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Organizational Change Management and Leadership towards Workplace Performance, Adaptability and Innovation from the Perspective of Public Elementary School Teachers

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ABSTRACT

The descriptive-correlational type of research was used in this study to determine the correlation between the organizational change management observed in school, school head's change leadership practices, teacher's workplace performance and work adaptability and innovation. The respondents were 185 public elementary school teachers in Tiaong I District.

The study revealed the findings: the respondents perceived organizational change management observed in school as having a sense of urgency, a powerful coalition, a vision for change, a communication of the vision, empowerment, short-term wins and gains, and the production of changes and approaches in the culture as O.

The respondents perceived their school head's change leadership practices in terms of unfreeze, change, and refreeze as HP.

The level of workplace performance of the teacher's respondents as to their performance accomplishments as O and individual professional competence as HC.

The respondents' work adaptability and innovation manifested as perception of effectiveness, perception of innovation and experience with innovation as HM.

There is a significant relationship between respondents' organizational change management and the level of teachers' workplace performance and work adaptability and innovation.

There is a significant relationship between respondents' perception of change leadership and teachers' level of workplace performance and work adaptability and innovation.

Keywords: organizational change management, change leadership, workplace performance, work adaptability and Innovation

1. Introduction

In today's competitive world, a big challenge for organizations is to retain their employees. Organizations including schools are under constant pressure from their internal and external environments. Social and demographic developments, new patterns of employment, developments in technology, and globalization are some of the forces pushing schools to initiate change interventions. Healthy change and development of schools is essential for survival of the schools as an organization and accomplishing progressive social change in the society. Roberts (2023) stated that change is inevitable but navigating it effectively can be a daunting task. Change Management is essential to organizational success within the change management process because it increases employee's satisfaction during the event of a change in the process, highlighting [the importance of change management](#). As he cited, that around 28 percent of medium-sized organizations introduced a culture of Change Management within their organization.

However, change management practitioners like teachers often face various obstacles and difficulties that hinder their efforts and affect outcomes. Some of the key challenges of change management in the school are resistance to change and lack of leadership support. People naturally resist change, as it disrupts their routine and may introduce uncertainty. To overcome resistance to change, it is essential to communicate the reasons for the change and the benefits it will bring.

Involve employees in the change process by taking their input and addressing their concerns. Provide training and support to help employees adapt to the change. Aside from this, change management requires strong leadership support to be successful. Without the support of leaders, employees may not take the change seriously or may not feel motivated to adapt. To overcome this challenge, it is important to secure support from leaders at all levels of the

organization. Leaders should visibly demonstrate their commitment to the change and actively communicate the importance of it to employees, as outlined in the [change management plan](#).

Educational organizations will experience changes. The ability to change in the field of education has been found to be a crucial component in the success of a school, because on students' achievement and challenges encountered by the teachers that tests their individual performances. Facing environmental conditions that are always changing, there is no other wiser way for an organization/institution leader to ensure that his or her organization remains standing and progressing other than making changes and understanding the nature and concept of change itself and knowing the principles and application of change management in the institution/organization. (Darma, 2019). Organizational change is about changing the performance of the organization. There is a clearer connection between what we do and the results we will achieve. We begin and every change effort with performance improvement as the goal. Change is making something different. Changes from the current situation are seen from the perspective of structure, process, people and culture (Robbins, 2023).

Teachers were arguably the most important group of professionals for our nation's future. A defining feature of teaching work is that it involves novelty, change, and uncertainty daily. Being able to respond effectively to this change is known as adaptability. Adaptability has been highlighted as essential for teachers, given the constantly changing demands of teaching work. Some research has shown adaptability may also help teachers avoid feelings of disengagement and, in turn, avoid lower job commitment. A person's capacity to be adaptable is important because it enables successful adjustment to life's inherent changing circumstances. Indeed, emerging research has shown that adaptability is associated with important academic and non-academic employees. It relates to an individual's ability to adapt to new work demands. Adaptation is not only a response to a new environment but also a long-term and continuous dynamic process of self-regulation to cope with changing environmental conditions.

Javillonar (2022) explains that work performance is a complicated concept due to the continual changes occurring at work and within the organization. High teacher's performance should be everyone's concern since the teacher is the director of learning and can influence and shape the intellectual climate in the classroom. Thus, careful analysis of the factors affecting the workplace performance of the teacher due to some changes occur in the school must be done. It is the very basis of the establishment of every performance appraisal in an organization, especially in the Department of Education (DepEd).

DepEd issued its Department Order No.2, s.2015 dubbed as "Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education" to ensure efficient and quality performance among Filipino teachers. Filipino teachers are expected to work towards the achievement of the Department's "vision, mission, values, and strategic priorities toward the delivery of quality educational services to Filipino learners".

Aside from this, The Department of Education MATATAG Agenda strives to resolve the challenges in basic education. MATATAG agenda of the DepEd provide an innovative approach to addressing the nation's problems with basic education. Vice President and Education Secretary Sarah Duterte's Basic Education Report (BER) 2023 highlighted the prior to revealing the new basic education agenda, the Department presented its challenges and accomplishments. Duterte emphasized that they will mobilize in support of the nation's enhanced educational system. They shall unite in support of every Filipino child. For the sake MATATAG na bayan, for the sake of our country, the Philippines. MATATAG has four critical components: **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; **TA**ke steps to accelerate delivery of basic education facilities and services; **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and **GI**ve support to teachers to teach better. This study focusses on the fourth agenda which is **give** support to teachers to teach better. This is in terms of innovative, responsive, and inclusive teaching approaches following the Philippine Professional Standards for Teachers (Babaran, 2023).

Several studies identified elements that drive or influence teacher's work performance such as work experience, school environment, and salaries to name a few. The relationship there is between the ability of younger teachers with experience to perform their duties such as making and creating the learning environment conducive. In connection, management factors and work environment were the factors that affect teacher's performance while remuneration has shown no direct effect. This connotes that teacher's performance would increase if they were provided with comfortable and pressure-free work conditions, opportunities for career growth, and are working with school heads who properly and efficiently communicate with them and banking on their welfare. Also, the teacher's skills or abilities should not be neglected since performance skills that include instructional and evaluating skills, and professional and personal qualities of the teacher determine his/her work effectiveness (Javillonar, 2020). teacher's performance would increase if they are provided with

The Department of Education acknowledges the significance of professional standards in teachers' progress and their continued professional development based on the concepts of lifelong learning. DepEd maintains that high-quality student learning depends on high quality teachers, who are assisted by high-quality school administrators. The department can produce outstanding instructors and "holistic learners who are steeped in values, equipped with 21st-century skills, and able to propel the country to development and progress" through their effective teaching with in-depth commitment (DepEd Order No. 42, s. 2017). Creating "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" is consistent with DepEd's goal (DepEd Order No. 36, s. 2013).

Individual performance among teachers has been an exciting subject of study and research for several reasons such as individual performance determines organizational performance (Fahmi et al., 2019) and it continues to change due to the internal and external demands of the organization. In addition, it is also related to how well employees can meet the requirements and work standards that apply in the organization. It can be seen from different perspective, that positively contributes to organizational effectiveness by providing working conditions and an environment conducive to achieving task performance (Aguinis, 2022), which contributes to the survival and success of the organization.

Consequently, schools have evolved and attempted to implement innovation to be creative and to influence students positively for the 21st century. However, in this study teacher will manifests their perception and experience towards innovation. It has been loosely defined and is often utilized by administrators and school districts to drive change within schools. "In this process of change, only the organization which adopt the innovative culture and successfully achieving the innovative structure in them get enormous gains in terms of environmental fitness and adaptation (Bulbul, 2012, p. 168). Policies drive school district leaders' decisions regarding how to go about the business of school. For schools to be innovative and to create a culture of change within their organization, certain structures such as schedules, graduation requirements, grading practices, professional development teacher's evaluations, seat time and policies, need to be evaluated.

With this case of difficulties, at the end of this study, the researcher also needs to determine the teacher's extent of ideas in organizational change management observed in school as identified by Kotter and change leadership practices by the school head as identified by Lewin that can produce a positive impact for teachers to manage / adapt changes, to perform well and to become more innovative from time to time.

1.1 Statement of the Problem

This study aimed to determine the organizational change management and leadership directed towards workplace performance,

Specifically, it sought to answer the following questions:

1. To what extent is organizational change management observed in school as to:

- 1.1 sense of urgency;
- 1.2 powerful coalition;
- 1.3 vision for change;
- 1.4 communicate the vision;
- 1.5 empowerment;
- 1.6 short - term wins;
- 1.7 gains and produce changes; and

1.8 approaches in the culture?

2. How do the respondents perceive the change leadership practices of their school head in terms of the following stages:

- 2.1 unfreeze;
- 2.2 change; and
- 2.3 refreeze?

3. What is the level of workplace performance of the teachers-respondent's as to their:

- 3.1 individual performance accomplishments; and

3.2 individual professional competence?

4. How is work adaptability and innovation manifested by the teachers as to:

- 4.1 perception of effectiveness;
- 4.2 perception of innovation; and

4.3 experience with innovation?

5. Is there significant relationship between the extent of the organizational change management and the level of teachers':

5.1 workplace performance; and

5.2 work adaptability and innovation?

6. Is there significant relationship between respondent's perception on change leadership and the level of teachers':

6.1 workplace performance; and

- 6.2 work adaptability and innovation?

2. Methodology

The study utilized quantitative research design in nature specifically descriptive-correlational research method. Descriptive, in the sense that information is collected from a group of people to describe some aspects or characteristics of the population of which that group is a part (Fraenkel & Wallen, 2012). The correlation research method was used to find out the direction and extent of the relationship between the population variables under study (Ardales, 1992). It establishes the relationship between two or more variables that are studied without any attempt to influence them.

