with successful organizational change initiatives. Also, Battilana and Casciaro (2021) suggest this type of organizational culture eases the

implementation of changes by reducing resistance and increasing buy-in across the organization. Based on the study of van der Voet *et al.* (2023), change orientation is interrelated with organizational change and organizations with higher change orientation are better equipped to undertake and sustain complex organizational changes, leading to greater long-term adaptability and performance. According to Smith (2021), teachers with a positive change orientation, characterized by openness and adaptability to change, tend to have more positive attitudes and engagement towards organizational changes. In contrast, Lee *et al.* (2022) stressed out that teachers with negative change orientations may resist or even obstruct change initiatives, reducing the likelihood of successful implementation. Also, Williams (2020) supported the idea that organizations can assess change orientation through surveys and focus groups to identify areas where additional communication, training, or persuasion may be needed to support successful change and can foster positive change orientation as an important antecedent for effective organizational change.

Moreover, Smith (2022) stressed out that strategic planning and organizational change are closely intertwined processes. When schools engage in strategic planning, they assess their current situation, identify goals and objectives, and outline the necessary steps to bridge the gap between the present and desired future conditions (Williams & Johnson, 2020). This planning process often reveals the need for organizational change initiatives to support the new strategic direction (Lee *et al.*, 2020), which shows effective strategic planning areas where organizational change is needed to move the organization forward and meet its goals. At the same time, Jones (2022) emphasized that strategic planning and organizational change are interconnected in the sense that when implementing significant organizational changes often requires revising strategic plans to align with the new organizational structure and capabilities. Jones (2022) added that strategic planning provides a roadmap for change, while change initiatives need updating strategic plans, proving the reciprocal relationship between strategic planning and organizational change.

Additionally, Smith (2021) pointed out that there is a positive correlation between teachers' teamwork skills and successful organizational change in public elementary schools. Studies by Jones, White and Green (2022) have found that when teachers collaborate effectively in teams, share ideas and strategies, and support each other. They are better able to implement new curriculum, policies, and procedures mandated by school leadership. Thus, educators who engage in productive teamwork show greater adaptability, problem-solving, and openness to change (Williams, 2020). Furthermore, schools, where teachers work cooperatively in teams, show greater teacher job satisfaction, student achievement gains, and smoother transitions during periods of organizational change, as Lee and Chen (2023) concluded that developing elementary teachers' interpersonal, collaborative, and teamwork abilities eases organizational change in public schools.

Furthermore, this study presents an opportunity to address a gap by conducting new research assessing the association between these three competencies - strategic

planning, teamwork skills, and change orientation - and perceptions of readiness for planned organizational changes in a sample of public elementary schools (Bouchenooghe, 2019). Moreover, findings would fill conceptual gaps outlined in Smith's (2019) and Brown *et al.* (2020) reviews while also pioneering a new competency-based model for change readiness centered on flexible skills suitable for teachers' development interventions. Limited recent research examines how change orientation, strategic planning skills, and teamwork abilities collectively influence readiness for organizational change among public elementary schools. Also, Jones *et al.* (2022) pointed out that only a few studies take a competency-based approach to assessing critical skills like strategic planning that could promote greater openness and preparedness for organizational change initiatives.

Urgently, with the increasing complexity and rapid pace of change in the education landscape, according to Smith (2021), there is a pressing need to understand how best to prepare public elementary schools for organizational change. Also, Jones *et al.* (2022) highlighted the importance of change orientation, strategic planning skills, and teamwork abilities in increasing teachers' readiness to effectively adapt to and implement school-level changes. Additionally, only a handful of studies evaluate the link between collaborative teamwork capabilities and attitudes towards change among teachers (Brown *et al.*, 2020). As schools increasingly introduce peer professional learning communities and collaborative team-teaching models, there is a need for updated research on how teamwork competencies shape readiness for change on an individual and organizational level among elementary schools specifically. Furthermore, Jones, Wu and Hoffman (2022) pointed out that there is no recent scholarship examining the interrelationship between change orientation, planning skills, and teamwork abilities and how these collective competencies influence organizational change readiness holistically among public elementary schools.

Eventually, this study aimed to find the structural model that best-fit readiness for organizational change among public elementary schools in Region XII, which specifically aims to describe the readiness for organizational change of public elementary schools in terms of appropriateness, management support, efficacy, and personal benefit; determine the level of change orientation in terms of teachers' and principals' openness to change and community pressure to change; measure the level of strategic planning in terms of planning, participation, and measurement; ascertain teamwork in the workplace regarding planning, decision-making, adaptability, relationships, and communication; determine the relationships between change orientation, strategic planning, teamwork and organizational change; and find the best-fit model on readiness for organizational change among public elementary schools using the structural equation model approach. Furthermore, the following null hypotheses of this study were evaluated at a 0.05 level of significance. This study hypothesized that there is no significant relationship between change orientation and organizational change. In addition, it is also believed that there is a meaningful relationship between strategic planning and organizational change, and between teamwork and organizational change. Lastly, this study hypothesized that there

was no best fit model that predicts organizational change among public elementary schools in Region XII.

On this note, this study is primarily anchored on Lewin's Three-Stage Change Model of Organizational Change in Schools (1951), which stresses the readiness for organizational change in schools which are comprised of unfreezing which focuses on awareness of change necessity, changing which includes implementation of new practices, and refreezing which focuses on the institutionalization of changes. Lewin's Three-Stage Model eases the school's transition from traditional practices to innovative approaches, which foster a culture of continuous improvement (Fullan, 2001; Kotter, 1996).

Moreover, Lewin's model proposes that successful organizational change occurs in three stages: unfreezing, changing, and refreezing. The unfreezing stage involves creating motivation and readiness for change. The changing stage involves making the actual changes to structures, processes, or mindsets. The refreezing stage involves solidifying the changes so they become part of the normal organizational culture. Lewin's model supports the study and hypothesizes that organizations with cultures, systems, and employees showing higher levels of change orientation, strategic planning skills, and teamwork skills will show greater readiness for organizational change initiatives.

Additionally, Kotter's 8-Step Model for Leading Change (Kotter, 2012) supported this study, which provides a framework for driving successful organizational change through a focus on change orientation, strategic planning, and teamwork. This model complements Lewin's unfreezing stage by emphasizing setting up urgency, forming a coalition, and developing a vision. Also, the ADKAR Model (2006) aligns with Lewin's Changing stage by focusing on awareness, desire, knowledge, ability, and reinforcement. It also aligns with Lewin's Changing stage by focusing on awareness, desire, knowledge, ability, and reinforcement. Moreover, Fullan's Change Theory (2001) supports Lewin's Refreezing stage by highlighting the importance of institutionalizing change through sustained leadership change through sustained leadership and monitoring progress. This model emphasizes the importance of setting up a shared sense of urgency and developing a strong guiding team to drive the change effort. It also highlights strategic visioning and consistent communication of the change vision.

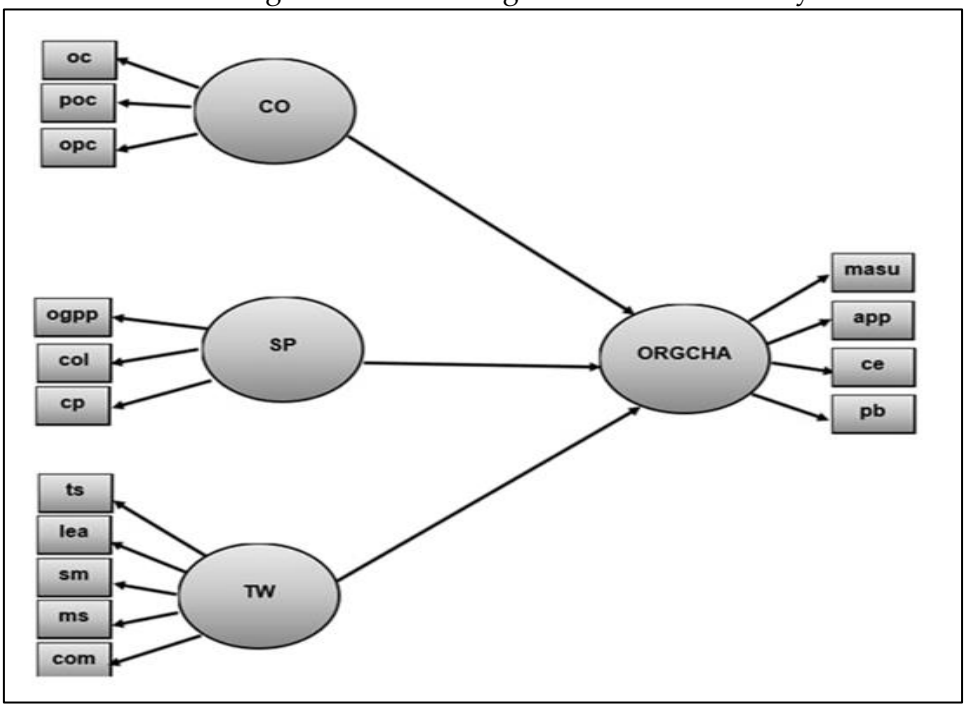
Also, Weiner's Organizational Readiness for Change Theory (2009) emphasizes the importance of psychological readiness in Lewin's unfreezing stage. Senge's Learning Organization Theory (1990) conforms with Lewin's Changing stage by emphasizing personal mastery, mental models, shared vision team learning, and systems thinking. Bridges' Transition Model (1991) also supports Lewin's model by addressing emotional transition Model by addressing emotional transitions during change. These theories collectively enhance the understanding and implementation of Lewin's Three-Steps Model in schools.

