

A PATH MODEL OF TEACHERS' RESISTANCE TO CHANGE AS ESTIMATED BY RESPONSIBILITY, READINESS AND WORK-RELATED STRESS

Juvy Palomar

¹Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: jpalomar@cmc.edu.ph

ABSTRACT

This study attempted to investigate the responsibility, readiness, work-related stress and resistance to change of elementary and secondary public-school teachers. Four hundred teachers from M'lang Central district, Cotabato participated during the conduct of this study for the S.Y. 2021 – 2022. This study employed a path analysis method using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors. Mean, standard deviation, Pearson product moment correlation, multiple regression analysis and structural equation modeling were used in statistical tool. Based on the findings of the study, readiness was described as very high. Meanwhile, the responsibility, work-related stress and resistance to change were described as high. The results also revealed that there is a significant relationship between responsibility, readiness, work-related stress and teachers' resistance to change. Responsibility and work-related stress have significantly predicted the teachers' resistance to change compared to readiness. Hypothesized model 5 have successfully met the criteria set by each index. This means that the model fits well with the data which can best explain the resistance to change of teachers.

Keywords: *Resistance to Change, Responsibility, Readiness, Work-Related Stress, Path Analysis, M'lang Central District*

INTRODUCTION

For educational leaders in the twenty-first century, the efficient implementation of change continues to be a critical priority. Resistance to change is one of the elements affecting the successful implementation of reform. For the effective implementation of change, teachers in particular provide special obstacles and, stereotypically, face the most resistance. Any teacher's resistance to change inhibits the adoption of educational reform. Despite the optimistic recommendations of scholars, decision-makers, and educational authorities, successful implementation of educational reform is still patchy (Dufour & Marzano, 2018; Payne & Kaba, 2018).

Gaining a deeper grasp of the factors influencing resistance to change would be extremely beneficial for educational leaders. The causes for teachers' reluctance can be useful information for educational leaders. It is challenging to enquire into, comprehend, and incorporate the possible causes of instructors' potential resistance to suggested adjustments due to educational leaders' overwhelmingly busy schedules (Hall & Hord, 2019). Additionally, it might be difficult for early

career teachers and administrators to understand the realities of later career instructors (Hargreaves, 2018).

In fact, several researchers have noted instances of resistance to change. According to a study on curriculum reform by Troudi and Alwan (2019), 87% of teachers had negative reactions to it. They embraced the aspects of the shift they were more accustomed to, but they were troubled by the aspects that required them to put in more effort. Teachers' exclusion from the decision-making process was a key factor in the resistance to reform. Sixty-five percent (65%) of the teachers experienced low self-esteem as a result of their perceptions of their contribution to the curriculum reform as unimportant, passive, and subpar. Because of the centralized and controlling structure of curriculum development, teachers believed that their suggestions were not taken into account.

Several studies have been conducted examining the resistance of teachers to change in relation to innovation using qualitative and mixed method techniques, however, there is no study was being conducted particularly in M'lang, Cotabato which examine the resistance of the teachers in relation to their responsibility, readiness and work-related stress. The researcher is still far from the model that investigate the relationship of these variables using a path model analysis. Thus, the researcher is determined to fill the gap by formulating new theories and model presenting the association and interrelatedness of the variables.

This research looks at those aspects in government schools in order to clear up the image. This provides evidence to policymakers and change agents on the types of resistance they might face. Furthermore, the research helps policymakers figure out the best methods to deal with resistance in a positive way and propel change forward. Furthermore, this research was beneficial to teachers. Teachers may develop a feeling of self-awareness if psychological and personal resistant factors are identified. This aids them in altering their attitudes toward change and making them more receptive to change based on global trends.