The process involved the collection of data based on the variables stated in the study which includes the organizational change management observed in school as identified by Kotter. The study will also deal with the school heads' change leadership practices in terms of unfreeze, change and refreeze theory as identified by Lewin. It will also analyze the teacher-respondents' level of individual accomplishments and professional competence as well as their views about their effectiveness and experience in adaptability and innovation. This study aims to deeply analyze and identify the existing conditions and obtain facts from detailed accounts of persons where questionnaire is its main tools.

There were 185 total enumerations of teachers in Tiaong I District who were the respondents for the study. This study used survey questionnaire as its main tool for gathering data.

3. Results and Discussion

Table 1.

Extent of Organizational Change Management observed in the School regarding Sense of Urgency.

Indicators	X	SD	VI
1. Identify existing threats and opportunities affecting the organization	4.34	0.658	O
2. Create a forum to talk about the issues, threats and possible solutions	4.41	0.654	O
3. Examine opportunities that should be or could be exploited	4.31	0.68	O
4. Start honest discussions and give dynamic and convincing reasons to get people and other subordinates talking and thinking	4.37	0.656	O
5. Communicate the urgency of change effectively among stakeholders	4.44	0.641	O
Overall	4.39	0.582	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

Table 1 shows that most respondents perceived organizational change management in school as a sense of urgency as "O" with a mean of 4.39 and SD of 0.582.

The result above indicates that the school communicates effectively among parents and other stakeholders and discusses issues, threats and possible solutions on matters that require urgency.

One example that most schools are experiencing is the cancellation of classes and work in the event of natural disasters, power outages or interruptions and other calamities which answers the sense of urgency that should be communicated and implemented immediately among stakeholders. This decision is supported by DepEd Order No.037, s.2022, which promotes the safety and protection of learners and personnel from unnecessary physical dangers that they might be exposed to during typhoons, heavy rainfall, floods, earthquakes and brownouts. To make this cancellation of classes still productive, adjustments to modular distance learning as a learning delivery due to the suspension/cancellation of classes was used to ensure that learning competencies and objectives are still met and action was taken in line with the school contingency plan, Deped Order NO.009,s.2024. During such circumstances, teachers shall be required to provide home learning tasks that are suited to the specific needs of learners and the severity of the situation in their respective areas, ensuring access to print or non-print self-learning modules (SLMs) and the home learning plan to guide them in accomplishing assigned learning tasks.

This only proved that in any school organization, problems arise in different situation and therefore, individuals or teams recognize the importance of acting quickly and decisively. It is essential for driving action and achieving goals, balance things with clarity and quality. Urgency doesn't mean rushing blindly; it is a process of helping people across the organization, understand the need for change and identify why things cannot remain as they are. Therefore, it is important to communicate to all stakeholders through an open forum or meeting that everyone may know what the school's vision is and how to achieve it.

Table 2.

Extent of Organizational Change Management Observed in School as to Powerful Coalition.

Indicators	X	SD	VI
1. Identify the true leaders and key stakeholders in an organization	4.43	0.578	O
2. Ask for an emotional, physical and intellectual commitment from other potential leaders and key stakeholders who are involved in the change process	4.41	0.629	O
3. Work on team building within the change coalition	4.44	0.641	O
4. Check members of the team for weak areas and ensure that different people are willing to work well	4.38	0.616	O
5. Have clear communication channels and processes for measuring success, decision-making, tackling issues and resolving conflicts	4.45	0.642	O
Overall	4.44	0.573	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

Based on the table, it is indicated that school leaders implement organizational management in terms of a powerful coalition with an "O" and overall mean of 4.44 and SD =.573. Having clear communication channels and processes for measuring success, decision-making, tackling issues and resolving conflicts with a mean of 4.45 is the highest of all indicators. Consistent with the result on the first problem, communication is vital in any organization in every situation, to solve conflicts and make decisions for the greater good.

Coalitions as defined by Raynor (2021), is inclusive of multiple decision-makers who share common goals. As a result, effective coalitions establish transparent decision-making processes that allow appropriate member input—a sort of shared decision making, who work together to promote positive change, strengthen the school's culture, and achieve common goals.

DepEd Order No.007, s.2024 emphasizes the policy guidelines on the implementation of the revised school-based management, where the school recognizes the stakeholders' participation such as PTA, LGU's and other organizations in the school's plan of improvement. Engaging the community promotes the strengthening of organizational support. Through this principle, collective ownership of improvement efforts is shared between the school and the stakeholders, and collaboration to address concerns is encouraged. The school community organizes, mobilizes and manages resources to foster a high level of commitment toward achieving improved learning outcomes.

It only implies that the strength and unity among teachers, school leaders and all stakeholders have a significant impact on schools' effectiveness and success. One of the noteworthy practices in every school is the creation of School-Based Management (SBM). In its context, members of the SBM team typically include the school head, teachers, parents, students, and other community members. It also includes the School Governing Council (SGC), which is a key body within SBM. The goal is to empower schools to better respond to their specific needs and improve learning outcomes (DepEd Order No.007, s.2024, Policy Guidelines on the Implementation of the Revised School-Based Management System). It creates a unified, collaborative environment, drives innovation, builds trust, and helps navigate challenges. By bringing together diverse perspectives, a strong coalition ensures that the school community can achieve its vision and deliver the best outcomes for students and all other stakeholders.

Table 3.

Extent of Organizational Change Management Observed in School as to Vision for Change.

Indicators	X	SD	VI
1. Determine the values and clear vision towards improvement that are central to change	4.48	0.617	O
2. Create a strategy to execute the vision	4.44	0.657	O
3. The vision aligns with the school's goal and vision.	4.49	0.644	O
Overall	4.48	0.597	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

It can be gleaned from the table that the extent of change management in terms of vision for change has an overall weighted mean of 4.48 with a verbal interpretation of "O". It implies that the school has a high regard for providing direction, inspiration and a clear framework for growth and improvement that shapes the overall culture of the school. The indicator that the vision aligns with the school's goal and vision has the highest weighted mean of 4.49 while the indicator creating a strategy to execute the vision has the lowest weighted mean of 4.44. Creating a strategy allows every organization to systematically transform the vision into actionable results, ensuring lasting change and growth.

Ahmadi (2023), stated that change management includes various activities such as identifying the need for change, formulating a plan, communicating the change, and monitoring the progress of the change. This vision for change in school often focuses on improving outcomes, enhancing the school culture, embracing new practices, and adapting to the needs of today's students and the future.

It only implies that the vision for change in school provides a roadmap for transformation, guiding the school community toward a shared set of goals. All public schools in the Philippines follow only one vision: "to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education," creating a place where teachers create a positive culture, and ensuring that all students and everyone involved in the school organization are equipped with the skills, knowledge, and mindset they need to succeed in an ever-changing world. As a school leader, the vision should be aspirational yet practical, encouraging everyone to work together toward the desired future of the school.

Table 4.

Extent of Organizational Change Management Observed in School as to Communicate the Vision.

Indicators	X	SD	VI
1. Communicate the vision for change effectively to all stakeholders	4.47	0.608	O
2. Create an effective strategy to execute the vision set by the school	4.42	0.638	O
3. Ensure that the change coalition can describe and explain the vision	4.43	0.614	O
4. Give stakeholders opportunities to provide feedback on change	4.45	0.616	O
5. Walk the talk by demonstrating the ideal behavior that people around are expecting	4.41	0.645	O
Overall	4.44	0.592	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

Table 4 shows that the extent of organizational management in schools in terms of communicating the vision has been "observed" with an overall weighted mean of 4.44. Respondents revealed that communicating the vision for change effectively to all stakeholders and giving them opportunities to provide feedback on change are the two of the indicators from the table with the highest weighted mean of 4.47 and 4.45 respectively. The researcher acknowledges that communicating the school's vision is essential to ensure that all stakeholders- teachers, learners, parents and the broader community are aligned, engaged and motivated to work toward the same goals. Strategically communicating the vision is important as it may help the school build widespread support and provide feedback, inspire action, and ensure that everyone is working together towards the same goals.

Monique (2024), stressed that the successful implementation of a strategic vision relies on effective communication, leading by example, and integrating it into the existing organizational procedures. One of the most effective ways to communicate the school's vision among stakeholders is the meeting at the beginning of the school year. This is an effective communication strategy to ensure that everyone is on the same page and motivated to work toward the shared goals. "State of the School Address" (SOSA) is an end-of-year report and address by the school principal to stakeholders, outlining the school's accomplishments, status, and plans. DepEd mandates its conduct to foster community participation and accountability within the school system. The SOSA serves as a platform for the school to share its progress, celebrate achievements, and involve stakeholders in the school's development (DepEd Order No. 83, s. 2012).

Clear and consistent communication with stakeholders, engaging everyone and leading by example will help foster a sense of ownership and commitment to the vision, leading to greater success and transformation in the school community.

Table 5.

Extent of Organizational Change Management Observed in School as to Empowerment.

Indicators	X	SD	VI
1. Clearly understand the barriers within the organization that are blocking the implementation of change	4.39	0.617	O
2. Make sure that the organizational processes, structures, policies, reward system etc. are aligned with the new change vision	4.41	0.629	O
3. Recognize and reward employees who actively work on implementing change	4.38	0.674	O
4. Empower employees to do their best and face challenges successfully by giving them the necessary training, coaching and mentoring	4.39	0.651	O
5. Identify people resisting the change and help them see what's needed.	4.37	0.647	O
Overall	4.38	0.590	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

Table 5 presents the extent of the organizational change management observed in school as to empowerment. The result of the data gathered reveals that the indicator makes sure that the organizational processes, structures, policies, reward system etc. are aligned with the new change vision got the highest weighted mean of 4.41 which is interpreted as “O”. Most of the respondent’s “O” all indicators, with an overall weighted mean of 4.38.