Additionally, Figure 1 shows the interrelationship among change orientation, strategic planning, teamwork, and their direct causal relationship towards readiness for organizational change in public elementary schools. The hypothesized model includes

three exogenous variables as Change Orientation, Strategic Planning, and Teamwork. On the other hand, the endogenous variable of this study is Organizational Change. Since the mentioned variables are not seen directly, they cannot be measured directly. Each latent construct was associated with multiple measures or observed variables. Thus, the extent of regression paths from the latent variable to the observed variables will be one of the primary interests of this study.

On the other hand, one of the exogenous variables of this study is Change Orientation, which has three (3) indicators, namely: teachers' openness to change, principal openness to change, and community press to change. Additionally, another exogenous variable is strategic planning which will figure out how capable public elementary schools are as they manage organizational change. This variable has three (3) indicators, and these are overall goals, process and purpose, collaboration, and community partnership. Furthermore, another exogenous variable is teamwork which will focus on figuring out the level of public elementary schools' readiness for organizational change in the Department of Education. This variable has five (5) indicators which are team structure, leadership, situation checking, mutual support, and communication. Meanwhile, the endogenous variable in this study is organizational change. This variable has four (4) indicators namely: appropriateness, management support, change efficacy, and personally beneficial.

Figure 1: The Interrelationship among Change Orientation, Strategic Planning and Teamwork: A Structural Equation Model on Readiness for Organizational Change in Public Elementary Schools



Legend:

oc = Openness to Change
poc = Principal Openness to Change
app = Appropriateness
masu = Management Support

cpc = Community Press for Change
CO = Change Orientation

ogpp = Overall: Goal, Process, Purpose
col = Collaboration
cp = Community Partnership
SP = Strategic Planning
ts = Team Structure
sm = Situation Monitoring
ms = Mutual Support
com = Communication
TW = Teamwork

ce = Change Efficacy
pb = Personally Beneficial
ORGCHA = Organizational Change

2. Literature Review

According to the study by Smith (2021), there was a positive relationship between teachers' change orientation and the successful implementation of organizational change initiatives in public elementary schools. It was also found out in his study that there was a longitudinal study of change efforts across multiple school districts. For Walker and Brown (2022), elementary teachers with higher change orientation and self-efficacy were more likely to show sustained transformed teaching practices aligned with new curriculum standards or technological integration over a 3-year implementation period. In focus groups conducted by Jones *et al.* (2022), showed that change-oriented teachers described leveraging professional collaboration with peers to support their growth during the organizational transition, easing wider adoption of reforms schoolwide. These findings highlight the importance of fostering developmental change orientation capabilities among teaching faculty for large-scale instructional or technological reforms and organizational change to take hold.

Moreover, according to Kyei-Blankson, Ntuli, and Donnelly (2019), educational change and reform efforts aim to improve the quality of education, but their success often depends on teachers' orientation toward change. Recent research has explored connections between educators' and administrators' attitudes and readiness for change initiatives and the implementation and outcomes of new policies and programs (Thayer *et al.*, 2022). For example, in a study of a district-wide standards-based grading reform, Thayer *et al.* (2022) found that schools whose change orientation of leaders held growth mindset beliefs and emphasized teacher collaboration had greater teacher buy-in and more sustained organizational change implementation than those lacking such change-oriented cultures.

Meanwhile, strategic planning has become an important part of education reform. As proposed by Baldoz and Guhao (2020) in their study, as one of the performance indicators, a key partnership between human resource policies and their workforce should be in place to enable human resource leaders to schedule plans, ensure employees' development program exists and are of values, and that performance held accountable to improve efficiency leading to greater human performance. This is especially relevant

for working towards development goals on quality education, such as those outlined in the UN's Sustainable Development Goals (United Nations, 2015). Recent research has explored how strategic planning can be effectively implemented by public elementary schools to improve educational outcomes.

In addition, Cansoy and Parlar (2021) examined a strategic planning process involving teachers, parents, and administrators at a public elementary school in Turkey. They found the process increased participant satisfaction and ownership over school improvement plans. Furthermore, by aligning the school's strategic priorities with national education goals, there was more coherence in planning at the school and classroom levels (Cansoy & Parlar, 2021). This proves the value of strategic planning for focusing efforts on a shared vision connected to broader quality education targets. With its participatory approach, the planning process modeled effective leadership and governance, also prioritized under the Sustainable Development Goals (SDG 4) (United Nations, 2015).

Cognizant of the importance of teamwork skills, according to Guhao and Quines (2021), teamwork attitude is considered relevant. It plays a key role since it maximizes the strengths of each member of the team to bring out their best. Likewise, teamwork skills are essential for teachers to promote quality education, supporting Sustainable Development Goal 4 (United Nations, 2015). Effective collaboration enables teachers to share best practices, develop innovative solutions to challenges, and provide supportive environments for students. A study of public elementary school teachers found that higher self-reported collaboration was associated with better student achievement in math and reading (Ellis *et al.*, 2023).

Additionally, Jones (2021) stressed out that teachers who reported frequent collaboration were more likely to engage in instructional innovation and use techniques better suited to struggling students. Moreover, building teamwork skills aligns with Target 4.7 of the Sustainable Development Goals, seeking to "*ensure that all learners acquire the knowledge and skills needed to promote sustainable development*" (United Nations, 2015, p. 21). With quality training on team building, teachers can gain the cooperation skills necessary to meet the targets for inclusive, fair education.

Obviously, ensuring inclusive and fair quality education is outlined in Sustainable Development Goal 4 (United Nations, 2022). Recent research has explored organizational change initiatives to promote quality education among public elementary school teachers. Jones (2021) implemented training programs for elementary teachers focused on culturally responsive teaching practices. The study found programming led to a 23% increase in teacher self-efficacy in meeting the needs of diverse students one year after completion.

Similarly, Williams (2020) highlights promising organizational changes centered on enhanced teacher training and leadership models to work towards the key SDG target of fair, quality education for all students by 2030. Further intervention studies replicating these approaches across contexts are vital to assembling best practices for education transformation. This study highlights the importance of cultivating change orientation,

strategic planning skills, and teamwork abilities among teachers to increase their readiness for change initiatives aimed at improving education quality, a globally significant issue (Smith, 2022).

Significantly, it is important to highlight teachers' resilience to change orientation, strategic planning skills, and teamwork to increase their readiness for organizational change initiatives in schools. As to global perspective, Smith (2021) underscores the importance of cultivating change-oriented mindsets, thorough strategic planning capabilities, and strong teamwork skills to foster greater organizational change readiness among public elementary schools, which reveals a promising path forward in aligning local educational communities with broader global priorities. Also, to deliver Sustainable Development Goals, specifically Goal 4, which emphasizes quality education, according to the United Nations (2022), it is imperative to make education a national investment priority that supports critical UN Sustainable Development Goals like quality education, reduced inequalities, and climate action. The schools need to be transparent about social impact and held accountable for all actions in reinforcing organizational change (Stephan, Patterson, Kelly & Mair, 2023).

3. Material and Methods

3.1 Research Respondent

The respondents involved in this research were the public elementary school teachers in the Department of Education, Regional Office XII. The Region has 23,569 teachers who are qualified as the participants of this study. The Raosoft sample size calculator was used to figure out the study's sample size. It offers a free online sample size calculator to help in estimating the number of survey participants needed to produce statistically significant results (Memon *et al.*, 2020). In addition, the response distribution, confidence level, population size, and margin of error are considered (Ekore & Okekeocha, 2022). This data web survey software used to figure out the number of respondents has calculated 379 smallest sample size (Raosoft Inc., 2010). However, the researcher opted to use the maximum sample size which was 400 respondents.