FRAMEWORK

This study was anchored on Panarchy Theory developed by Gunderson and Holling (2002). The process of adaptation and change within all systems, whether ecological or sociological, is explored and explained using Panarchy Theory, a systems-thinking adaptation of ecological and complexity theories. Panarchy recognizes the complexity of dynamic states of equilibria for ecological, sociological, and economic systems, rejecting the idea that there is a simple equilibrium for systems (Gunderson & Holling 2002). Because it offers a concise and descriptive model for defining all systems using ecological traits, Panarchy theory is helpful. Its ability to be applied to human systems and provide descriptions of how people move and adapt via many equilibria of thought, expression, and behavior at both the individual and societal levels make it particularly distinctive in the field of sociological research (Varey, 2011).

Kemmis et al. (2012) addressed links between elements and how "nesting" is obvious across functions such as leadership, professional development, teaching, and learning when applying Panarchy Theory to the field of education. For instance, colleagues who were already regularly teaching online during significant upheavals like Covid 19 would have found the emergency "forced migration" to the online medium easy to integrate into their profession. The move to social distancing will have been considerably more difficult for other colleagues whose teaching is typically done face-to-face, especially where the teaching is a whole-body experience (such as acting, singing, or dancing). In terms of the students, the increased emphasis on online

learning will have widened the gaps on either side of the digital divide, making it more difficult for students without access to powerful laptops or quick broadband connections to access course materials.

The individual academic who must deal with a poor teaching evaluation from a class, the new Head of Department who wants to reorganize the teaching activities within a team, or the senior management team who decide to introduce a new marking policy for student coursework across the institution are just a few examples of minor disruptions that will affect cycles at various levels. The university panarchy provides a framework for prediction that, while recognizing the complexity of the system, promotes the visibility of system components and supports the ecological leadership of university education (Allen et al., 1999). To prevent the different levels from developing in a hostile manner where policy is out of sync with practice, it is essential that the channels of communication between them are open to receiving information and are active in both directions. When tensions that are required to keep the system in a healthy and dynamic state turn into unproductive ones, the system as a whole may become pedagogically fragile (Kinchin & Winstone, 2017).

METHOD

Research Design

This study utilized the descriptive-correlational research design. Descriptive research design was used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Moreover, it is a fact-finding study that will allow the researcher to examine characteristics, behaviors, and experiences of study participants (Calmorin, 2007). Furthermore, the correlational design was used to identify the strength and nature of association between two or more variables (Creswell, 2003).

Respondents

The public-school teachers in elementary and secondary level in M'lang, Central district were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 400 teachers were selected using the stratified sampling technique.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test. The instruments include: teacher resistance to change questionnaire (Ibrahim & El Zaatari, 2013), responsibility questionnaire (Lauermaun, 2013), readiness questionnaire (Kariyev et al., 2017), and work-related stress questionnaire (Monetele et al., 2014).

Statistical Tools

Mean and Standard Deviation was used to determine the levels of resistance to change, responsibility, readiness and work-related stress of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between resistance to change, responsibility, readiness and work-related stress of teachers. In addition, multiple regression

analysis was used to measure the resistance to change, responsibility, readiness and work-related stress. Furthermore, structural equation modeling was employed to assess the interrelationships of the variables.

RESULTS AND DISCUSSION

Level of Teacher Responsibility

Table 1 shows the level of responsibility of teachers in Central district of M'lang, Cotabato. The teacher responsibility contains of four indicators namely, student motivation, student achievement, relationship with students and teaching. The overall mean for teacher responsibility is 4.40 which can be described as high.

The student motivation generates a mean score of 4.40 which described as high. This means that teachers frequently exhibit high level of responsibility to motivate their students. The result was supported by Lepper, et al. (2019) that student motivation can impact a variety of aspects of their academic performance, including how they interact with teachers, how much time and effort they put into their studies, how much help they seek when they're having trouble, how they approach school in general, how well they do on tests, and many other factors.

In the same vein, student achievement has a mean score of 4.17 which described as high. This mean that teachers frequently manifest good responsibility in their student achievement. The finding is aligned to the statement of Guay, (2018) that teachers are motivated to devote more time and effort to improving student accomplishment by their sense of duty. Teachers are motivated to improve their teaching practices and create a productive learning environment by the commitment to support students in achieving their goals. Responsibility of the teacher has a significant impact on students' academic progress.