Highly empowered individuals possess several self-reliant abilities such as a high degree of self-efficacy, a sense of personal control and a fundamental self-confidence that success results from effective use of one’s skills (Titus, 2023). He asserted that an empowering atmosphere can be created in the school by complimenting efforts and achievements, giving due consideration to someone’s ideas, acknowledging and appreciating one’s creativity.

One of the most widely practiced among schools today is empowering teachers through LAC sessions and online training. A Learning Action Cell (LAC) is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school (DepEd Order 35, s.2016). Empowering teachers is not just a policy goal—it is a national investment. When school leaders empower educators, they build a more resilient, intelligent, and compassionate society. Another practice is giving rewards to teachers who exhibit exemplary performance by giving certificates and the like. In general, the researcher agreed that empowering employees during organizational change not only enhances the chances of successful transformation but also helps create a more resilient and adaptable workforce, ultimately contributing to long-term success.

Table 6.

Extent of Organizational Change Management Observed in School as to Short-term Wins.

Indicators	X	SD	VI
1. Establish short-term goals to demonstrate progress	4.31	0.649	O
2. Analyze thoroughly the potential pros and cons of your target	4.32	0.635	O
3. Celebrates short-term wins to maintain momentum	4.33	0.655	O
4. Communicate achievements to all stakeholders	4.41	0.662	O
5. Acknowledge and reward those who are responsible for these quick wins to encourage other teachers as well	4.41	0.702	O
Overall	4.36	0.623	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

Table 6 presents the extent of organizational change management as to short-term wins has an overall weighted mean of 4.36 and is interpreted as “O”. The data reveals that indicators communicate achievements to all stakeholders and acknowledge and reward those who are responsible for these quick wins to encourage other teachers both have a weighted mean of 4.41 which is “O” by the respondents. Meanwhile, the indicator establishes short-term goals to demonstrate progress, ranked last with a mean of 4.31 and is interpreted as “O”.

Kotter (1996) defined short-term wins to items from the action plan that are easily and quickly achieved like three to six months. Short-term wins are stepping stones to greater opportunities and bigger successes, all consistent with the vision of creating an inclusive school environment. These short-term wins validate the effort and maintain a level of urgency.

The researcher firmly believes that communication with all stakeholders is important to achieve the goal of the organization. In the context of organizational change, such as in a school setting, short-term wins are key milestones or successes that occur relatively early in the process and can be celebrated as evidence that change is not only possible but already underway.

Table 7.

Extent of Organizational Change Management Observed in School as to Gains and Produce Changes.

Indicators	X	SD	VI
1. Identify what worked and what went wrong to decide what needs to be improved	4.39	0.634	O
2. Consolidate the gains from the quick wins and continue to work on implementing larger changes	4.38	0.650	O
3. Identify and remove unnecessary processes and interdependencies	4.40	0.636	O
4. Continue communicating the vision and delivering the benefits	4.41	0.602	O

5.Keep ideas fresh by bringing in new change agents and leaders for your change coalition	4.38	0.615	O
Overall	4.38	0.582	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

Table 7 presents the extent of organizational change management in the school in terms of gains and production changes. As shown in the table, the majority of the respondents “O” with the overall weighted average mean of 4.38.

It was also noticed that the respondents observed that consolidating the gains from the quick wins and continuing to work on implementing larger changes and keeping ideas fresh by bringing in new change agents and leaders for your change coalition both has the lowest weighted mean of 4.38.

As cited by Yasir (2021), change is needed because leaders think that change is necessary. The driving forces motivate and steer employees toward the new state. The restraining forces highlight potential resistance to change, acting as the prime barriers to change initiatives.

Communicating the school’s vision is a must to create a unified, motivated, and focused community that works together toward common goals. It ensures that everyone understands the direction the school is heading in and how their contributions matter, helping to foster an environment of growth, learning, and collaboration. To create a meaningful change in a school, it is essential to focus on achieving gains that are visible, sustainable, and beneficial for the students, staff, and the broader school community.

Table 8.

Extent of Organizational Change Management Observed in School as to Approaches in the Culture.

Indicators	X	SD	VI
1. Identify and incorporate norms and values that reinforce the change	4.42	0.612	O
2. Integrate changes into the school’s culture	4.42	0.612	O
3. Encourage and support new behaviors and practices	4.46	0.608	O
4. Improve or illuminate organizational processes that do not align with the new culture	4.42	0.647	O
5. Create new training and development programs to help teachers develop skills and competence relevant to the change	4.38	0.641	O
Overall	4.40	0.588	O

Legend: 1.0-1.49 Not at all Observed (NAO); 1.50-2.49 Slightly Observed (SO); 2.50-3.49 Moderately Observed (MO); 3.50-4.49 Observed (O); 4.50-5.0 Highly Observed (HO)

Table 8 shows the extent of organizational change management observed in school as to approaches in the culture. It reveals that most of the respondent’s “O” all indicators in this area. Item no. 3 “encourage and support new behaviors and practices got the highest mean of 4.46 with interpretation of “O”. It implies that approaches in culture play a significant role in determining how people within a school organization behave, collaborate, and align with the goals of the institution. In schools, the culture affects how students learn, how teachers teach, and how the community interacts.

It is followed by three indicators with same weighted mean of 4.42 but still “O”, identify and incorporate norms and values that reinforce the change, integrate changes into the school’s culture and improve or illuminate organizational processes that do not align with the new culture.

According to Dimmock,et.al (2021), culture of a school is observed as a key aspect of the that enhances and gives meaning to various activities of the school. It is the basic personality of the school which is formed by the shared norms, values, beliefs, and traditions of the members of the school and one of the factors that can impact school effectiveness.

It only indicates that school culture can be effective depending on the specific needs and goals of the school and must be intentionally shaped and nurtured over time. A positive and aligned school culture improves collaboration and creates an environment where both students and staff can thrive. By understanding and implementing these different approaches, schools can create an environment that is supportive, engaging, and conducive to long-term success.

Table 9.

Change Leadership practices of School Head as to Unfreeze.

Indicators	X	SD	VI
1. aware with the principles that the school is implementing	3.67	0.526	HP
2. mindful with the problems encountered with the system in the school (grading system, lesson planning, classroom observation)	3.69	0.499	HP
3. open to new concerns and addressed in terms of the need to change	3.66	0.538	HP
4. understand that there is a need to change in the present system of the school	3.65	0.532	HP
5. willing to take risks and embrace new innovations	3.65	0.521	HP
6. open to discussion issues with colleagues and leading change	3.67	0.515	HP
Overall	3.67	0.480	HP

Legend: 1.0-1.49 Not Practiced (NP); 1.50-2.49 Slightly Practiced (SP); 2.50-3.49 Practiced (P); 3.50-4.0 Highly Practiced (HP)

Table 9 shows that the change in leadership of school heads as to unfreeze is “HP” with an overall weighted mean of 3.67. As can be observed from the table, the school head is mindful with the problems encountered with the system in the school such as grading system, lesson planning, classroom observation got the highest mean, which is 3.69 and verbally interpreted as “Highly Practiced”. This result is in line with DepEd Order No.017, s.2025 on the Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers where classroom observation is hereby given emphasis. As part of the memorandum, teachers should submit their lesson plan before the scheduled classroom observation for review and assessment. Lesson plans, activity sheets or any assessment materials shall be given an appropriate rating on the IPCRF using the PMES tool as the basis for demonstration and achievement of a specific objective. The rater (Master Teacher or School Head) shall conduct a post-observation conference with the ratee to discuss his/her experience and performance during the classroom observation, allowing the ratee to reflect on his/her strengths and areas for improvement and enhancement.

In the schools where the study is conducted, teachers said that they did not confine themselves with the present challenges concerning teacher’s task and performance. They are aware with the new trends in the field of teaching and learning process through the collaboration and discussion by their school head. They raised and engaged themselves with the problems arise within the school and willing to take a risk even they will experience failure. For them, failure is not an obstacle in finding new ways in eradicating problems. Teachers are very cooperative and participative in certain issues that lead them to change.

Aquino (2014) posits that school head is the axis around which many elements of the school take precedence. He is responsible for every dimension of operation, be it academic or administrative. The school head must be inclined to make almost all the decisions; thus, he must be a director, a planner, and a judgment-maker.

With the abovementioned statements, the school head is required to create an environment where staff, students, and the community are mentally and emotionally prepared for change. By addressing resistance, providing clarity, engaging stakeholders, and challenging existing practices, the school head can break through the barriers to change, laying the groundwork for the next steps in the change process.

Table 10.

Change Leadership Practices of School Head as to Change.