Moreover, the technique used to figure out the number of respondents in each division was stratified random sampling. The breakdowns of the respondents are as follows: General Santos City (99), Koronadal City (32), South Cotabato (148), Sarangani (121). The process of stratified random sampling causes the creation of population strata, or smaller subgroups. In stratified random sampling or stratification, the strata were created based on shared features or member characteristics, such as income or level of education. Stratified random sampling is a term often used to describe random proportional or random quota sampling (Hayes & Westfall, 2020).

Further, inclusion criteria were prepared for the participants to qualify as respondents to the study. They must be public elementary school teachers, holders of permanent status in the Department of Education, with item positions Teacher I to III and Master Teachers I to IV. They can be of any gender if they can provide answers to the

questionnaire. On the other hand, excluded as respondents are those having head teacher or principal positions, retired or resigned teachers in the Department of Education, and those coming from private schools. Respondents were informed of their right to withdraw from the survey at any time and assured of confidentiality and privacy, as per the Data Privacy Act 2012. Participation was voluntary, and demographic information (age, gender, occupation, employment, and health status) was kept confidential to protect identities. Informed consent was obtained, and respondents' privacy rights were respected throughout the study.

3.2 Materials and Instruments

There were four instruments used in this study designed for the research problem. Primary data were used in gathering information about the study which consisted of four parts, namely: change orientation, strategic planning, teamwork, and organizational change. The survey questionnaires that were used in the conduct of the study are sourced from various related research. The restructuring was conducted to make the instrument more applicable to current and local settings.

On this note, the questionnaire on change orientation was adapted from the work of Hamzah, Ibrahim and Ghavifekr (2018), the Change Orientation Scale for Teachers, which comprised three (3) indicators, namely: faculty openness to change, principal openness to change and community press to change. The questionnaire on strategic planning was adapted from the work of White (2020), which has three (3) indicators, namely: overall goals, process, and purpose, collaboration, and community partnership. Then, the questionnaire on teamwork was adapted from the research work of Battles and King (2010), which has five (5) indicators namely: teamwork structure, leadership, situation checking, mutual support, and commitment. Lastly, the questionnaire on the organizational change of teachers is adapted from the study of Armenakis, Harris, and Mossholder (1993). It included the following four (4) indicators: appropriateness, management support, change efficacy, and personally beneficial.

Apparently, the following scales were utilized to interpret the means of variables for this study. The range 4.20-5.00 signifies that the indicators are always observed or manifested in change orientation, strategic planning, teamwork skills and readiness for organizational change. The range of 3.40-4.19 means that the indicators are often observed or manifested. Additionally, the range 2.60-3.39 means sometimes observed or manifested. Also, the range of 1.80-2.59 means that indicators are rarely observed or manifested. Meanwhile, the range 1.00-1.79 means that indicators are not observed or manifested.

Further, to make the instrument more proper and credible, it was validated by six expert validators. After validation, pilot testing was conducted. The validity of the questionnaires was checked through Cronbach's alpha. According to Gliem and Gliem (2003), the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. In addition, an acceptable reliability value depends on the type

of application. Further, the focus should be on the population reliability value rather than the sample reliability value.

To make the instrument more proper and credible, there were six expert validators conducted the validation. Given the internal and external validators scoring the instrument a 4.57, it is seen as quite an excellent tool for content validity. After validation, it underwent pilot testing. The validity of the questionnaires went through Cronbach's alpha. According to Gliem and Gliem (2003), the closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. Higher values on the scale denote higher reliability (Mohsen & Reg, 2022). During the pilot testing, change orientation obtained a Cronbach alpha of .926, strategic planning got .939, teamwork got .960, and organizational change had a Cronbach alpha of .971. This implies that the survey questionnaires are valid and dependable.

The researcher showed interest in conducting the study within the Department of Education (DepEd), Region XII, Mindanao area because the researcher is currently working as a public elementary school head in the Region, particularly in the Division of General Santos City. Moreover, the researcher was a school head for twelve years. It is for these purposes that the researcher engages herself in investigating the best-fit model of change orientation, strategic planning, teamwork, and readiness for organizational change in public elementary schools of Region XII.

3.3 Design and Procedure

The researcher employed a non-experimental research method using the descriptive-correlational research design. It was descriptive because it described the level of change orientation, strategic planning, and organizational change. Meanwhile, it was correlational since it measured the degree of relationship between the exogenous and endogenous variables. Moreover, it used statistical tools such as mean, Pearson-r and regression analysis. This study also used a structural equation model.

Specifically, in gathering the relevant data for this research, it underwent the following steps: First, the researcher requested permission from the proper authorities such as the regional director, superintendents, and principals, to conduct the survey study in their schools. This ensured compliance with policies and approval to collect data. Second, upon approval, the survey questionnaires were distributed to the selected respondents. They were given time to complete the survey on their own time. However, there were reminders to prompt completion. Third, the researcher gathered the completed survey forms and compiled all survey responses for analysis by coding responses and inputting data into statistical software. Lastly, a summary of relevant data analyses in the form of tables and graphs to present the overall results and significant findings from the survey responses of teachers.

The results underwent reviews and interpretation using the right statistical treatments. First, the mean was used to assess the change orientation, strategic planning, teamwork and organizational change. Second, Pearson-r/Pearson Product Moment Correlation is used statistically in research to measure the strength and direction of the

relationship between two variables (Pallant, 2022). Third, regression analysis was used to figure out the significant relationship between change orientation, strategic planning, teamwork, and organizational change. Lastly, structural equation model analysis was used to determine how change orientation, strategic planning, and teamwork interact with the endogenous variable, organizational change. It also explored the model fit value.

The best-fit model is drawn using structural equation modeling (SEM). It can also be used to evaluate postulated relationships, starting with a theoretically based model, and then transforming it into a path diagram. According to Cuyab and Guhao (2020), SEM is a research method that measures the relationship of variables at various levels of measurement. The specified population investigated the relationships between two or more variables. It is a powerful, multivariate technique found increasingly in scientific investigations to assess and evaluate multivariate causal relationships (Guhao & Escosora, 2023).

When assessing the fitness of a model, various fit indices were used to figure out the best fit. The following are the criteria: Chi-Square/Degrees of Freedom (CMIN/DF) 0<value<2; Normed Fix Index (NFI) >0.95; Tucker-Lewis Index (TLI) >0.95; Comparative Fit Index (CFI) >0.95; Goodness of Fit Index (GFI) >0.95; Root Means Square of Error Approximation (RMSEA) <0.05; P of Close fit (P-close) >0.05; and Probability Level (P-value). The combination of fit indicators underwent scrutiny to evaluate the overall model fit and figure out the best model.

There are significant ethical considerations in this quantitative study about proper research operation, confidentiality, anonymity, and adherence to university standards. The key ethical principles guiding this research were voluntary participation, informed consent, and respect for respondent privacy, avoiding plagiarism or fabrication, securing permission, and avoiding conflicts of interest or deceit. This study followed ethical guidelines set by the University of Mindanao Ethics Review Committee (UMERC) with protocol number UMERC-2924-260 about the treatment of subjects and data.

4. Results and Discussion

4.1 Change Orientation

Shown in Table 1 is the level of change orientation, with its three indicators generating an overall mean of 4.64, which is very high. Among the three indicators, openness to change got the highest mean of 4.68, which is interpreted as very high. Meanwhile, community press for change has the lowest mean of 4.60. However, it is still interpreted very high which means that being oriented on organizational change in public elementary schools is always observed or manifested.

Table 1: Change Orientation

Indicator	SD	Mean	D.E.
Openness to Change	0.399	4.68	Very High
Principal Openness to Change	0.470	4.63	Very High
Community Press for Change	0.466	4.60	Very High
Overall	**0.399**	**4.64**	**Very High**

On this note, it implies that change orientation must include all stakeholders in the school. As emphasized in the study of Quines and Monteza (2023), the capacity of leaders to influence teachers' ideas and teamwork in their schools is important. Also, Mihalache and Mihalache (2020) stressed out that an employee's dedication to change proves how they relate to new policies, processes, strategies, budgets, and technology. Since the affective commitment to change is the mindset linked to promoting change behaviors, it is favorable for organizations, and employee commitment is critical to successful organizational transformation (Tipu, 2022). Meanwhile, Quines and Pablo (2023) stressed out that organizations consistently encounter difficulties in effectively competing with worldwide surroundings.

4.2 Strategic Planning

Shown in Table 2 are the results on the level of strategic planning of public elementary schools, which generated an overall mean of 4.60 and was interpreted as very high. This means that strategic planning was strongly manifested in public elementary schools. Among the three indicators, community partnership generated the highest mean of 4.65 and is interpreted as very high. On the other hand, collaboration obtained the lowest weighted mean of 4.52. However, it is still interpreted very high, too. The results showed that mutual support is always observed or manifested in public elementary schools.

