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CHANGE MANAGEMENT PRINCIPLES AND BEHAVIOR OF SCHOOL HEADS TOWARDS THE ORGANIZATIONAL DEVELOPMENT IN PUBLIC SCHOOL

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ABSTRACT –

The study aimed to describe the Change Management Principles and Behavior of School Heads to the Organizational Development in Public Schools. This study will only cover the following: assessment of the schools' changes in management principles behavior and organizational development (OD), the major final output of this study based on the assessment of the respondents. The research will also be limited to the data that will be supplied by randomly selected elementary teachers. The study found out that the teachers are mostly female with the position of teacher I and have 0-10 years of experience. Teachers on Change Management Principles were all Highly Observed in their practices. However, change management behavior teachers are well practiced in directing the People also motivating the people and shaping the path that help shape the organization in accepting changes, and innovation. Teachers firm in their decision making, how they able to manage their people as well as stakeholders' engagement and retention. Teachers change management principles and change management behaviors are connected with the teacher's organizational development. The correlations contributed meaningfully to the enhancement and sustainability of organizational development initiatives of the teachers.

Keywords – change management principles, behavior of school heads, organizational development

Introduction

Now and then continuous changes occur. Innovation and new setups happen to improve, enhance, and develop different practices. This is even common in the Department of Education wherein it has to be adaptable to the changing needs of the learners. With those changes in education not only the teachers but even school heads also turn the tables to make necessary adjustments when needed. Thus, in the Philippines changes in the curriculum continuously happening, the school heads as school leaders face different changes such changes may affect change management principles and behaviour of school heads from different challenges occurred.

Evolution and organization in the organization is known as organizational change, which is the transformation of an organization's existing traditions, systems, standards, and methods into a modern one from a conservative or traditional one (Sarkar, 2017), As a result, change is a way of transforming or changing an organization into something that adheres to the stated trend.

However, changes are unavoidable. It can be observed that adapting to change entails not just using strategic ways to achieve new goals, but also managing the consequences of change on the organization's people. After all, a company's success is determined on its employees' performance; if they falter, the intended results will be difficult to achieve. Because of the unfavourable reactions from the organization's members, managing change is a difficulty for organizations.

Generally, the researcher believed that in terms of change management and behavior there is no research existing in the locale of Division of city Lucena. The researcher believed that whatever result or outcome of the research will be used to utilized the negative consequences that will arise as a result of the shift. The patterns and approaches can be utilized in relation to organizational change and change management, this study may have a significant influence in different disciplines of school management such as human resource management, strategic management, and organization development and others. Due to the increasing dynamism and uncertainty occurring in the external environment caused by technological advancements, competition, customer preferences, economic fluctuation, and globalization as well as the ongoing pandemic (Asilo, 2018).

Organizational change is the alteration of existing traditions, systems, standards, and methods in the organization (Sarkar, 2017). Change, therefore, is to transform or a means of converting the organization into what conforms with the said trend (Sundaram, 2015). Managing change, therefore, is a challenge for organizations due to the negative reactions coming from the members of the organization.

With many changes, school heads may have different change management principle and behavior. Organizations fail to adapt to the change due to the following: lack of commitment, lack of guidance, defective project management skills among middle managers, and lack of training among frontline employees. In other words, how the managers are knowledgeable, flexible, and skilled in implementing the change are reflective of the adaptation, attitude, and performance of their people towards the desired change (Jasarevic & Kuka, 2016).

Objectives of the Study

The focus of the study is to describe the Change Management Principles and Behavior of School Heads to the Organizational Development in Public School.

Specifically, this sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Gender;
 - 1.2 Position and
 - 1.3 years in service?
2. What is the perception of the teacher-respondents on the change management principles as practiced by the principals in terms of:
 - 2.1. Organizational change;
 - 2.2 Resistance to change;
 - 2.3 Change agents and
 - 2.4 Organization members?
3. To what extent is the change management behavior of the principal on described by the teacher-respondents in terms of:
 - 3.1. Directing the people;
 - 3.2. Motivating the people and
 - 3.3. Shaping the path?
4. What is the level of organizational development as assessed by the public-school teachers in terms of:
 - 4.1. Information flow and decision making;
 - 4.2. Management of people and
 - 4.3. Stakeholders' engagement and retention?
5. Are change management principles and behavior significantly related to organizational development?