On the other hand, relationship with students reaches a mean score of 4.37 which described as high. This indicates that teachers have high level of responsibility in having a good relationship with their students. The finding is congruent to the statement of Kohn (2018) that the basis of learning is the interaction between a teacher and a pupil. For many students, the relationships they have or don't have with their professors have a significant impact on whether they succeed or fail in school. Effective teachers show that they care about their students by acting in a way that makes them aware of it.

Moreover, teaching generates a mean score of 4.65 which described as high. This signifies that teachers have high level of responsibility with their teaching profession. The result is parallel to the conclusion of Jensen and Kiley (2018) that a teacher who is charged with training someone who is adept at teaching have a broad range of teaching skills and the ability to apply them when necessary.

Table 1. Level of Teacher Responsibility

Teacher Responsibility Items	Mean	Std. Deviation	Description
Student Motivation	4.40	.509	High

Student Achievement	4.17	.463	High
Relationship with Students	4.37	.471	High
Teaching	4.65	.474	Very High
OVERALL	4.40	.371	HIGH

Level of Teacher Readiness

Table 2 shows the level of readiness of teachers in Central district of M'lang, Cotabato. The teacher readiness contains of three indicators namely, motivational, content-based and procedural. The overall mean for teacher readiness is 4.57 which can be described as very high.

In terms of motivation, the mean score is 4.62 which described as very high. This means that teacher always exhibit high level of readiness in the workplace. The finding conforms by Bayat, (2019) that there is proof that the motivational state of teachers toward inclusive education is a key factor in governing the educational process. Although it is a significant issue, there is not enough research on educational professionals' readiness to implement inclusive education of children with disabilities in educational institutions.

As of content-based, it generates a mean score of 4.55 which described as very high. It indicates that teachers always manifest readiness in school. The result is aligned to the statement of Slastenin, (2019) that knowledge in any theory and familiarity with the subject of the teacher's professional activity make up the content-based component. In addition to bringing changes on teaching and learning activities, creativity also shows that the person is competent to become a professional ideal teacher.

With regards to procedural, the mean score is 4.57 which described as very high. This implies that teachers always exhibit readiness in their teaching profession. The result is congruent to the statement of Khmel (2018) that the procedural component of the desired preparedness reflects the teacher's capacity to anticipate educational activity while taking into account the potential for using interactive techniques and the capacity to integrate interactive methods into pedagogical reality.

Table 2. Level of Teacher Readiness

Teacher Readiness Items	Mean	Std. Deviation	Description
Motivational	4.62	.495	Very High
Content-Based	4.55	.579	Very High
Procedural	4.57	.585	Very High
OVERALL	4.57	.543	VERY HIGH

Level of Work-Related Stress of Teachers

Table 3 shows the level of work-related stress of teachers in Central district of M'lang, Cotabato. The work-related stress contains of three indicators namely, curricular and extra-curricular activity stress, classroom management stress and working condition stress. The overall mean for work-related stress of teachers is 4.33 which can be described as high.

In particular, the curricular and extra-curricular activity stress reaches a mean score of 4.10 which described as high. This means that teachers clearly manifest high level of work-related stress in school. The finding is supported on the research of Brown and Roloff (2018) that teachers who are not maintaining a rigid schedule and seeking balance can experience stress from partaking in extracurricular and curricular activities. The demands of teaching and those of the curriculum and extracurricular activities may clash as a result of this lack of balance (Figone, 2018).

Similarly, classroom management stress has a mean score of 4.48 which described as high. This implies that teachers have high level of work-related stress in school. The result is congruent to the statement of Kyriacou, (2018) that it's well known that classroom management causes teachers stress. The validity of some of these findings, however, may be disputed because teachers who are under stress due to other circumstances, such as an excessive workload, may see student behavior more adversely (Whiteman, Young, & Fisher, 2020) and overestimate its importance as a stressor.

Meanwhile, working condition stress generates a mean of 4.41 which described as high. It indicates that teachers always exhibit work-related stress in their teaching profession. The result conforms by Mustafa, (2019) that the work should be completed under fewer demands. Workplace stress is a natural part of life, and employees frequently experience varying degrees of it, particularly in the educational sector. Teachers are frequently put in circumstances that are outside the scope of their authority and competence.