Table 2: Strategic Planning

Indicators	SD	Mean	D.E.
Overall: Goals, Process, Purpose	0.451	4.62	Very High
Collaboration	0.488	4.52	Very High
Community Partnership	0.455	4.65	Very High
Overall	**0.420**	**4.60**	**Very High**

The result implies that strategic planning is vital in making schools ready for organizational change. As supported by the study of Quines and Saycon (2023), when developing and implementing teacher policies, the opinions of educators as well as their requirements and expectations, must be considered. This study helps supervisors improve the process while also adding to the current understanding of the importance of strategic information systems planning. Teachers should not be viewed as mere implementers of mandated agendas but rather as independent professionals. Thus, according to Al-Shukri (2024), the final success or failure of change in an organization is influenced by the planning process, monitoring changes, and time required to implement changes.

4.3 Teamwork

Table 3 presents the level of teamwork of the elementary schools in Region XII. It could be noted that with an overall mean of 4.57, which is interpreted as very high, teamwork is always observed or manifested. It can be noted that leadership got the highest mean of 4.63, which is always observed or manifested. Furthermore, mutual support got the lowest mean of 4.51 but was still interpreted as very high. Hence, the result means that teamwork among the elementary schools of Region XII is always observed or manifested.

Table 3: Teamwork

Indicators	**SD**	**Mean**	**D.E.**
Team Structure	0.431	4.59	Very High
Leadership	0.469	4.63	Very High
Situation Monitoring	0.497	4.52	Very High
Mutual Support	0.497	4.51	Very High
Communication	0.454	4.61	Very High
Overall	**0.421**	**4.57**	**Very High**

The result implies that teamwork plays a vital role in the readiness of schools for any organizational change. As stressed by Espita and Guhao Jr. (2022), effectively involving their staff in the implementation of knowledge management systems and motivating them to improve communication with one another, teamwork, and information sharing have an influence on organizational change. Also, Guhao Jr. and Sioting Jr. (2023) emphasized that effective communication is essential for teachers to share ideas and consider solutions that improve the school community. Meanwhile, Quines and Piñero (2022) pointed out in their study that teamwork is used to record a collection of social skills required for teams to use. Hence, when individuals engage in a collaborative learning process, the culture of practice occurs inside organizations (Guhao Jr. & Sioting Jr., 2023). Also, Martono *et al.* (2020) pointed out that the collaboration of employees is important, in which teamwork is the attitude that helps an organization perform better. Furthermore, Ellis *et al.* (2023) illustrated the importance of teamwork in enabling effective organizational change since it may improve communication, promote change readiness, and decrease fatigue by creating a collaborative and encouraging work atmosphere. Additionally, Quines and Piñero (2022) asserted that teamwork fosters a feeling of community, which often results in a higher positive work value, like a feeling of responsibility and ownership for the job.

4.4 Organizational Change

Table 4 presents the level of organizational change of the elementary school teachers in Region XII. It could be noted that with an overall mean of 4.51, the level of readiness for organizational change in elementary schools is very high. This implies that the readiness for organizational change in public schools is always observed or manifested. It can be noted that the indicator of appropriateness got the highest mean of 4.55, which means that it is always observed or manifested among public elementary schools. Furthermore,

among the four indicators, personally beneficial got the lowest mean of 4.44 but still interpreted as very high. This implies that organizational change is personally beneficial which is always observed or manifested among public elementary schools.

Table 4: Organizational Change

Indicators	**SD**	**Mean**	**D.E.**
Appropriateness	0.474	4.55	Very High
Management Support	0.523	4.52	Very High
Change Efficacy	0.498	4.53	Very High
Personally Beneficial	0.555	4.44	Very High
Overall	**0.465**	**4.51**	**Very High**

On this note, it implies that there is a need to influence the organizational change, manage the transition, and inspire people to change. As revealed in the study of Bah, Sun, Hange and Edjoukou (2024) positive effects on organizational change when employee involvement and a humble leadership approach were integrated. Findings also perceived three key issues arising from organizational change, namely, power, control, and resistance. Alongside, Quines and Ogal (2023) emphasized that organizational commitment plays an essential role in setting up a unified effort within an organization.

4.5 Correlation between Change Orientation and Organizational Change

Table 5 presents the correlation between change orientation and organizational change, found to have an overall r-value of 0.667 with $p < 0.05$, as indicated in Table 5. This suggests a significant relationship between change orientation and organizational change, thereby rejecting the null hypothesis**.** Further, when the domains of change orientation, such as faculty openness to change, principal openness to change, and community press for change, are correlated to the overall organizational commitment of teachers, the results of the computation yielded the r-values 0.584, 0.583 and 0.621 with all p-values less than 0.05, respectively, which can be all interpreted as significant.

The result showed a significant relationship between elementary schools' change orientation and organizational change. It could be noted that with the computed r-value of 0.589, which is greater than the p-value of 0.05, the relationship between change orientation and appropriateness is not significant. The data also show that there is a positive relationship between change orientation and organizational change. Among the three indicators of change orientation, community press for change garnered the highest computed r-value of 0.621, while the lowest was principal openness to change, with a computed r-value of 0.583. However, all indicators were interpreted very high which means that these are always observed or manifested in schools.

Table 5: Significance of the Relationship between Change Orientation and Organizational Change

Change Orientation	Organizational Change				
	Appropriateness	**Management Support**	**Change Efficacy**	**Personally Beneficial**	**Overall**
Openness to Change	.548* (0.000)	.556* (0.000)	.558* (0.000)	.481* (0.000)	.589* (0.000)
Principal Openness to Change	.575* (0.000)	.559* (0.000)	.525* (0.000)	.466* (0.000)	.583* (0.000)
Community Press for Change	.591* (0.000)	.605* (0.000)	.540* (0.000)	.522* (0.000)	.621* (0.000)
Overall	**.638* (0.000)**	**.640* (0.000)**	**.602* (0.000)**	**.546* (0.000)**	**.667* (0.000)**

*Significant at 0.05 significance level.

Meanwhile, Smith (2020) suggests that teachers' openness to change, as well as their skills in strategic planning and collaboration, are key factors influencing their readiness and capacity to effectively implement reforms. Developing these change-oriented competencies in teachers through professional training can equip schools to navigate major transitions more successfully, enhancing educational outcomes for students worldwide (Chen & Wang, 2023). On this note, Caballero and Guhao Jr. (2020) emphasized that leaders must increase the organization's visibility if they hope to see the new goal realized. Also, in the study of Guhao Jr. and Sioting Jr. (2023), they concluded that teachers' participation is significantly related to the survival of the organization. When individuals engage in a collaborative learning process, the culture of practice happens in the organizational circle.

4.6 Correlation between Strategic Planning and Organizational Change

Table 6 presents the correlation between strategic planning and organizational change, which showed to have an overall r-value of 0.752 with $p < 0.05$. This suggests a significant relationship between strategic planning and organizational change, thereby rejecting the null hypothesis. Moreover, the computation's results showed that the overall strategic planning was correlated with the organizational change (overall: goals, processes, purpose, collaboration, and community partnership) at r-values of 0.673, 0.703, 0.662, and 0.752, with p-values of less than 0.05, respectively. These findings can all be considered noteworthy. Appropriateness, management support, change efficacy, and personal benefit are among the traits that have a strong correlation with organizational change in schools.

Table 6: Significance of the Relationship between Strategic Planning and Organizational Change

Strategic Planning	**Organizational Change**				
	Appropriateness	**Management Support**	**Change Efficacy**	**Personally Beneficial**	**Overall**
Overall: Goals, Process, Purpose	.641* (0.000)	.654* (0.000)	.601* (0.000)	.554* (0.000)	.673* (0.000)
Collaboration	.677* (0.000)	.656* (0.000)	.650* (0.000)	.577* (0.000)	.703* (0.000)
Community Partnership	.643* (0.000)	.644* (0.000)	.602* (0.000)	.522* (0.000)	.662* (0.000)
Overall	**.723* (0.000)**	**.720* (0.000)**	**.683* (0.000)**	**.610* (0.000)**	**.752* (0.000)**

*Significant at 0.05 significance level.

Based on the result, it implies that strategic planning has something to do with organizational change. In the same way, Guhao Jr. (2023) stressed out that school administrators must employ strategic planning activities to foster a supportive environment among teachers. The ability of public elementary schools to adapt to organizational change has become increasingly important in years, as schools globally have had to rapidly adjust to innovative technologies, teaching methods, and student needs (Jones, Wu & Hoffman, 2022). On this note, Caballero and Guhao Jr. (2020) emphasized that leaders must increase the organization's visibility if they hope to see the new goal realized. As Martono *et al.* (2020) emphasized, the collaboration of teachers is significant and teamwork is the attitude that aids an organization in performing to the fullest.