Indicators	X	SD	VI
1. is open to accepting new ideas and change	3.66	0.549	HP
2. is willing to enhance knowledge and skills with new ideas	3.69	0.510	HP
3. is willing to adopt the new system in the institution	3.66	0.519	HP
4. understands the need to change old systems	3.69	0.518	HP
5. welcomes new ideas/ criticisms coming in and out of the institution	3.62	0.559	HP
6. creates new methods in teaching	3.57	0.577	HP
7. changes easily to any direction when necessary	3.61	0.553	HP
Overall	3.63	0.503	HP

Legend: 1.0-1.49 Not Practiced (NP); 1.50-2.49 Slightly Practiced (SP); 2.50-3.49 Practiced (P); 3.50-4.0 Highly Practiced (HP)

Table 10 shows the changes in leadership practices of the school head as to change. It revealed that indicator no. 2 willing to enhance knowledge and skills with new ideas and indicator no. 4 understands the need to change old systems, had the highest weighted mean of 3.69 with verbal interpretation of “HP”. It means that school heads ensure that the institution remains relevant, effective, and responsive to the needs of its students, staff, and the broader community through foster a culture adaptability, prioritize communication and collaboration and embrace continuous learning and improvement. Schools, like any other organization, operate in a dynamic environment, and change is necessary to adapt to new challenges, improve educational outcomes, and provide a positive environment for learning and teaching.

As cited by Montenegro (2023), necessary quality for effective leadership is the capacity to successfully manage and exercise authority over one's direct reports. It is expected of a leader that they will be able to overcome a variety of challenges through the exercise of leadership by making effective and efficient use of the resources at their disposal, including both financial and human resources, changing old ideas to new ones to ensure that work goals are met.

The abovementioned result is further supported by DepEd Order No.16,s.2023 about the Revised Guidelines on the Implementation of the Department of Education Computerization Program. This policy states that to meet the challenges of the modern age, Deped offices shall provide public schools with appropriate, quality and equitable technologies that would enhance teaching, learning, governance and operation processes, practices, programs and policies. Consistent with DepEd’s MATATAG: Bansang Makabata, Batang Makabansa framework and the states policy to establish, maintain and support a complete, adequate and integrated system of education relevant to needs of people. With these, teachers are expected to level up their skills and embrace change in teaching situations that will further enhance their clientele’s performance in every aspect.

It means that change is essential for growth, adaptation, and improvement. The goal is not only to respond to external pressures and challenges but also to create an environment where students, teachers, and the entire community achieve their common goal. Change fosters a positive school climate, promoting equity, or embracing new technologies that enable schools to stay relevant, innovative, and effective in fulfilling their educational mission.

Teachers in the selected public school in Tiaong I District couldn’t adapt immediately with the changes but they are willing to enhance new knowledges and ideas to upgrade teaching and learning system. The findings indicates that through the guidance of the school head, teachers should be flexible in adapting changes occur with their methods and strategies of spreading knowledge and skills of their pupils. It also implies that change is the step in which the new ideas and practices are learned.

Table 11.

Change Leadership Practices of School Head as to Refreeze.

Indicators	X	SD	VI
1. communicates the system adopted with the present one	3.66	0.517	HP
2. overcomes the barriers rising from the new system adopted	3.64	0.535	HP
3. develop new ways of sustaining change adopted	3.64	0.535	HP
4. knows how to sustain changes in the institution by attending seminars/workshops, lectures and the like	3.66	0.519	HP
5.tries new ways with the hope of improving the present	3.66	0.519	HP
6. invents new activities that depart from new practices	3.64	0.534	HP
7. applies new and improved system with passion and compassion	3.65	0.532	HP
Overall	3.66	0.489	HP

Legend: 1.0-1.49 Not Practiced (NP); 1.50-2.49 Slightly Practiced (SP); 2.50-3.49 Practiced (P); 3.50-4.0 Highly Practiced (HP)

This table presents the respondents' perception on the change in leadership practices of the school head as to refreeze. The result indicated there are three indicators that got the highest weighted mean of 3.66 and is interpreted as “HP”.

To strengthen the result of the study, the research quoted DepEd Order No.35,s.2016, “The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning”. This order outlined guidelines for conducting LAC sessions, emphasizing their role in supporting teachers in their professional development and addressing challenges in schools. LAC sessions were to be conducted at least once a month, with a maximum of four hours per session. The focus of LAC sessions was on creating positive and safe spaces, strategically leading, managing resources, and focusing on teaching and learning.

DepEd recognizes that the quality of learning is greatly influenced by the quality of teaching. Therefore, it is imperative for the DepEd to hire good teachers and to support their development in the teaching profession. Organizing professional learning communities will aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching, and learning (Little 2013), to suit the present needs of learners.

This means that school heads still ensure that the new ways of working to be permanent, habitual, and deeply embedded within the school's processes, values, and norms which involves consolidating the change efforts and reinforcing new behaviors and structures. It's about creating an environment where change is not just a temporary adjustment but a lasting transformation that benefits the school in the long term.

For school heads, ensuring that changes are embedded into the school's culture requires consistent reinforcement, support, and integration into policies and procedures. It involves celebrating successes, providing ongoing professional development, monitoring progress, and ensuring that the changes align with the school's long-term goals. By fostering a culture of continuous improvement and ensuring broad engagement, the school leader can make change that is not just temporary but a lasting part of the school's evolution.

In the schools where the study was conducted, teachers accepted the reality that they found difficulty in overcoming hindrances regarding the new system arise that need to be adapted. However, most of the teachers were optimistic that they could sustain these changes productively through the guidance of their school head. They used to find ways to adapt changes by involving themselves in various workshops and seminars, attending LAC sessions and creating interventions to increase pupil's performance. They were able to integrate them all into actual practice.

Table 12.

Teacher's Workplace Performance as to Individual Performance Accomplishments in Content Knowledge and Pedagogy.

Indicators	X	SD	VI
1. Apply knowledge of content within and across the curriculum	4.55	0.551	O
2. Use a range of teaching strategies that enhance learners' achievement	4.51	0.543	O
3. Apply a range of teaching strategies to develop critical and creative thinking as well as other HOTS	4.51	0.563	O
4. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	4.54	0.498	O
Overall	4.54	0.498	O

Legend: 1.0-1.49 Poor (P); 1.50-2.49 Unsatisfactory (US); 2.50-3.49 Satisfactory (S); 3.50-4.49 Very Satisfactory (VS); 4.50-5.0 Outstanding (O)

The table presents the respondents' workplace performance as to individual performance accomplishments in content knowledge and pedagogy. The data revealed that the indicator applies knowledge of content within and across the curriculum got the highest mean of 4.55 which is interpreted as "O". It means that teachers understand the subject or content they are teaching, which includes facts, concepts, theories, and principles specific to the discipline. It enables teachers to deliver accurate, comprehensive, and in-depth information to students and integrate it with other subjects. Applying content knowledge within and across curriculum teaching areas involves effectively using your understanding of a specific subject matter (content knowledge) to teach and connect it to other related subjects or real-world contexts. This means going beyond rote memorization and demonstrating how concepts relate to other disciplines, making learning more engaging and relevant for students. This means that teachers who master both aspects (content knowledge and pedagogy) can help students develop not only a deep understanding of the content but also the skills needed to apply that knowledge in the real world

DepEd Order No.42, s.2017 or the National Adoption and Implementation of the Philippine Professional Standard for Teachers states that the agency recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It reiterated that quality learning is contingent upon quality teaching. Hence, enhancing teachers' quality is an utmost importance for long-term and sustainable nation building.

Table 13.

Teacher's Workplace Performance as to Individual Performance Accomplishments in Learning Environment.

Indicators	X	SD	VI
1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.65	0.512	O
2. Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	4.64	0.504	O
3. Establish a learner-centered culture by using teaching strategies that respond to their linguistic and cultural preferences	4.61	0.532	O
Overall	4.63	0.482	O

Legend: 1.0-1.49 Poor (P); 1.50-2.49 Unsatisfactory (US); 2.50-3.49 Satisfactory (S); 3.50-4.49 Very Satisfactory (VS); 4.50-5.0 Outstanding (O)

Table 13 imposed the perceived performance of the respondents to individual performance as to learning environment. The table presents establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures got the highest

weighted mean of 4.65 interpreted as “O”. Meanwhile, the indicator establishes a learner-centered culture by using teaching strategies that respond to their linguistic and cultural preferences got the lowest weighted mean of 4.61 but still “O”. It implies that teacher respondents highly recognized the importance of the learning environment for a successful teaching-learning experience.

According to Baharrudin (2021), the problems of working environment were always highlighted as the contributing factor to teachers' poor performance to deliver lessons in the teaching and learning process. In contrary, a conducive working environment could provide comfort and safety for teachers at work and remain productive.

It infers that teacher-respondents is closely related with the learning environment, as it plays a significant role in shaping teaching effectiveness and student outcomes. A positive, supportive, and well-structured learning environment enables teachers to perform at their best, fostering engagement, motivation, and collaboration among students. Conversely, a negative or disorganized learning environment can hinder both teacher performance and student learning.

Table 14.

Teacher's Workplace Performance as to Individual Performance Accomplishments in Diversity of Learners.

Indicator	X	SD	VI
1. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous group	4.51	0.572	O
Overall	4.51	0.572	O

Legend: 1.0-1.49 Poor (P); 1.50-2.49 Unsatisfactory (US); 2.50-3.49 Satisfactory (S); 3.50-4.49 Very Satisfactory (VS); 4.50-5.0 Outstanding (O)

Table 14 shows the perceived performance of the respondents in individual performance accomplishment as to the diversity of learners. There is only one indicator with a weighted mean of 4.51, which is interpreted as “O”. It implies that teacher respondents have a high regard for differences and unique characteristics that students bring to the learning environment. These differences include as cultural background, language, socioeconomic status, gender, learning styles, abilities, and personal experiences. Embracing and addressing the diversity of learners is essential for creating an inclusive, equitable, and effective educational experience for all students.