Table 3. Level of Work-Related Stress of Teachers

Work-Related Stress Items	Mean	Std. Deviation	Description
Curricular and Extra-Curricular Activity Stress	4.10	.534	High
Classroom Management Stress	4.48	.426	High
Working Condition Stress	4.41	.475	High
OVERALL	4.33	.382	HIGH

Level of Teacher Resistance to Change

Table 4 shows the level of resistance to change of teachers in Central district of M'lang, Cotabato. The resistance to change contains of four indicators namely, psychological factors, personal factors, school-culture-related factors and organizational factors. The overall mean for teacher resistance to change is 4.33 which can be described as high.

In terms of psychological factors, the mean score is 4.45 which described as high. This means that teachers frequently exhibit high level of resistance to change in school. The result is supported by Fullan and Ballew (2018) that when change occurs, people have emotional reactions. People frequently express misgivings about new directions and occasionally outright opposition to them, as the nature of change entails fears of loss, obsolescence, and a feeling of unease (Palmer et al., 2019).

As of personal factors, it reaches a mean score of 4.32 which described as high. This indicates that teachers frequently exhibit resistance to change in their teaching profession. The finding conforms by Van Veen and Slegers (2018) that teachers will only embrace change if it aligns with their area of expertise and skill set. As cited by Gray (2018), teacher resistance is influenced by a lack of trust, conservatism connected to culture or age, varying views of external hazards, disagreement about the recommended technique, or change.

With regards to socio-culture related factors, the mean score is 4.47 which described as high. It implies that teachers frequently manifest resistance to change in their workplace. The result is aligned to the statement of Per (2019), that the perception of change and the acceptance or rejection of it by teachers are significantly influenced by school culture. Cultural influences affect how norms and values are developed, work is organized, interpersonal relationships are formed, and the concept of change and renewal is viewed in schools.

In addition, the organizational factor generates a mean of 4.10 which described as high. It indicates that teachers always exhibit resistance to change in school organization. The finding is congruent to the statement of Palmer et al. (2019) that some teachers are resistant to change since the suggested modifications are improper for the organization or the introduction time may not be ideal. Teachers also struggle with change if they have seen numerous changes in a short amount of time or if they have seen the detrimental effects of previous changes.

Table 4. Level of Teacher Resistance to Change

Resistance to Change Items	Mean	Std. Deviation	Description
Psychological Factors	4.45	.444	High
Personal Factors	4.32	.474	High
Socio-Culture Related Factors	4.47	.435	High
Organizational Factors	4.10	.590	Very High
OVERALL	4.33	.377	HIGH

Relationship between Variables

Table 5 shows relationship between responsibility, readiness, work-related stress and resistance to change of teachers. The results show that all the independent variables have significant relationship with the resistance to change of teachers ($p < .05$).

In particular, there is a relationship between responsibility and resistance to change ($r = .482^{**}$, $p < .05$). This suggests that the increase in responsibility would essentially increase the resistance to change of teachers. The study's findings support Kalman and Bozbavindir (2018), assertion that cognitive rigidity, or the unwillingness to consider alternatives, is a significant predictor of teachers' behavioral resistance, which in turn has an effect on their emotional reactions to change, and ultimately on their sense of responsibility. Teachers are under pressure to alter their behavior and practices as a result of changes in education (Dinham & Scott, 2019).

In the same way, there is a significant relationship between readiness and resistance to change of teachers ($r = .409^{**}$, $p < .05$). This means that as readiness increases, the resistance to change of teachers would also likely increase. The findings of this study corroborated Peach et al.'s (2019), conclusion that people are ready for change when they believe that change is necessary and would be beneficial for both themselves and their company. The most complete description, nevertheless, is provided by Armenakis et al. (2018), who define ready for change as a cognitive circumstance that influences an individual's attitudes toward change.