4.7 Correlation between Teamwork and Organizational Change

Table 7 presents the correlation of teamwork and organizational change which showed an overall r-value of 0.848 and a p-value of 0.000 that is lesser than 0.05, there is a significant relationship between teamwork and organizational change. Thus, the null hypothesis is rejected. All indicators of teamwork including team structure, leadership, situation monitoring, mutual support, and communication are significantly correlated with organizational change. It could also be noted that mutual support got the highest r-value of 0.805; communication obtained the r-value of 0.804; situation monitoring obtained an r-value of 0.758; leadership got an r-value of .684; and team structure got an r-value of 0.744.

Table 7: Significance of the Relationship between Teamwork and Organizational Change

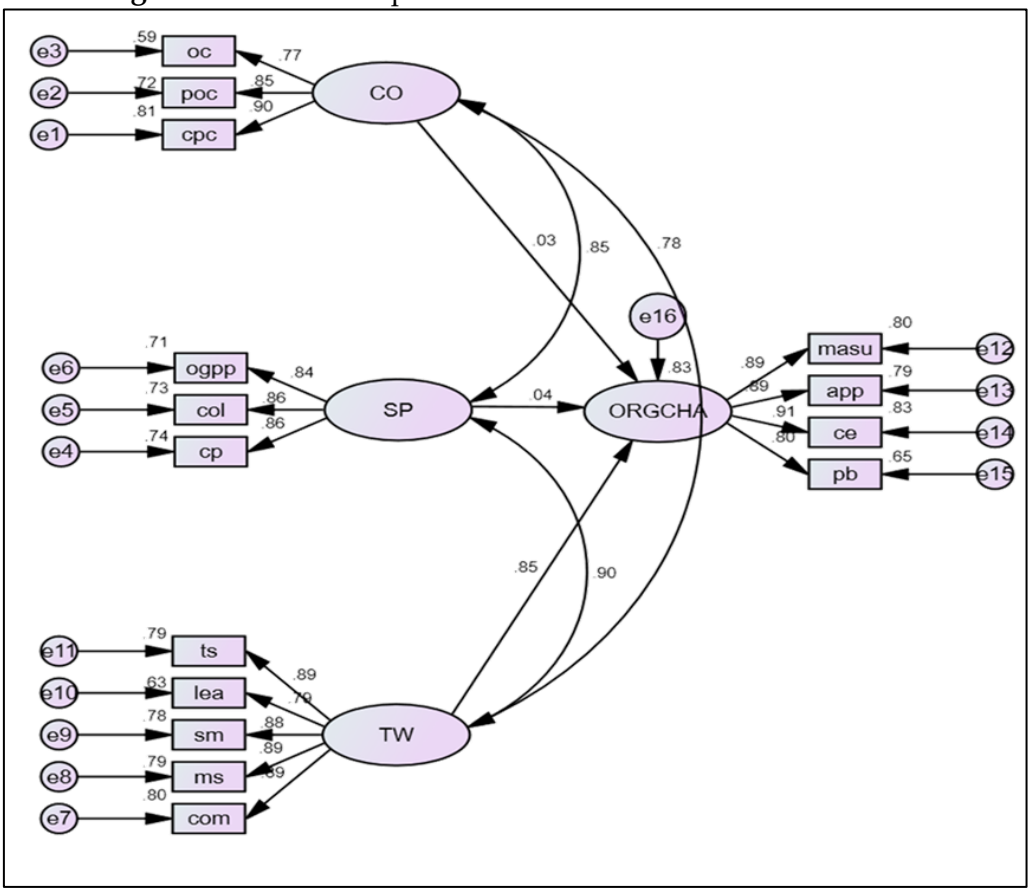
Teamwork	**Organizational Change**				
	Appropriateness	**Management Support**	**Change Efficacy**	**Personally Beneficial**	**Overall**
Team Structure	.715* (0.000)	.728* (0.000)	.675* (0.000)	.590* (0.000)	.744* (0.000)
Leadership	.680* (0.000)	.690* (0.000)	.600* (0.000)	.522* (0.000)	.684* (0.000)
Situation Monitoring	.741* (0.000)	.740* (0.000)	.672* (0.000)	.606* (0.000)	.758* (0.000)
Mutual Support	.758* (0.000)	.758* (0.000)	.750* (0.000)	.663* (0.000)	.805* (0.000)
Communication	.758* (0.000)	.750* (0.000)	.755* (0.000)	.663* (0.000)	.804* (0.000)
Overall	**.816* (0.000)**	**.819* (0.000)**	**.772* (0.000)**	**.680* (0.000)**	**.848* (0.000)**

*Significant at 0.05 significance level.

The result implies that teamwork among members affects the successful implementation organizational change. As emphasized by Caballero and Guhao Jr. (2020), strong positional leaders understand the value of members' support, which is where they derive their strength and influence. Given that better teamwork and consistent team members' availability increase change readiness and could lend insight into more effective support undergoing complex organizational changes. Full support to all members gives premium to the mission and vision of the organization. Thus, a collaborative performance of the organization's workforce figures out its success (Caballero & Guhao Jr., 2020).

Generated Model 1. Figure 2 shows the generated Structural Model 1. For the model to suit the data, there was a modification from the original proposal shown in Figure 1. The investigation included three developed models. Each of the indices used must regularly fall within the permitted limits to choose the best thirty-six (36) fit model. It displays the interrelationships of the exogenous variables: change orientation, strategic planning; and teamwork, with its causal relationship on the endogenous variable on the readiness of teachers for organizational change as its indicators. It is noteworthy that all remaining indicators exert a direct influence on organizational change of teachers, emphasizing the comprehensive impact of the three exogenous variables on the endogenous variable. Therefore, it is crucial to remember that everyone in the department should be in favor of the organizational transformation (Quines & Saycon, 2023).

Figure 2: Structural Equation Model 1 in Standardized Solution



Legend:

oc = Openness to Change
poc = Principal Openness to Change
cpc = Community Press for Change
CO = Change Orientation

ogpp = Overall: Goal, Process, Purpose
col = Collaboration
cp = Community Partnership
SP = Strategic Planning
ts = Team Structure
lea = Leadership
sm = Situation Monitoring
ms = Mutual Support
com = Communication
TW = Teamwork

app = Appropriateness
masu = Management Support
ce = Change Efficacy
pb = Personality Beneficial
ORGCHA = Organizational Change

4.8 Estimates of Variable Regression Weights in Structural Equation Model 1

Table 8 shows the estimates of variable regression weights in structural equation model one (1). The result showed less than two but larger than zero is the ideal chi-square/degree of freedom value, and a p-value greater than 0.05 is needed. A P-close value that is larger than 0.05 and a Root Mean Square Error Approximation value that is

less than 0.05 are needed. Other indices that need to be higher than 0.95 include the goodness of fit index, comparative fit index, Tucker-Lewis's index, and normed fit index. Notably, all indices indicated in the result did not reach the acceptable ranges, as shown in Table 8. Hence, it is a poor fit.

Table 8: Goodness of Fit Measures of Structural Equation Model 1

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	3.808
P-value	> 0.05	.000
GFI	> 0.95	.896
CFI	> 0.95	.960
NFI	> 0.95	.947
TLI	> 0.95	.950
RMSEA	< 0.05	.084

Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index
TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
RMSEA = Root Means Square of Error Approximation
P-close = P of Close Fit
P-value = Probability Level

Teamwork, as indicated in the model, displays positive influence through its two retained indicators, particularly team structure and communication. In contrast, teachers' change orientation is positively influenced by its three retained indicators: openness to change, principal openness to change, and community to change. As supported by the study of Caballero and Guhao Jr. (2020), the organization's success depends on its employees' performance. Teamwork is important for the readiness of teachers for organizational change. Leaders set the tone for teachers to embrace change as they face it, which eventually will make them ready for organizational change.