Methodology

The research used a quantitative type of study wherein it involved the manner of collecting and processing numerical data. In this type, the researcher aimed to seek for the change management principles and behavior as well as the operational development of selected elementary schools. Quantitative research is commonly used in natural and social sciences, and education. The descriptive-correlational approach. It is identifying the relationship between the variables. It explains how the variable influences the other variable and the changes observed when either of the variables change (Voxco, 2021). The study intended to relate the change management principles and behavior to the school's organizational development

Respondents and Locale

This study was conducted in selected elementary schools in the Lucena West District. The selected elementary schools have greater number of teaching force which includes Lucena West II Elementary School, Lucena West III Elementary School, Isabang Elementary School and Ibabang Iyam Elementary School.

Data Analysis

After the respondents accomplished the online and printed survey questionnaire, the researcher collected the data. The data was tallied and recorded by the researcher before submission to the statistician. The data was subjected to appropriate statistical treatment. To examine the change management principles, mean and standard deviation was used. In describing the change management behavior, mean and standard deviation will be utilized. Furthermore, to prove the hypotheses in the study whether the school's organizational development is significantly related to change management practices and change management behavior, Pearson Product-Moment Correlation Coefficient was used at .05 level of significance.

Results and Discussion

The author/s should consider that the technical papers

The data gathered were analysed and interpreted so that conclusions and recommendations could be drawn.

Table 2 Distribution of the Respondents by Gender

Gender Profile	f	%
Male	9	7.5
Female	111	92.5
TOTAL	120	100.0

Table 1 showed that majority of the respondents are female. There were only 9 or 7.5 percent of the respondents are male. Whereas the female respondents are 111 in number occupying 92.5% of the total number of the population. This only revealed that female is mostly interested to engage in teaching than males.

Table 3 Distribution of Respondents by Position

Position	F	%
Teacher I	41	34.2
Teacher II	29	24.2
Teacher III	43	35.8
Master Teacher I	6	5.0
Master Teacher II	1	.8
TOTAL	120	100.0

The distribution of 120 respondents across various teaching positions is presented in Table 3. The majority of respondents (70%) held positions of Teacher I, II, or III, with Teacher III representing the largest single group (35.8%). Teacher, I position comprised 34.2% of the respondents, while Teacher II positions accounted for 24.2%. Master Teacher positions were comparatively less represented, with Master Teacher I comprising 5% and Master Teacher II only 0.8% of the total respondents.

Table 4 Distribution of Respondents by Years in Service

No. of Years	f	%
0-10 years	55	45.8
11-20 years	36	30.0
21-30 years	21	17.5
31 years and above	8	6.7
TOTAL	120	100.0

Table 4 revealed the distribution of 120 respondents based on their years of service. The data indicates that a substantial portion of respondents (45.8%) had 0-10 years of experience. The next largest group (30%) had 11-20 years of service, followed by those with 21-30 years (17.5%). A smaller percentage (6.7%) had 31 years of service or more. It goes to show that only very few stay longer in teaching, although majority of them are still young in the teaching career.

Table 5**Summary Table of Change Management Principles**

Variables	Mean	Std. Deviation	VI
1. Organizational Change	4.18	0.63	Highly Observed
2. Resistance to Change	4.11	0.65	Highly Observed
3. Change Agents	4.10	0.66	Highly Observed
4. Organizational Members	3.98	0.82	Highly Observed
Overall	4.09	0.69	Highly Observed

Summary of the respondents' perceptions regarding change management principles, encompassing four key variables: Organizational Change, Resistance to Change, Change Agents, and Organizational Members. The results reveal that all variables were highly observed, with mean scores ranging from 3.98 to 4.18. This suggests that the principles of change management are well-implemented and recognized by the respondents.