Meanwhile, there is a relationship between work-related stress and resistance to change ($r = .638^{**}$, $p < .05$). This suggests that the increase in work-related stress would essentially increase the resistance to change of teachers. The finding was supported by Kreitner & Kinicki, 2020 that although times have changed and communities and cultures have greatly varied, the main responsibilities of a teacher have remained the same, namely passing on information to the following generation. The standards that are expected of teachers have significantly changed as a result of changes in cultural norms and traditions in the civilizations. A teacher now has a lot of tasks to do in addition to teaching students what is in a text book, making teaching an extremely stressful profession with many deadlines to meet (Dawson, 2018).

Table 5. Relationship of Variables.

INDEPENDENT VARIABLES	TEACHER RESISTANCE TO CHANGE		
	R	p-value	Remarks
Teacher Responsibility and Resistance to Change	.482**	.000	Significant
Teacher Readiness and Resistance to Change	.409**	.000	Significant
Work-Related Stress and Resistance to Change	.638**	.000	Significant

*Significant at .05 level

Influence of Responsibility, Readiness and Work-Related Stress on Teachers' Resistance to Change

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of teachers' resistance to change. The results indicate that responsibility and work-related stress were found to be significant predictors of teachers' resistance to change.

In particular, the teacher responsibility has significant direct effect on resistance to change of teachers ($\beta=.156$, $p<.05$). This means that the regression weight for teacher responsibility in the prediction of resistance to change is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in responsibility there is a corresponding increase in the teachers' resistance to change by .156. Through this, would imply that responsibility can improve better the resistance to change of teachers. The study's findings, which have been backed up by researchers such as Kalman & Bozbavindir, (2018) that When changes are seen as adding to the workload or when teachers believe that their "existing abilities and competences are useless," they are more likely to stick with their previous methods and ways of teaching. Their personal accomplishment goals orientation, which represents the motivational desire to be involved in a particular job, determines how the teachers deal with change situations or how they define and strive for success (Parker et al., 2019; Spartfeldt, 2018).

Similarly, the work-related stress significantly predicts the resistance to change of teachers ($\beta=-.597$, $p<.05$). This means that the regression weight for teacher work-related stress in the prediction of resistance to change is significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher work-related stress is increase by 1, the resistance to change of teachers would increase by .597. This conclusion supports O'Connor, (2019) assertion that when a change is implemented at a school and members are coerced into adopting it as their default state of being or behavior, opposition to the change may also arise. Schools must also adjust to their surroundings and feel at ease using the structures, rules, and regulations that the environment has established. Though, individuals in school organizations may prefer to concentrate on the usual tasks that they excel at and build barriers against change by fighting it in order to ensure effectiveness. Additionally, school employees may be resistant to change because they feel it is not worth their time, effort, and attention and may significantly stress out their work (O'Connor, 2019).

However, readiness does not significantly predict the resistance to change of teachers ($\beta=-.094$, $p<.05$). This means that the regression weight for readiness in the prediction of resistance to change is not significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher readiness is decrease by 1, the resistance to change of teachers would decrease by -.094. This is similar to Wanberg and Banas (2018) who claimed that there is a low correlation between readiness and resistance to change and few evidences has been published that teacher readiness affects teacher resistance to change. They added that people with low levels of preparation for change struggle with issues like discomfort at work and job dissatisfaction, whereas people with high levels of readiness for change report job happiness. It is crucial that the organization's members are prepared for change, regardless of its scope. Without first determining each member of the organization's level of preparation for change, opportunities and resources may be lost, and worse yet, the organization's current capabilities may be harmed.