DepEd Order No.32, s.2015 or the Adoption of the Indigenous Peoples Education Curriculum Framework supports the abovementioned result. It refers to a program and curriculum that aims to provide education to indigenous communities in a way that is responsive to their specific cultural context, respects their identities, and promotes their indigenous knowledge and cultural heritage. This is also supported by DepEd Order No.72 s.2009 emphasizes inclusive education as a strategy to increase participation rates and ensuring that all learners, regardless of their abilities or disabilities, have equal access to quality education. This means education that is not only relevant to their lives but also fosters their cultural identity and preservation.

Teachers play a crucial role in nation-building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: “Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DepED Order No. 36, s. 2013).

Teachers' knowledge on the diversity of learners is crucial as it addresses the wide range of individual differences among students, encompassing their unique needs, experiences, and backgrounds. It emphasizes the importance of teachers understanding these differences to create inclusive and effective learning environments that cater to all students.

Table 15.

Teacher's Workplace Performance as to Individual Performance Accomplishments in Curriculum and Planning.

Indicators	X	SD	VI
1. Set achievable and appropriate learning outcomes that are aligned with learning competencies	4.62	0.530	O
2. Use strategies for providing timely, accurate and constructive feedback to improve learner performance	4.63	0.548	O
Overall	4.62	0.505	O

Legend: 1.0-1.49 Poor (P); 1.50-2.49 Unsatisfactory (US); 2.50-3.49 Satisfactory (S); 3.50-4.49 Very Satisfactory (VS); 4.50-5.0 Outstanding (O)

Table 15 reveals the respondents' performance accomplishment as to curriculum and planning with the indicators use strategies for providing timely, accurate and constructive feedback to improve learner performance and set achievable and appropriate learning outcomes that are aligned with learning competencies and shows the overall weighted mean is 4.62 with an interpretation of “O”.

It only implies that teachers understand the curriculum design and that lesson planning play a critical role in the overall effectiveness of the educational experience for students. Effective curriculum planning ensures that all learning objectives are met while allowing for flexibility to address the diverse needs of students. This provides the teachers structured guide for what is taught, when it's taught, and how it's assessed.

Hirimuthugoda (2023), that curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. These two words need to be continuous, leading in achieving educational, intellectual, and professional goals.

The researcher acknowledges that effective curriculum development provides a clear structure for teaching and learning, while thoughtful planning ensures that lessons are engaging, inclusive, and tailored to meet students' needs. Teachers benefit from ongoing reflection, which helps them adapt their plans and methods to foster a rich and effective learning environment. By working together, sharing best practices, and continuously improving their approach, teachers can enhance their students' educational experiences and outcomes.

Table 16.

Teacher's Workplace Performance as to Individual Performance Accomplishments in Assessment and Reporting.

Indicator	X	SD	VI
1. Utilize assessment data to inform the modification of teaching and learning and practices and programs.	4.58	0.537	O
Overall	4.58	0.537	O

Legend: 1.0-1.49 Poor (P); 1.50-2.49 Unsatisfactory (US); 2.50-3.49 Satisfactory (S); 3.50-4.49 Very Satisfactory (VS); 4.50-5.0 Outstanding (O)

Table 16 reveals the respondents' performance accomplishments as to assessment and reporting. The indicator utilizes assessment data to inform the modification of teaching and learning practices and programs has a weighted mean of 4.58 and is interpreted as "O". It implies that teachers performed best in this area as a component of the educational process. They understand students' progress and communicate that progress to various stakeholders such as students, parents, and school administrators. Effective assessment and reporting practices provide valuable feedback that guides both teaching and learning, ensuring that students are meeting the desired educational outcomes.

As mentioned by Lehane et.al.,(2021), assessment is the process of observing, interpreting and making decisions about learning and intervention. Data that is systematically collected and organized to represent some aspect of schooling" when applied to classroom contexts, includes, amongst others, demographic data (e.g., socioeconomic status), instructional data (e.g., lesson observations), and outcome or assessment data(e.g., exam scores, portfolios).

Assessment and reporting are integral to the learning process, serving as tools for understanding student progress, informing teaching practices, and involving all stakeholders in the educational journey. Effective assessment practices that are aligned with learning objectives, combined with clear and meaningful reporting, ensure that both teachers and students can reflect on progress and take necessary actions to enhance learning outcomes. By focusing on timely feedback, clarity, and consistency in both assessment and reporting, teachers can create a more supportive and responsive learning environment for their students.

Table 17.

Teacher's Workplace Performance as to Individual Performance Accomplishments in Community Linkages.

Indicator	X	SD	VI
1. Build a relationship with parents/guardians and the wider school community to facilitate involvement in the educative process	4.64	0.504	O
Overall	4.64	0.504	O

Legend: 1.0-1.49 Poor (P); 1.50-2.49 Unsatisfactory (US); 2.50-3.49 Satisfactory (S); 3.50-4.49 Very Satisfactory (VS); 4.50-5.0 Outstanding (O)

Table 17 clearly shows that the indicator building a relationship with parents/guardians and the wider school community to facilitate involvement in the educative process with a weighted mean of 4.64 and is interpreted as "O".

DepEd Order No.026,s.2022 entitled "Implementing Guidelines on the Establishment of School Governance Council" reiterates the strengthening of the role of school stakeholders, alongside Local Government Units (LGUs), as partners in providing learners accessible and quality education, upholding children's rights, and promoting respect and well-being in the learning environment to ensure effective education service delivery. The SGC shall function as a structure for shared governance and a feedback mechanism at the school

It implies that the respondents are fully aware that community linkages between schools, families, local organizations and other community stakeholders enhance and support student learning. These linkages play a critical role in fostering a positive and dynamic learning environment and ensuring that

education is connected to the broader social, cultural, and economic contexts in which students live. By leveraging community resources, schools can provide more enriching educational experiences, enhance student outcomes, and foster a more inclusive and supportive environment for learners.

Table 18.

Teacher's Workplace Performance as to Individual Performance Accomplishments in Professional and Personal Growth and Development.

Indicators	X	SD	VI
1. Participate in professional networks to share knowledge and to enhance practice	4.61	0.562	O
2. Develop a personal improvement plan based on the reflection on one's practice and on-going professional learning	4.58	0.556	O
3. Perform various related works / activities that contribute to teaching learning process	4.64	0.515	O
Overall	4.62	0.500	O

Legend: 1.0-1.49 Poor (P); 1.50-2.49 Unsatisfactory (US); 2.50-3.49 Satisfactory (S); 3.50-4.49 Very Satisfactory (VS); 4.50-5.0 Outstanding (O)

Table 18 reveals the respondents' performance accomplishments in professional and personal growth and development. It summarizes that the indicator performs various related works/activities that contribute to the teaching-learning process got the highest mean of 4.62 while the indicator develop a personal improvement plan based on the reflection on one's practice and on-going professional learning has the lowest average mean of 4.58 both interpreted as "O". Furthermore, the overall result of this table had 4.62 weighted mean and interpreted as "O".

Department of Education issues an order establishing the "Multi-year Implementing Guidelines on the allocation and Utilization of the Human Resource Development Fund for Teachers and School Leaders" or the DO No.030, s. 2021. It narrates that the agency supports the professional development of its personnel specially those at school and learning centers. Hence, professional development activities shall be adequately supported through the allocation of funds for personal growth and professional development of public school teachers and school leaders.

It only implies that teacher-respondents need to remain effective, engaged, and fulfilled in their work. Professional growth helps teachers refine their instructional techniques, stay current with educational trends, and advance in their careers, while personal growth ensures that teachers are emotionally and mentally equipped to manage the demands of their profession. By balancing both aspects of growth, teachers can create a positive, sustainable career that benefits their students, their communities, and themselves.

Table 19.

Teacher's Individual Professional Competence as to Self-Management.

Indicators	X	SD	VI
1. Set personal goals and directions, needs and development.	4.57	0.538	HC
2. Undertake personal actions and behaviors that are clear and purpose and consider personal goals and values.	4.55	0.551	HC
3. Display emotional maturity and enthusiasm for and is challenged by higher goals.	4.85	3.745	HC
4. Prioritize work tasks and schedules (though Gantt charts, checklist, etc) to achieve goals.	4.58	0.547	HC
5. Sets high-quality, challenging, realistic goals for self and others.	4.56	0.539	HC
Overall	4.57	0.486	HC

Legend: 1.0-1.49 Not Competent (NC); 1.50-2.49 Slightly Competent (SC); 2.50-3.49 Moderately Competent (MC); 3.50-4.49 Competent (C); 4.50-5.0 Highly Competent (HC).

The table shows the respondents' professional competence as to self-management. Displaying emotional maturity and enthusiasm for and is challenged by higher goals got the highest mean of 4.85 and is interpreted as "HC". It implies that respondents value emotional maturity when it comes to their self-management. Meanwhile, the indicator undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values got the lowest mean of 4.55 but is also interpreted as "HC". It only infers that respondents are being intentional and purposeful in their actions, with a strong awareness of what they want to achieve and what principles they value. They make decisions that are consistent with one's long-term aspirations, personal beliefs, and professional objectives.

The overall weighted mean in this area is 4.57 interpreted as “HC”. It only implies that respondents encompass a range of skills and attributes that allows them to perform their tasks efficiently, make well-informed decisions, maintain high standards of work, and foster a positive work environment, which is crucial not only for personal effectiveness but also fostering an environment where students and colleagues can thrive.

Table 20.

Teacher's Individual Professional Competence as to Professional Ethics.