Table 9: Estimates of Variable Regression Weights in Structural Equation Model 1

			B	S.E.	C.R.	BETA	P
ORGCHA	<---	CO	.036	.074	.482	.032	.630
ORGCHA	<---	SP	.043	.126	.344	.036	.731
ORGCHA	<---	TW	.985	.098	10.032	.854	***
Cpc	<---	CO	1.000			.899	
poc	<---	CO	.949	.043	22.168	.846	***
oc	<---	CO	.732	.039	18.876	.768	***
cp	<---	SP	1.000			.861	
col	<---	SP	1.068	.048	22.236	.857	***
ogpp	<---	SP	.971	.045	21.566	.842	***

com	<---	TW	1.000			.892	
ms	<---	TW	1.089	.041	26.750	.888	***
sm	<---	TW	1.084	.041	26.391	.883	***
lea	<---	TW	.920	.043	21.197	.794	***
ts	<---	TW	.944	.035	26.645	.887	***
masu	<---	ORGCHA	1.000			.895	
app	<---	ORGCHA	.904	.034	26.778	.891	***
ce	<---	ORGCHA	.970	.034	28.299	.912	***
pb	<---	ORGCHA	.956	.044	21.617	.805	***

Note: Chi-square = 319.897, Degrees of freedom = 84, Probability level = .000

4.9 Goodness of Fit Measures of Structural Equation Model 1

To produce the best-fit model that figured out the readiness for organizational change of public elementary schools in Region XII, the structural equation was applied to three hypothesized models. Each of the indices used must regularly fall within the permitted limits to choose the best-fit model. Less than two but larger than zero is the ideal chi-square/degree of freedom value, and a p-value greater than 0.05 is needed. A P-close value that is larger than 0.05 and a Root Mean Square Error Approximation value that is less than 0.05 are needed. Other indices that need to be higher than 0.95 include the goodness of fit index, comparative fit index, Tucker-Lewis's index, and normed fit index.

Table 10 Model 2 shows significant improvements in various indices compared to Model 1. Notably, the CMIN/DF ratio improved from 3.808 to 3.004, although it still falls short of acceptability, as it does not meet the required criterion of 0 < value < 2. The GFI also proved an increase from .896 to .950, which means a satisfactory fit. Additionally, the RMSEA decreased from .084 to .071, but it is still unacceptable, not meeting the required criterion of < 0.05. The P-value supported the same value of .000 in both models while the P-close increased from .000 to .011, showing a poor fit as they do not satisfy the criterion of > 0.05. Although the CFI improved from .960 to .980, the NFI increased from .947 to .970, and the TLI rose from .950 to .970—not meeting acceptable criteria individually—it is essential to emphasize that achieving a good fit requires meeting all criteria collectively. Thus, despite improvements in certain indices, comprehensive adherence to all criteria is imperative for considering the model a good fit. Hence, it is still a poor fit.

Table 10: Goodness of Fit Measures of Structural Equation Model 2

Index	Criterion	Model Fit Value
P-Close	> 0.05	.011
CMIN/DF	0 < value < 2	3.004
P-value	> 0.05	.000
GFI	> 0.95	.950
CFI	> 0.95	.980
NFI	> 0.95	.970
TLI	> 0.95	.970
RMSEA	< 0.05	.071

Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index
TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
RMSEA = Root Means Square of Error Approximation
P-close = P of Close Fit
P-value = Probability Level

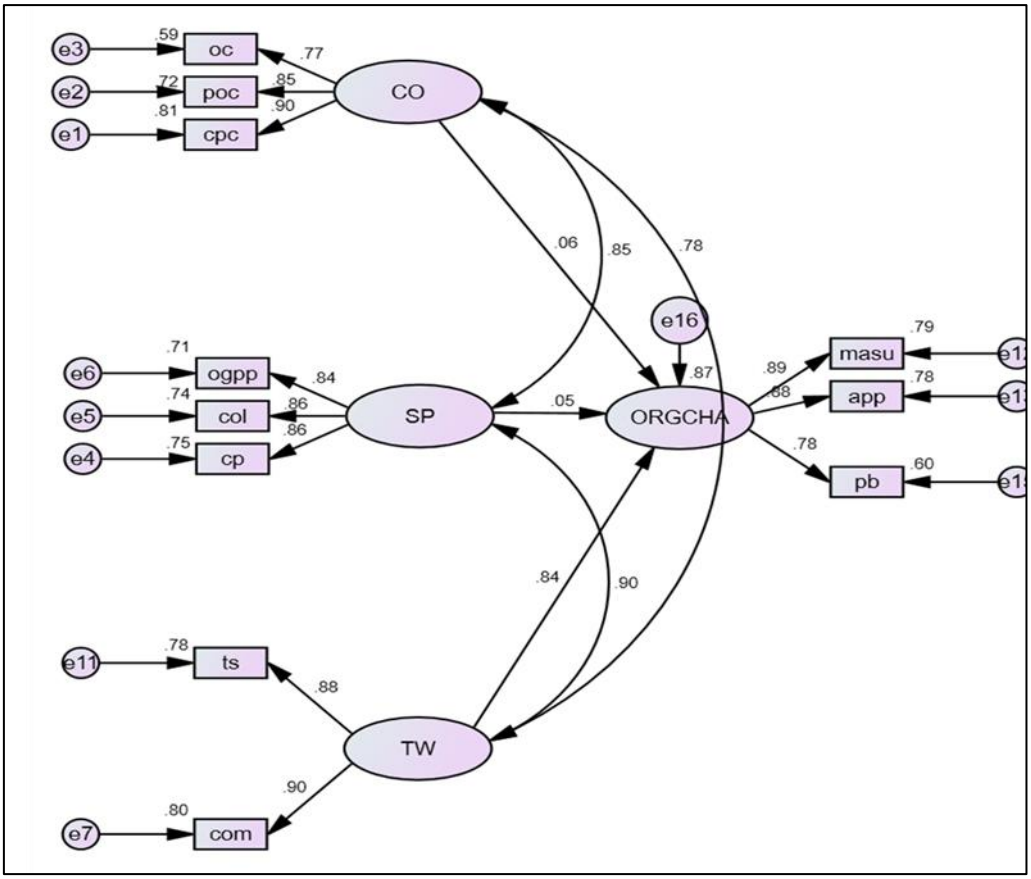
As reiterated in the study of Smith (2021) and Jones *et al.* (2022), the ability to effectively manage organizational change is critical for leaders in the organization, which indicates that change orientation, strategic planning skills, and strong teamwork abilities among elementary teachers and administrators are positively associated with greater readiness and capacity for implementing organizational changes in schools. Also, supported by the study of Caballero and Guhao Jr. (2020), the organization's success depends on its employees' performance.

Therefore, it is crucial to remember that everyone in the department should be in favor of the organizational transformation (Quines & Saycon, 2023).

4.10 Estimates of Variable Regression Weights in Structural Equation Model 2

Generated Model 2. The generated Model 2 is shown in Figure 3. It shows the interrelationships of the exogenous variables where some indicators with low values were removed. Three retained indicators—specifically, openness to change, principal openness to change, and community press for change—have demonstrated a positive influence on organizational change. Similarly, strategic planning is evident in its remaining three indicators, namely, overall goals, process, purpose, collaboration, and community partnership. In addition, within the realm of teamwork, positive influence is clear in its remaining two indicators namely, team structure and communication.

Figure 3: Structural Equation Model 2 in Standardized Solution



Legend:

oc = Openness to Change
poc = Principal Openness to Change
cpc = Community Press for Change
CO = Change Orientation

ogpp = Overall: Goal, Process, Purpose
col = Collaboration
cp = Community Partnership

SP = Strategic Planning
ts = Team Structure
lea = Leadership
sm = Situation Monitoring
ms = Mutual Support
com = Communication
TW = Teamwork

app = Appropriateness
masu = Management Support
ce = Change Efficacy
pb = Personally Beneficial
ORGCHA = Organizational Change

4.11 Variable Regression Weights in Structural Equation Model 2

Table 11 presents the estimates of variable regression based on the generated Structural Equation Model 2. It can be gleaned that there is a no significant relationship between change orientation, strategic planning, teamwork, and organizational change. Since the overall p-value of the variables is above 0.05, it means that they are not significant predictors of the variables they predicted.

Table 11: Estimates of Variable Regression Weights in Structural Equation Model 2

			B	S.E.	C.R.	BETA	P
ORGCHA	<---	CO	.070	.081	.865	.063	.387
ORGCHA	<---	SP	.055	.151	.366	.047	.715
ORGCHA	<---	TW	.962	.127	7.571	.841	***
Cpc	<---	CO	1.000			.898	
Poc	<---	CO	.950	.043	22.136	.846	***
Oc	<---	CO	.733	.039	18.896	.769	***
Cp	<---	SP	1.000			.863	
Col	<---	SP	1.066	.048	22.289	.858	***
Ogpp	<---	SP	.966	.045	21.513	.840	***
Com	<---	TW	1.000			.897	
Ts	<---	TW	.933	.037	25.287	.880	***
Masu	<---	ORGCHA	1.000			.891	
App	<---	ORGCHA	.901	.036	25.104	.885	***
Pb	<---	ORGCHA	.926	.047	19.670	.776	***

Note: Chi-square = 114.166; Degrees of freedom = 38; Probability level = .000

4.12 Goodness of Fit Measures of Structural Equation Model 3

Table 12 Model 3 shown significant improvements in various indices compared to Models 1 and 2. Notably, Models 1 and 2 were redesigned to include Model 3, which dropped certain low-value indications. Furthermore, the substantial improvement among indices were manifested in Model 3 when compared to Model 2, such as P-Close of .011 to .863; CMIN/DF of 3.004 to 1.426; P-value of .000 to .093; GFI of .950 to.983; CFI of .980 to .997; NFI, of .970 to .990; TLI, of .970 to .997 and RMSEA of .071 to .033; all fall within the acceptable ranges.