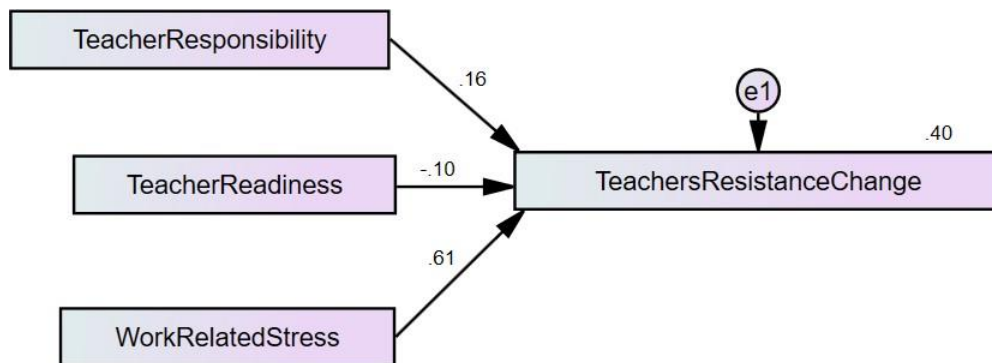
Table 6. Influence of Responsibility, Readiness and Work-Related Stress on Teachers' Resistance to Change.

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.421	.185		7.682	.000	
Responsibility	.159	.060	.156	2.640	.009	Significant
Readiness	-.073	.046	-.094	-1.598	.111	Not Significant
Work-Related Stress	.589	.054	.597	10.981	.000	Significant

Note: R=.646^a, R-square=.418, F=94.669, P>.05

STRUCTURAL FIT MODEL

Figure 6 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of responsibility, readiness and work-related stress on resistance to change is 40 percent. Responsibility, readiness and work-related stress significantly predict resistance to change with beta values of .16, -.10, and .61. Furthermore, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 3.0, (NFI, TLI, CFI, GFI < 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model does not fit with the data.



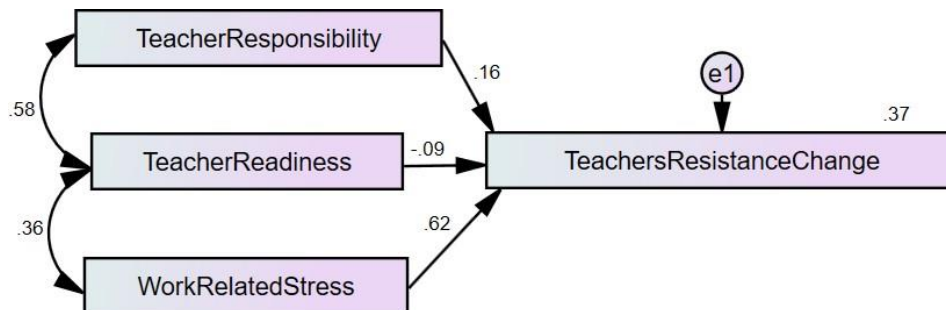
MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	189.950
P-value	>.05	.000
NFI	>.95	.275
TLI	>.95	-.454
CFI	>.95	.273

GFI	>.95	.667
RMSEA	<.05	.688
PCLOSE	>.05	.000

Figure 1. Test of Hypothesized Model 1

Figure 7 presents the results of Hypothesized Model 2. Based on the results, a total of 37 percent of the variance of resistance to change is explained by the combined influence of responsibility, readiness and work-relates stress. Meanwhile, the responsibility, readiness and work-relates stress significantly predict resistance to change with beta values of .16, -.09 and .62, respectively. Moreover, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 2 does not fit with the data and a poor fit model of resistance to change.



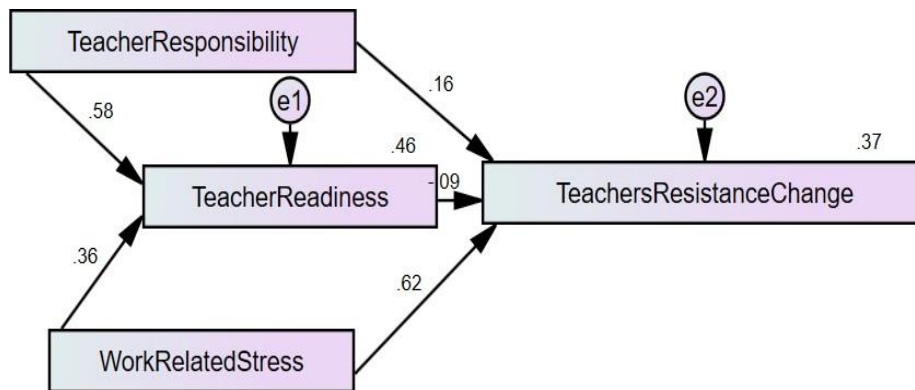
MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	227.760
P-value	>.05	.000
NFI	>.95	.710
TLI	>.95	-.745
CFI	>.95	.709
GFI	>.95	.812
RMSEA	<.05	.754
PCLOSE	>.05	.000