Indicators	X	SD	VI
1. Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA6713)	4.65	0.512	HC
2. Practice ethical and professional behavior and conduct considering the impact of his/her actions and decisions	4.63	0.517	HC
3. Maintain a professional image; being trustworthy, regularity of attendance and punctuality, good grooming and communication	4.61	0.533	HC
4. Make personal sacrifices to meet the organization's need	4.57	0.559	HC
5. Act with a sense of urgency and responsibility to meet the organization's needs, improve the system and help others improve their effectiveness	4.61	0.531	HC
Overall	4.63	0.497	HC

Legend: 1.0-1.49 Not Competent (NC); 1.50-2.49 Slightly Competent (SC); 2.50-3.49 Moderately Competent (MC); 3.50-4.49 Competent (C); 4.50-5.0 Highly Competent (HC).

The table shows the respondents' professional competence as to professional ethics. The indicator demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713) got the highest mean of 4.65 and is interpreted as “HC”. It implies that teacher-respondents, as a public official perform their duties with integrity, transparency, fairness, and accountability to the public guided by the principle of RA 6713. Meanwhile, the indicator makes personal sacrifices to meet the organization's needs got the lowest mean of 4.57 but is also interpreted as “HC”. It only infers that respondents are willing to put the interests of the organization ahead of one's own personal comfort, time, or resources when necessary, which can be critical in helping organizations achieve their goals, especially during challenging or high-pressure times.

The overall weighted mean in this area is 4.61 interpreted as “HC”. It only implies that respondents perform their duties competently while adhering to the ethical standards of their profession which involves the combination of their technical skills, knowledge, and the application of ethical principles that guide to behave and makes decisions in their professional role. These principles help them ensure that their conduct aligns with the values, norms, and expectations of their profession and broader society.

Table 21.

Teacher's Individual Professional Competence as to Result Focus.

Indicators	X	SD	VI
1. Achieve results with optimal use of time and resources most of the time.	4.56	0.519	HC
2. Avoid rework, mistakes and wastage through effective work methods by placing organizational needs.	4.49	0.572	HC
3. Deliver-error free output most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness / acceptability and completeness with no supervision required.	4.45	0.561	HC
4. Express a desire to do better and may express frustration at waste or inefficiency. May focus on new and more precise ways of meeting goals set.	4.56	0.519	HC
5. Make specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster at a lower cost, more efficiently or improving quality, customer satisfaction, morale, without setting any specific goal.	4.54	0.521	HC
Overall	4.55	0.484	HC

Legend: 1.0-1.49 Not Competent (NC); 1.50-2.49 Slightly Competent (SC); 2.50-3.49 Moderately Competent (MC); 3.50-4.49 Competent (C); 4.50-5.0 Highly Competent (HC).

Table 21 clearly shows the respondents' professional competence as to result focus. As can be gleaned from the table, the indicator achieves results with optimal use of time and resources most of the time and expresses a desire to do better and may express frustration at waste or inefficiency, may focus on new and more precise ways of meeting goals set got the same mean of 4.56 and is also interpreted as "HC". It only indicates that respondents exhibit making smart decisions, delegating effectively, and avoiding overcommitment achieve greater productivity and success while minimizing waste and improving overall performance and it reflects that respondents has a mindset of continuous improvement and a strong drive for optimal performance and often focus on finding new, more precise ways to meet goals, driven by a commitment to achieving better results and maximizing available resources.

Moreover, the overall result of this table interpreted as "HC" and got 4.55 weighted mean. It implies that most of the respondents effectively direct their skills, knowledge, and efforts toward achieving specific goals or outcomes which involves not only technical proficiency but also a mindset that is oriented toward producing tangible, measurable results. Respondents are also goal-oriented, committed to performance excellence, and continuously strives to improve processes to achieve desired outcomes.

Table 22.

Teacher's Individual Professional Competence as to Innovation.

Indicators	X	SD	VI
1. Examine the root cause of problems and suggest effective solutions. Foster new ideas, and processes and suggest better ways to do things (cost and or operational efficiency)	4.50	0.533	HC
2. Demonstrate an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	4.52	0.533	HC
3. Promote a creative climate and inspire co-workers to develop original ideas or solutions	4.55	0.530	HC
4. Translate creative thinking into tangible changes and solutions that improve the work unit and organization	4.51	0.543	HC
5. Use ingenious methods to accomplish responsibilities. Demonstrate resourcefulness and the ability to succeed with minimal resources	4.48	0.553	C
Overall	4.49	0.509	C

Legend: 1.0-1.49 Not Competent (NC); 1.50-2.49 Slightly Competent (SC); 2.50-3.49 Moderately Competent (MC); 3.50-4.49 Competent (C); 4.50-5.0 Highly Competent (HC).

Table 22 reveals the respondents' professional competence as to innovation. Item no. 3 promotes a creative climate and inspire co-workers to develop original ideas or solutions ranked first among all indicators with a mean of 4.55 interpreted as "HC". It only indicates that teachers as classroom leader rely on innovation to solve problems and improve their teaching practices to come up with fresh, effective solutions, enhancing productivity and fostering a positive work environment.

On the contrary, indicator no. 5, which states that they use ingenious methods to accomplish responsibilities and demonstrate resourcefulness and the ability to succeed with minimal resources ranked last among all statements with a mean of 4.48 and is interpreted as "Competent". Based from the gathered data, it implies that some of the respondents need to improve their resourcefulness or ingenuity in the workplace to accomplish tasks and meet responsibilities by using innovative methods and creative problem-solving while relying on minimal resources. This competency is crucial, especially in environments where resources are limited or when unexpected challenges arise.

Generally, the overall weighted mean of teacher when it comes to professional competence as to innovation is 4.49 and is interpreted as "Competent". It implies that teachers may exercise their ability to apply skills, knowledge, and experience to create or adopt new ideas, methods, or technologies to further improve teaching-learning experience and to innovate solutions that enhance performance and address current or future challenges.

DepEd has several orders related to innovation, including DepEd Order No. 24, s. 2022 which outlines the 2030 Basic Education Development Plan (BEDP) and its focus on embracing innovation for improved education. Additionally, DepEd Order No. 36, s. 2016 recognizes and awards research or innovation projects, particularly in SHS, that advance technology or improve lives. Furthermore, DepEd encourages teachers to develop and utilize learning resources as a form of innovation to enhance teaching and learning.

Table 23.

Teacher's Individual Professional Competence as to Service Orientation.

Indicators	X	SD	VI
1. Can explain and articulate organizational directions, issues and problem	4.48	0.562	C
2. Take personal responsibility for dealing with and/or correcting customer service issues and concerns	4.51	0.543	HC
3. Initiate activities that promote advocacy for men and women empowerment	4.51	0.543	HC
4. Participate in updating office vision, mission mandates and strategies based on DepEd strategies and direction	4.54	0.541	HC
5. Develop and adopt a service improvement program through a simplified procedure that will further enhance service delivery	4.54	0.542	HC
Overall	4.51	0.508	HC

Legend: 1.0-1.49 Not Competent (NC); 1.50-2.49 Slightly Competent (SC); 2.50-3.49 Moderately Competent (MC); 3.50-4.49 Competent (C); 4.50-5.0 Highly Competent (HC).

Table 23 reveals the respondents' professional competence as to service orientation. Indicator no.4 participates in updating office's vision, mission, mandates and strategies based on DepEd strategies and direction, and indicator no.5 develop and adopt a service improvement program through a simplified procedure that will further enhance service delivery both has a mean of 4.54 and is interpreted as "HC". It only implies that teachers are fully aware of the mission and mandates to ensure that the goals and actions are aligned with national educational priorities. In addition, teachers are also fully aware of their responsibilities to deliver service to stakeholders in an effective way and improve efficiency and ensure that the services provided meet the needs and expectations of stakeholders.

Moreover the overall weighted mean on the respondents' professional competence as to service orientation is 4.51 and is verbally interpreted as "HC". It only means that respondents effectively meet the needs of stakeholders by providing high-quality, responsive, and customer-focused service. Teachers are committed in delivering services that are helpful, efficient, and satisfying. They demonstrate a strong service orientation and immediately address and anticipate future needs to foster positive relationships with stakeholders.

Table 24.

Teacher's Individual Professional Competence as to Teamwork.

Indicators	X	SD	VI
1. Willingly do his/her share of responsibility	4.68	0.492	HC
2. Promote collaboration and remove barriers to teamwork and goal accomplishment across the organization	4.65	0.501	HC
3. Apply negotiation principles in arriving win-win agreements	4.59	0.525	HC
4. Drive consensus and team ownership of decisions	4.56	0.529	HC
5. Work constructively and collaboratively with others and across the organization to accomplish goals and objectives	4.62	0.508	HC
Overall	4.65	0.467	HC

Legend: 1.0-1.49 Not Competent (NC); 1.50-2.49 Slightly Competent (SC); 2.50-3.49 Moderately Competent (MC); 3.50-4.49 Competent (C); 4.50-5.0 Highly Competent (HC).

The table presents the respondents' professional competence in terms of teamwork. The data reveals that the indicator willingness to do his/her share of responsibility has the highest mean of 4.68. It implies that teachers are committed in taking ownership of their assigned tasks and duties, and fulfilling them effectively to contribute to the team, organization, or community by actively participating and being reliable in achieving goals and in sharing effort toward achieving common objectives.

The table also reveals that the indicator drives consensus and team ownership of decisions got the lowest weighted mean of 4.56 and interpreted as "HC". The overall result of this table interpreted is "HC" with weighted mean of 4.65. This means that teachers actively engage themselves to teamwork and collaborate effectively with others toward shared objectives and contribute significantly to organizational success.

DepEd Order No. 2, series of 2015, entitled “Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education” identifies “teamwork” as one of the core behavioral competencies for DepEd personnel. This order emphasizes the importance of collaboration and mutual respect in achieving the Department’s goals. The order also highlights the need for a strong school culture that fosters teamwork and professional development among all personnel.