Table 12: Goodness of Fit Measures of Structural Equation Model 3

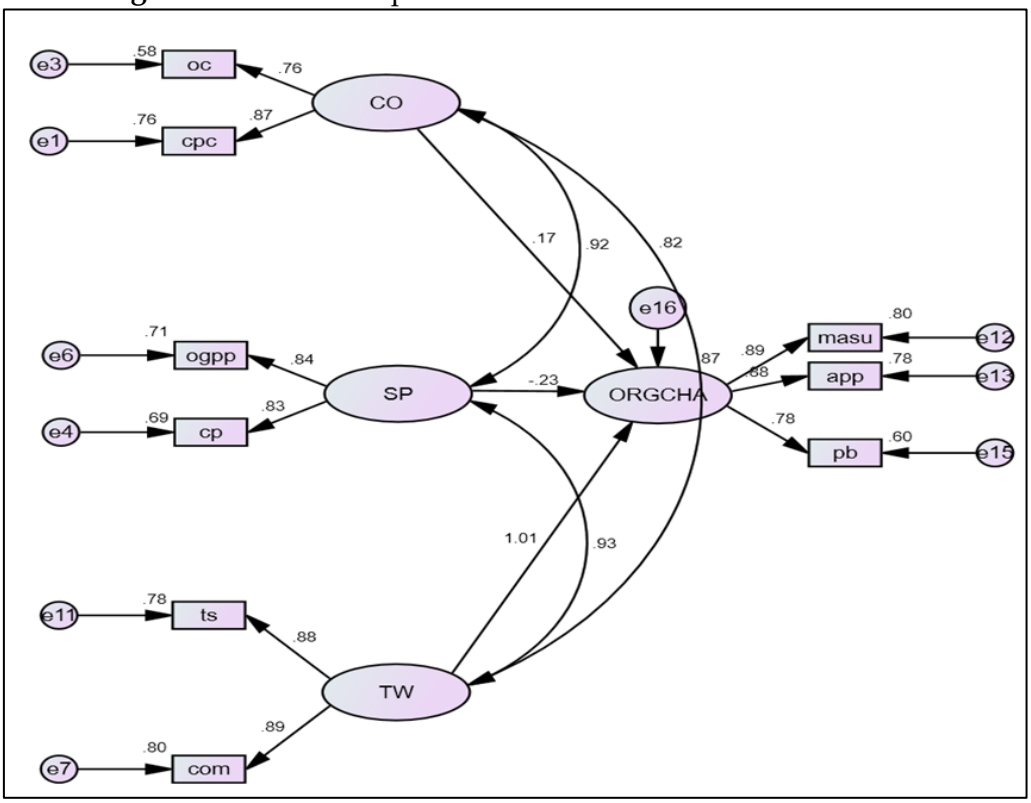
Index	Criterion	Model Fit Value
P-Close	> 0.05	.863
CMIN/DF	0 < value < 2	1.426
P-value	> 0.05	.093
GFI	> 0.95	.983
CFI	> 0.95	.997
NFI	> 0.95	.990
TLI	> 0.95	.997
RMSEA	< 0.05	.033

Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index
TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
P-close = P of Close Fit
P-value = Probability Level

4.13 Estimates of Variable Regression Weights in Structural Equation Model 3

Generated Model 3. Lastly, the developed Model 3 displayed in Figure 4 showed the causal relationship between the exogenous variables—teachers' change orientation—and their interrelationships with strategic planning and teamwork. Models 1 and 2 were redesigned to include Model 3, which dropped certain low-value indications. Furthermore, the substantial improvement among indices was manifested in Model 3 when compared to Model 2, such as P-Close of .011 to .863; CMIN/DF of 3.004 to 1.426; P-value of .000 to .093; GFI of .950 to.983; CFI of .980 to .997; NFI, of .970 to .990; TLI, of .970 to .997 and RMSEA of .071 to .033; all fall within the acceptable ranges.

Figure 4: Structural Equation Model 3 in Standardized Solution



Legend:

oc = Openness to Change
poc = Principal Openness to Change
cpc = Community Press for Change
CO = Change Orientation

ogpp = Overall: Goal, Process, Purpose
col = Collaboration
cp = Community Partnership
SP = Strategic Planning
ts = Team Structure
lea = Leadership
sm = Situation Monitoring
ms = Mutual Support
com = Communication
TW = Teamwork

app = Appropriateness
masu = Management Support
ce = Change Efficacy
pb = Personally Beneficial
ORGCHA = Organizational Change

4.14 Variable Regression Weights in Structural Equation Model 3

Table 13 shows the estimates of variable regression weights in Structural Equation Model 3. As shown in the table, change orientation and strategic planning were found to have no significant relationship with organizational change. However, teamwork and organizational change showed a statistically significant relationship. Since the overall p-value of the variables is below 0.05, it means that they are significant predictors of the variables they predicted.

Table 13: Estimates of Variable Regression Weights in Structural Equation Model 3

			B	S.E.	C.R.	BETA	P
ORGCHA	<---	CO	.191	.213	.897	.166	.370
ORGCHA	<---	SP	-.279	.437	-.640	-.226	.522
ORGCHA	<---	TW	1.156	.251	4.604	1.006	***
Cpc	<---	CO	1.000			.873	
Oc	<---	CO	.746	.044	16.829	.760	***
Cp	<---	SP	1.000			.830	
Ogpp	<---	SP	1.007	.050	20.042	.841	***
Com	<---	TW	1.000			.894	
Ts	<---	TW	.939	.037	25.427	.883	***
Masu	<---	ORGCHA	1.000			.892	
App	<---	ORGCHA	.897	.036	24.975	.883	***
Pb	<---	ORGCHA	.925	.047	19.698	.777	***

Note: Chi-square = 29.938; Degrees of freedom =21; Probability level = .093

4.15 Goodness of Fit Results on Structural Equation Model 3

Table 14 presents the Goodness of Fit results on Structural Equation Model 3 on the readiness for organizational change in public elementary schools. It could be noted that the P-Close value is 0.863, which is greater than 0.05. This suggests that model three (3) is a good fit. Moreover, the CMIN/DF (Chi-Square/degrees of freedom) CMIN/DF

measures the relative fit of the model to the data. In this model, the value is 1.426, which falls within the acceptable range, showing a good fit.

Table 14: Summary of Goodness of Fit Measures of the Three Structural Equation Models

Model	CMIN/DF 0<value<2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	3.808	.000	.947	.950	. 960	.896	.084	.000
2	3.004	.000	.970	.970	.980	.950	.071	.011
3	1.426	.093	.990	.997	.997	.983	.033	.863