Table 6 Summary Table of Change Management Behavior

Variables	Mean	Std. Deviation	VI
1. Directing the People	4.02	0.67	Highly Observed
2. Motivating the People	4.07	0.71	Highly Observed
3. Shaping the Path	4.04	0.65	Highly Observed
Overall	4.04	0.68	Highly Observed

The Summary of Change Management Behavior as perceived by the respondents. The aggregated mean score of 4.04, with a standard deviation of 0.68, signifies that change management behaviors within the organization are Highly Observed. This manifests a strong commitment among school leaders and stakeholders to actively engage in practices that support effective change initiatives. Among the four variables, Organizational Change obtained the highest mean score ($M = 4.18$, $SD = 0.63$), indicating that the process of cascading vision, utilizing visual aids, and aligning organizational goals with change efforts is highly evident. This suggests that the organization effectively communicates and implements change-related strategies.

The second highest-rated variable was Resistance to Change, with a mean score of 4.11 ($SD = 0.65$). This implies that respondents acknowledge the presence of mechanisms to address uncertainties, threats, and behavioral patterns associated with change. The effectiveness of these strategies suggests a proactive approach in managing resistance within the organization.

Table 7 Summary Table of Organizational Development

Variables	Mean	Std. Deviation	VI
1. Information Flow and Decision Making	4.09	0.67	Highly Observed
2. Management of People	4.07	0.66	Highly Observed
3. Stakeholders' Engagement and Retention	4.17	0.68	Highly Observed
Overall	4.11	0.67	Highly Observed

Table 7 illustrates the Summary of Change Management Behavior as perceived by the respondents. The aggregated mean score of 4.04, with a standard deviation of 0.68, signifies that change management behaviors within the organization are Highly Observed. This manifests a strong commitment among school leaders and stakeholders to actively engage in practices that support effective change initiatives.

Table 8. Summary Table of Organizational Development

Variables	Mean	Std. Deviation	VI
1. Information Flow and Decision Making	4.09	0.67	Highly Observed
2. Management of People	4.07	0.66	Highly Observed
3. Stakeholders' Engagement and Retention	4.17	0.68	Highly Observed
Overall	4.11	0.67	Highly Observed

Table 8 The summary of the Level of Organizational Development in terms of three key variables: Information Flow and Decision Making, Management of People, and Stakeholders' Engagement and Retention. The overall weighted mean is 4.11, with a standard deviation of 0.67, which falls under the descriptive equivalent of Highly Observed. This indicates that organizational development practices are consistently and effectively implemented across the organization.

Table 9. Correlation Between Change Management Principles, Behavior, and Organizational Development.

	Organizational Development		
	Information Flow and Decision Making	Management of People	Stakeholders' Engagement and Retention
Change Management Principles			
Organizational Change	.811**	.747**	.783**
Resistance to Change	.851**	.841**	.790**
Change Agents	.834**	.824**	.807**
Organization Members	.779**	.804**	.727**
Change Management Behavior			
Directing	.841**	.839**	.794**
Motivating the People	.838**	.830**	.838**
Shaping the Path	.868**	.855**	.843**

The Test of Relationship Between Change Management Principles, Behavior, and Organizational Development. The table highlights the correlation coefficients between the different dimensions of Change Management Principles and Change Management Behavior in relation to the three variables of Organizational Development, namely Information Flow and Decision Making, Management of People, and Stakeholders' Engagement and Retention.

Conclusion and Recommendation

The findings gathered in the study led to the formulation of the conclusion:

The hypothesis stating that " Change management principles and behavior are not significantly related to organizational management was not accepted. In light with the conclusions the following recommendations were given. School heads should allow teachers to continuously professionally develop since that most of them are still young in the profession. To help continuously improve teacher on change management school heads may continuously support teachers thru providing continual encouragement and professional growth in adapting to changes occurs in the organization. Creating opportunities for training, coaching, and ongoing teacher assistance. School heads may create a behavioral training on change management creating as well a learning atmosphere conducive to building a collaborative environment and build the essence of team work. School heads may address areas of needs for improvement to enhance practices related to consistent technical assistance, project flow, and planning training for teacher development relative to decision making and engagement to stakeholders. School heads continuously monitor, utilize regular observations and timely feedback to teachers relative to their needs for changes and development.

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Strictly follow the numbered format of citation while observing the proper APA style of referencing.

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