It only implies that as teachers, individual professional competence in the context of teamwork involves both the skills an individual possesses and how they effectively utilize those skills within a team setting to achieve a shared goal. This includes technical expertise, soft skills like communication and collaboration, and the ability to adapt and contribute positively to a group effort. This competence plays a crucial role, not just in how well the individual performs their tasks, but also in how they contribute to the overall success of the team.

Table 25.

Work Adaptability and Innovation as to Perception of Effectiveness.

Indicators	X	SD	VI
1. Adapt to changes in curriculum or educational standards	4.51	0.543	HM
2. Incorporate new technologies into the teaching methods	4.54	0.542	HM
3. Employ creative or unconventional methods of teaching	4.50	0.553	HM
4. Collaborate with colleagues to develop and implement innovative practices	4.56	0.529	HM
5. Provide opportunities for professional development focused on adaptability and innovation	4.53	0.542	HM
6. Have access to the materials and technology needed to innovate in the classroom	4.50	0.563	HM
7. Incorporate pupils’ feedback into teaching practices	4.55	0.551	HM
8. Foster a classroom environment that encourages risk-taking and innovation among students	4.55	0.531	HM
Overall	4.53	0.498	HM

Legend: 1.0-1.49 Not at all Manifested (NAM); 1.50-2.49 Slightly Manifested (SM); 2.50-3.49 Moderately Manifested (MM); 3.50-4.49 Manifested (M); 4.50-5.0 Highly Manifested (HM)

Table 25 shows the respondents' work adaptability and innovation as to perception of effectiveness. The indicator collaborates with colleagues to develop and implement innovative practices got the highest mean of 4.56 with verbal interpretation of “HM”. It means that teacher-respondents develop and implement innovative practices to foster a dynamic and forward-thinking work environment among colleagues. With this, teams can drive significant advancements and achieve organizational goals more effectively. The indicators that employ creative or unconventional methods of teaching and have access to the materials and technology needed to innovate in the classroom are the last from all the indicators, with a mean of 4.50 with a verbal interpretation of “HM”. This means that the respondents who integrate creative and unconventional teaching methods, along with access to innovative materials and technology, can significantly enhance the learning experience in the classroom. In general, the table gathered 4.53 weighted mean and with verbal interpretation of “Highly Manifested”. It indicates that most of the respondents agree that work adaptability plays a crucial role in fostering innovation within organizations. When teachers are adaptable, they can pivot in response to new information and evolving environments, leading to more effective and timely innovation to make successful learning to happen.

Table 26.

Work Adaptability and Innovation as to Perception of Innovation.

Indicators	X	SD	VI
1. Believe that innovation enhances teaching and learning outcomes	4.58	0.527	HM
2. Adaptable in modifying the approaches when faced with new challenges	4.53	0.532	HM
3. Willing to change the methods based on student or peer feedback	4.58	0.527	HM
4. Need training that encourages innovative practices and adaptability	4.63	0.527	HM
5. Have avenues for collaborating with peers to foster innovation	4.55	0.530	HM
6. Perceive the impact of innovative practices on pupils’ engagement and motivation	4.50	0.533	HM

7.	Feel that innovative approaches help develop my pupils' critical thinking skills.	4.50	0.553	HM
8.	Experiment with innovative materials and methods that have my work in improving my pupils in different areas of learning	4.49	0.553	M
Overall		4.54	0.484	HM

Legend: 1.0-1.49 Not at all Manifested (NAM); 1.50-2.49 Slightly Manifested (SM); 2.50-3.49 Moderately Manifested (MM); 3.50-4.49 Manifested (M); 4.50-5.0 Highly Manifested (HM)

Table 26 reveals the respondents' work adaptability in terms of perception of innovation. As can be seen from the table, respondents "HM" on the statement need training that encourages innovative practices and adaptability, with a mean of 4.63 which ranked first among all indicators. It only implies that teachers rely on training that encourages innovative practices and adaptability to effectively meet the evolving needs of students and the dynamic landscape of education. They also believe that this may enhance their teaching methodologies, integrate new technologies, and foster a culture of continuous learning. Meanwhile, the indicator experiments with innovative materials and methods that have helped my work in improving my pupils in different areas of learning ranked last among all indicators with a mean of 4.49 and is verbally interpreted "M". It only implies that not all respondents are experimenting on their innovative materials and methods to create a dynamic and responsive learning

In general, the table gathered 4.54 weighted mean and with verbal interpretation of "HM". It indicates that most of the respondents' perceptions of innovation are significantly influenced by their adaptability and openness to change. Adaptable educators are more receptive to integrating new teaching methods and technologies, which enhances their perception of innovations' value in education.

Table 27.

Work Adaptability and Innovation as to Experience with Innovation.

Indicators	X	SD	VI
1. Used innovation and tools concerning planning and teaching lessons	4.49	0.553	M
2. Adapted teaching methods, materials and ideas in response to new challenges	4.52	0.572	HM
3. Viewed my adaptability as part of my professional growth	4.55	0.570	HM
4. Received support from the school implementing innovative practices	4.46	0.562	M
5. Had collaborative efforts with colleagues influenced the experiences with innovation	4.47	0.571	M
6. Received feedback from pupils regarding innovative approaches	4.51	0.543	HM
7. Used a new technical and/or IT solution in my teaching practices	4.52	0.562	HM
8. Used innovation related to evaluation, assessment of pupils' work and giving related activities outside the classroom or lessons like homework	4.50	0.543	HM
Overall	4.49	0.508	M

Legend: 1.0-1.49 Not at all Manifested (NAM); 1.50-2.49 Slightly Manifested (SM); 2.50-3.49 Moderately Manifested (MM); 3.50-4.49 Manifested (M); 4.50-5.0 Highly Manifested (HM)

Table 27 reveals the respondents' work adaptability in terms of experience with innovation. Indicator no.3 viewed my adaptability as part of my professional growth got the highest mean of 4.55 and was interpreted as "HM". It implies that teachers has a high regard when it comes to adaptability for professional growth as an to enhance their well-being and effectiveness in the classroom, creating a positive and dynamic learning environment for students.

Meanwhile, the indicator received support from the school implementing innovative practices has the lowest mean of 4.46 and is interpreted as "Manifested". This means that maybe school has a limited support when it comes to innovative practices which is crucial for enhancing student engagement and educational outcomes. Such support not only provides necessary resources but also fosters a collaborative environment conducive to professional growth.

In general, the respondents' work adaptability in terms of experience with innovation has an overall weighted mean of 4.49 and is verbally interpreted "M". This implies that teachers' adaptability significantly influences their engagement with innovative practices for continuous development with variations observed across different experience levels and should be given emphasis in every teaching-learning situation.

Table 28.

Correlation Between Organizational Change Management and the Level of Teachers Workplace Performance as to Individual Performance Accomplishments and Professional Competence.

Workplace Performance	Organizational Change Management							
	SU	PC	VC	CV	E	SW	GPC	AC
A. Individual Performance Accomplishments								
Content Knowledge and Pedagogy	0.490**	0.538**	0.541**	0.557**	0.480**	0.502**	0.515**	0.484**
Learning Environment	0.461**	0.505**	0.494**	0.489**	0.485**	0.436**	0.426**	0.497**
Diversity of Learners	0.378**	0.424**	0.442**	0.447**	0.418**	0.434**	0.399**	0.398**
Curriculum and Planning	0.456**	0.565**	0.552**	0.516**	0.474**	0.509**	0.473**	0.504**
Assessment and Reporting	0.366**	0.430**	0.432**	0.472**	0.472**	0.435**	0.408**	0.430**
Community Linkages and Professional Engagement	0.422**	0.471**	0.464**	0.498**	0.390**	0.457**	0.403**	0.443**
Professional Growth and Development	0.377**	0.467**	0.472**	0.494**	0.442**	0.440**	0.441**	0.468**
B. Individual Professional Competence								
Self-management	0.516**	0.586**	0.576**	0.572**	0.536**	0.539**	0.581**	0.553**
Professional and ethics	0.406**	0.457**	0.466**	0.429**	0.421**	0.420**	0.471**	0.479**
Results focus	0.439**	0.471**	0.440**	0.376**	0.430**	0.415**	0.479**	0.462**
Innovation	0.405**	0.478**	0.455**	0.435**	0.499**	0.501**	0.469**	0.524**
Service orientation	0.503**	0.496**	0.443**	0.475**	0.496**	0.492**	0.467**	0.525**
Teamwork	0.424**	0.429**	0.390**	0.387**	0.337**	0.400**	0.419**	0.378**

****Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).**

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Legend: SU- Sense of Urgency; PC- Powerful Coalition; VC- Vision for a Change; CV -Communicate the vision;

E-Empowerment; SW- Short-term wins; GPC- Gains and Produce Changes; Approaches in the Culture

Table 28 presents the significant relationship between respondents' organizational change management and the level of teachers' workplace performance in terms of individual performance accomplishments and professional competence.

Organizational management has eight variables: sense of urgency, a powerful coalition, a vision for change, communicating the vision, empowerment, short-term wins, gains, and producing changes and approaches in the culture, while individual performance covers seven variables namely: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and professional growth and development.

The table indicates a positive and significant relationship between organizational change management and teachers' level of workplace performance in terms of individual performance accomplishment, with the overall r-value of all variables is .462 Or 46.2%, indicating a moderate association.

The findings suggest that variables in organizational change management have a great impact to the respondents' workplace performance. It helps them to easily manage or adapt changes to performed well by fostering engagement, satisfaction, and alignment with organizational goals, change management catalyzes improved productivity and success of the school.