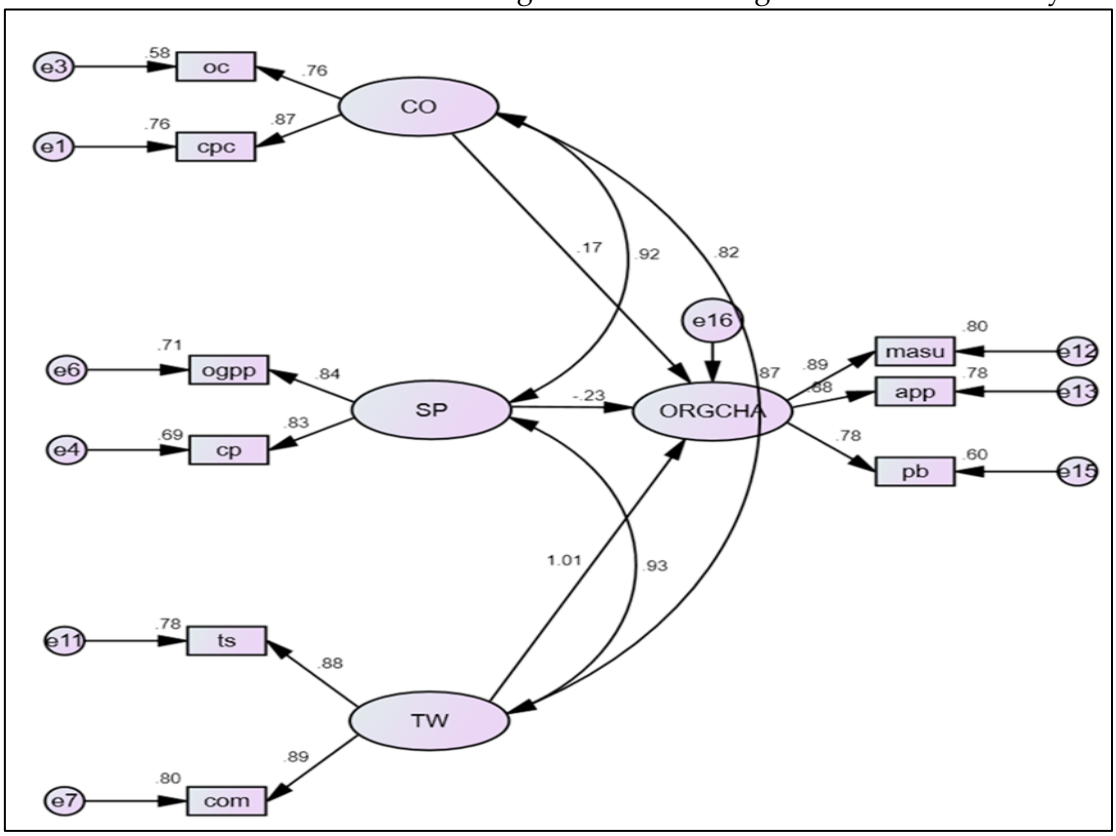
Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index
TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
RMSEA = Root Means Square of Error Approximation
P-close = P of Close Fit

Additionally, the P-value is 0.093, which is greater than 0.05. This suggests that the model fits the data well according to this measure. Also, the GFI value is 0.998, which is remarkably close to the ideal threshold, showing an excellent fit. Also, the CFI (Comparative Fit Index) value is 0.997, which shows an excellent fit. Furthermore, the NFI (Normed Fit Index) value is .984, which is remarkably close to the ideal threshold, showing a good fit. In addition, the TLI (Tucker-Lewis Index) value is 0.997, which is slightly above the ideal threshold, which is 0.95.

However, a small deviation among the results still shows a good fit. Lastly, the RMSEA (Root Mean Square Error of Approximation) value in this model is .033, which shows a good fit. Overall, Structural Equation Model 3 is the best-fit model that determined the readiness of schools for organizational change in the Department of Education, Region XII.

Figure 5 shows the Best-Fit Model for the organizational change in Public Elementary Schools. This part provides an analysis of the interrelationships among the variables of the study and an assessment of model fit. Signified in this figure is the 3rd Generated Structural Model illustrating the interrelationship of variables understudied. As seen, the best-fit model is closely interconnected to change orientation, strategic planning, teamwork, and organizational change.

Figure 5: Best-Fit Model on readiness for Organizational Change in Public Elementary Schools



The structural modifications revealed that the public elementary schools' readiness for organizational change was defined by its retained indicators: management support, appropriateness, and personal benefit. On the other hand, change orientation was described by its domains: faculty openness to change and community press for change, while strategic planning was figured out by its retained indicators: overall goal, process, purpose, and community partnership. It was found to be the best fit among all the tested models. Therefore, the null hypothesis of no best-fit model was rejected. It could be pointed out that there is a best fit model that determines the readiness for organizational change of teachers in Region XII.

The model clearly illustrates the importance of change orientation, strategic planning, and teamwork as predictors of the readiness of teachers for organizational change. However, it could be gathered from the model that out of three indicators of change orientation, only two remained as significant predictors of teachers' readiness for organizational change to wit: openness to change and community press to change. Therefore, the school community should use this chance to make sure that all parties can agree on any modifications, initiatives, or programs that will be implemented. When applied effectively, this strength will yield positive outcomes. These findings revealed positive effects on organizational change when employee involvement and a humble leadership approach were integrated and corroborated the value of innovation and change in the classroom (Bah, Sun, Hange & Edjoukou, 2024).

In fact, these Index Criterion Model Fit Value P-Close > 0.05 .863 CMIN/DF 0 < value < 2 1.426 P-Value > 0.05 .093 GFI > 0.95 .983 CFI > 0.95 .997 NFI > 0.95 .990 TLI > 0.95 .997 RMSEA < 0.05 .033. Also, as supported by the study of Quines and Relacion (2022) if changes may occur in some policies, the conduct of orientation and re-orientation eased as part of information dissemination. Further, this model clarified organizational change in terms of how management support is provided and personally beneficial to individuals who help both the organization and the individual. Principal openness to change compliments the teacher's openness to change to galvanize the improvement of the group or organization. As a result, there are numerous potential advantages to strategic planning approaches. Strategic planning techniques have the potential to bring about significant organizational change. According to George *et al*. (2019), strategic planning has a positive, moderate, and significant impact on organizational performance in the private and public sectors across international settings.

However, only two of the five indicators of teamwork, team structure and communication, remain as predictors of teachers' readiness for organizational change. This confirms the statement of some authors (Larson, Harris-Watson, Carter, Asencio, De Church, Kanfer & Zaccaro, 2023) that the influence of team structure on cross-functional team communication frequency and critical cross-functional performance outcomes.

Organizations can achieve better direction as changes are introduced when teachers engage in planning. Thus, principal openness to change will eventually increase teacher's readiness to accept change. By fostering a more encouraging and cooperative work atmosphere, teamwork helps lessen the detrimental psychological effects of organizational change (Ellis, Tran, Pomare, Long, Churruca, Saba & Braithwaite, 2023).

As emphasized by the study of Quines and Saycon (2023), teamwork and collaboration can provide a positive workplace and produce quality output. Also, Ayu *et al.* (2023) supported that preparation for change plays a role in the association between the provision of high-quality support to teachers and organizational change. Participation in the change process is closely related to reactions towards a change. Practitioners are likely to be able to effectively diagnose and improve the willingness to change when they understand the need for change (Albrecht *et al.*, 2020).

Thus, Model 3 is found to be the best-fit model that determines the readiness of schools for organizational change in the Department of Education, Region XII. Model three (3) is a product of a more elaborated theory where there is a removal of weak influencing variables that are observed as not significantly linked to the other variables in other models.

5. Recommendations

Based on the foregoing results and relevant findings, the following recommendations were made:

School principals and administrators they may take the initiative to develop coping mechanisms during transitions, like preparation of transition plans, which will help the schools adapt to organizational change. They may include teachers in school strategic planning to capacitate them for organizational change and may include them in capability-building activities through professional development and leadership training focusing on transformational readiness and organizational agility in schools.

For the teaching professionals or the teachers, they may strengthen community involvement to promote collaboration and mutual support among stakeholders. Also, they may attend relevant trainings and seminars on strategic planning and directly engage in coping organizational change to improve personally beneficial mindset to transformation.

For future researchers who wish to conduct a study on the predictors of organizational change, they may use this study as one of their references. While the concept of this research can be applied, the results may vary according to locale and culture, and both should be taken into consideration by any future researcher willing to use this as a reference.

6. Conclusion

With all the results and inferences gleaned from the results of this research that aims to figure out the best-fit model that predicts teacher readiness to organizational change in the Department of Education in Region XII, the following conclusions were made for the intended beneficiaries.

Change orientation, strategic planning, and teamwork were all very high for the descriptive level of the exogenous variables, showing that these characteristics are frequently observed or manifested. Likewise, organizational change is an endogenous variable with a very high descriptive level, meaning it is always observed/manifested. It showed significant relationships, which implies that any increase in change orientation, strategic planning, and teamwork in schools results in a corresponding increase in the readiness for organizational change in public elementary schools.

Further, the structural Model 3 emerged as the best-fit model for organizational change as proven by the summary of the goodness of fit satisfying all the indices for a structural equation model for teachers' change orientation, strategic planning, and teamwork on the readiness for organizational change as is indicated by the structural modifications. The results supported the Theory of Lewin's three-stage Change Model of organizational change in schools (1951) which stresses the readiness of teachers for organizational change in schools. Hence, it implies that schools must put a premium on strategic planning and training enhancement activities focusing on change orientation for all teachers in public elementary schools as part of their staff development program.

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Conflict of Interest Statement

The authors declare no conflicts of interest

About the Author(s)

Jessica T. Verallo is a Principal III assigned at Balunto Elementary School, Romana C. Acharon District, Labangal, General Santos City, Philippines. She is a candidate for Doctor of Education with a concentration in Educational Management.

Lyndon A. Quines, EdD, is currently a University Professor at the University of Mindanao Professional Schools, Davao City, Philippines.

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