In addition, data also reveals that variables in the organizational change management affect the professional competence of the respondents in their workplace in terms of self-management, professional and ethics, results-focused, innovation, service orientation and teamwork. Moreover, the data shows a positive and significant relationship between organizational management and professional competence in the overall r-value of all variables is .466 Or 46.6%, indicating a moderate association

Organizational change management significantly impacts individual performance competence. Successful change management, including effective communication and training, helps employees adapt to new processes and roles, ultimately enhancing their performance. Conversely, poorly managed change can lead to resistance, decreased productivity, and a decline in overall individual competence. In a school setting, leaders are becoming aware of what good leadership means to the school populace. More teachers attended training and post-graduate studies and were eventually given more complex tasks that are professionally rewarding. Their works are compensated through a reward system or sometimes through their road to promotion.

In general, the significant positive relationship between respondents' organizational change management in the workplace in terms of performance accomplishment and professional competence not only facilitates smoother transitions during change initiatives but can lead to improved job satisfaction, enhanced skills, and increased productivity. Effective change management enhances individual competence, while individual competence is essential for successfully navigating and embracing change, ultimately contributing to the organization's overall success.

Table 29.

Correlation Between Organizational Change Management and Respondent's Work Adaptability and Innovation.

Organizational Change Management	Work Adaptability and Innovation		
	Perception of Effectiveness	Perception of Innovation	Experience with Innovation
Sense of urgency	0.419**	0.443**	0.457**
Powerful coalition	0.445**	0.464**	0.503**
Vision for change	0.422**	0.416**	0.407**
Communicate the vision.	0.403**	0.444**	0.496**
Empowerment	0.447**	0.487**	0.510**
Short - term wins	0.461**	0.495**	0.504**
Gains and produce changes	0.467**	0.536**	0.485**
Approaches in the culture	0.456**	0.515**	0.517**

****Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).**

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 29 shows the significant relationship between organizational change management and respondents' work adaptability and innovation. Work adaptability and innovation have three variables namely: perception of effectiveness, perception of innovation and their experience in innovation which were tested against eight variables of organizational change management such as sense of urgency, powerful coalition, vision for change, communicate the vision, empowerment, short-term wins, gains and produce changes and approaches in culture.

Based on the table, there is a significant relationship among the variables of organizational change management towards work adaptability and innovation in terms of perception of effectiveness with an average r-value of .440 or 40%, perception of innovation with r-value of .475 or 47.5% and experience with innovation with r-value of .485 or 48.5% and is interpreted as moderate association.

Effective change management is crucial for fostering a culture of adaptability and innovation within an organization, preferably in a school setting. One effective practice in the school in this era is conducting action research that can be used to improve the teaching-learning experiences. More teachers are working on their own research to address the problem in their classrooms. Further, this research becomes their innovative practices as they use it to teach learners and enhance their skills. The research output can be used not just once, but as long as it is effective. Teachers may enhance it to adapt to the kinds of pupils they have. The school may support their teachers in this kind of innovation by providing them with what they need.

In general, work adaptability is of great importance to the organizational change management of the school. Incorporating adaptability into the core values of a school enhances its capacity to manage change effectively, leading to improved educational outcomes and a positive school culture. A well-managed change process can lead to increased student engagement, improved teaching practices, and greater efficiency within the school system. This ultimately contributes to a more effective and thriving educational environment. By implementing well-planned change initiatives, organizations can better equip their personnel to embrace new ideas, procedures, and technologies, ultimately leading to improved performance and a more resilient institution.

Table 30.

Correlation Between Respondent's Perception of Change Leadership and the Level of Teachers Workplace Performance as to Individual Performance Accomplishments and Professional Competence.

Workplace Performance	Change Leadership		
	Unfreeze	Change	Refreeze
A. Individual Performance Accomplishments			
Content Knowledge and Pedagogy	0.401**	0.303**	0.346**
Learning Environment	0.411**	0.295**	0.365**
Diversity of Learners	0.386**	0.294*	0.316**
Curriculum and Planning	0.407**	0.305**	0.368**
Assessment and Reporting	0.343**	0.268*	0.263*
Community Linkages and Professional Engagement	0.402**	0.287*	0.276*
Professional Growth and Development	0.394**	0.292*	0.305**
B. Individual Professional Competence			
Self-management	0.434**	0.414**	0.402**
Professional and ethics	0.317**	0.295*	0.302**
Results focus	0.280*	0.242*	0.410**
Innovation	0.272*	0.248*	0.311**
Service orientation	0.386**	0.295*	0.319**
Teamwork	0.299**	0.217*	0.213*

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 30 reveals the significant relationship between respondents' perception of change leadership and teachers' level of workplace performance.

Change leadership has three variables: unfreeze, change and refreeze. Based on the table, there is a significant relationship among the variables of performance accomplishments and individual professional competence as to change leadership of all the variables.

The model suggests that effective change management involves preparing individuals for the change from the old ideas and practices (Unfreeze), implementing the change for the new ideas and practices (Change), and then reinforcing the new behaviors and processes to integrate the new ideas and practices (Refreeze) by the school head. This process can significantly affect teacher's ability to achieve their goals and develop new skills to increase their performance.

As they say, nothing is permanent in this world except change. In a school setting, everyone must be ready for change. One crucial example is the change of management. Newly designated principal changes the organization setup in a way that they can see things effectively. Therefore, they must prepare the school community for change by effectively communicating the vision. By understanding the reasons for the change and the need for a new approach, individuals are better equipped to embrace the new behaviors and processes.

During the change stage, principals are actively implementing the new behaviors and processes. This is the reason teachers need to develop new skills or learn new ways of working to contribute to the change. Training, development, and ongoing support are essential to ensure individuals can successfully navigate the change and achieve their goals within the new environment.

Refreeze, which is the final stage on change leadership focuses on reinforcing the new behaviors and processes to make them part of the organization's culture and daily work routine. By rewarding new approaches and providing ongoing support, teachers are more likely to maintain the new skills and behaviors, leading to improved individual accomplishment and competence.

Since there is a significant relationship between change leadership and workplace performance as to performance accomplishment and professional competence, it can be concluded that a clear understanding of change initiatives contributes to improved teaching performance. Educational institutions should prioritize leadership development and foster environments that support positive perceptions of change to enhance teacher performance.

Table 31.

Correlation Between Respondent's Perception of Change Leadership and Work Adaptability and Innovation.

Change Leadership	Work Adaptability and Innovation		
	Perception of Effectiveness	Perception of Innovation	Experience with Innovation
Unfreeze	0.337**	0.355**	0.305**
Change	0.326**	0.366**	0.274*
Refreeze	0.338**	0.299*	0.293*

***Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).*

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 31 reveals that there is a significant relationship between respondents' perception of change leadership (unfreeze, change and refreeze) and teachers' work adaptability and innovation (perception of effectiveness, innovation and experience with innovation), it can be concluded that leaders can enhance teachers' perceptions of effectiveness by providing continuous professional development, creating supportive environments and fostering a culture of continuous improvement and innovation within schools.

During the unfreeze stage, leaders should prepare teachers for the change by creating awareness of the need for it and fostering a sense of readiness. One practice made by the leaders is engaging teachers in doing research. Principals themselves must conduct their own study so that they may have a firsthand experience of what they will share with their subordinates. Principals may communicate the need why to conduct a study and address concerns and fears related to it. They may also provide opportunities

for teachers to engage in the planning process to build a positive and supportive environment for change.

For the Change stage, the principal provides teachers with the necessary resources, training, and support regarding research. Encouraging experimentation and piloting of new practices is necessary. The principal monitors progress and provides feedback to address any challenges during the implementation process. For the refreeze stage, the principal provides ongoing support and maintenance to ensure the sustainability of the research which can be used by the school or even the whole district depending on the learners' needs.

By carefully managing the three stages of change (unfreezing, changing, and refreezing), teachers can feel more supported and confident in their ability to embrace new methods, ultimately leading to improved perceptions of effectiveness.

4. Recommendations

Based on the results and the conclusions drawn, the following recommendations are hereby offered:

1. Education management experts may continue implementing the program so that elementary teachers will exert more effort to increase their performance in doing their tasks effectively. They may orient beginners and seasoned teachers to adapt to whatever changes are within the educational system through Teacher's Professional Development Plan.
2. School supervisors and principals may sustain using their practices through organizational change management and leadership. They may provide sufficient professional development plan so that teachers may work competitively and effectively, thus leading them to achieve quality education as it increases the level of teaching and learning performance.

3. Stakeholders to continue their support to achieve the school's vision through financial matters (such as sponsorship and donations), volunteering time and expertise particularly during Brigada Eskwela, policy and governance support, community and partnership, communication and promoting schools' projects, and curriculum and program development.
4. School administrators and teachers to better understand how they could help each other to improve leadership and management skills in a school setting by providing Individual Development Program. Ensure that the purpose behind changes is transparent, well-explained, and inclusive of teacher's input.
5. Teachers may continuously enhance their performance in different areas such as professional development, community linkages, communication skills among stakeholders. Further, this can be a ground to learn new teaching strategies, tools, and technologies—even if they're outside their comfort zone. Schools may offer teachers continual professional development to make sure they can adapt the changes occur and prepared to help the students achieve academically.
6. Future researchers may also consider this study to further validate the findings and could examine the long-term impact of organizational change strategies and leadership practices of the school head that can produce a positive impact on teachers' performance to manage / adapt changes to performed well and be more innovative This would help determine whether the observed improvements are sustainable over ti

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