Figure 2. Test of Hypothesized Model 2

Figure 8 presents the results of Hypothesized Model 3. Based on the results, a total of 37 percent of the variance of resistance to change is explained by the combined influence of responsibility, readiness and work-related stress. Moreover, responsibility and work-related stress explain 46 percent of the variance of readiness. Meanwhile, the responsibility, readiness

and work-related stress significantly predict resistance to change with beta values of .16, -.09 and .62, respectively. Furthermore, responsibility and work-related stress have direct effect on readiness with beta values of .58 and .36, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.08 with a PCLOSE > 0.05. This means that Hypothesized Model 3 does not fit with the data and a poor fit model of resistance to change.



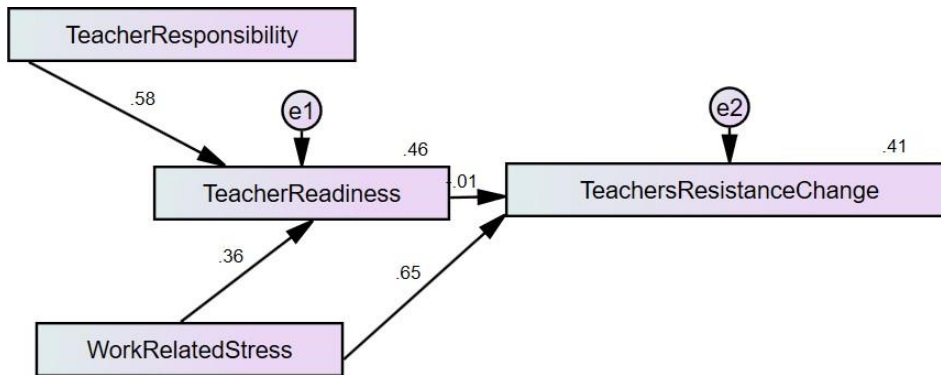
MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	227.760
P-value	>.05	.000
NFI	>.95	.710
TLI	>.95	-.745
CFI	>.95	.709
GFI	>.95	.768
RMSEA	<.05	.754
PCLOSE	>.05	.000

Figure 3. Test of Hypothesized Model 3

Figure 9 presents the results of Hypothesized Model 4. Based on the results, a total of 41 percent of the variance of resistance to change is explained by the combined influence of readiness and work-related stress. Moreover, responsibility and work-related stress explain 46 percent of the variance of readiness. Meanwhile, the readiness and work-related stress significantly predict resistance to change with beta values of -.01 and .65, respectively. Furthermore, responsibility and work-related stress have direct effect on readiness with beta values of .46 and .65, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95),

and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 4 does not fit with the data and a poor fit model of resistance to change.



MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	117.360
P-value	>.05	.000
NFI	>.95	.701
TLI	>.95	.104
CFI	>.95	.701
GFI	>.95	.836
RMSEA	<.05	.540
PCLOSE	>.05	.000

Figure 9. Test of Hypothesized Model 4

Best Fit Model of Resistance to Change

The hypothesized model 5 in standardized estimates is presented in Figure 10. It can be observed in the results that 41 percent of the variance of resistance to change is explained by the combined influence of readiness and work-related stress. On the other hand, a total of 58 percent of the readiness can be attributed to responsibility and work-related stress. Furthermore, the model illustrates the relationship of responsibility and work-related stress ($r=.66$, $p>.05$), and the direct effect of responsibility and work-related stress on readiness with beta values of .51 and .32, respectively. On the other hand, it shows the direct effect of readiness and work-related stress on resistance to change with beta values of -.02 and .65.

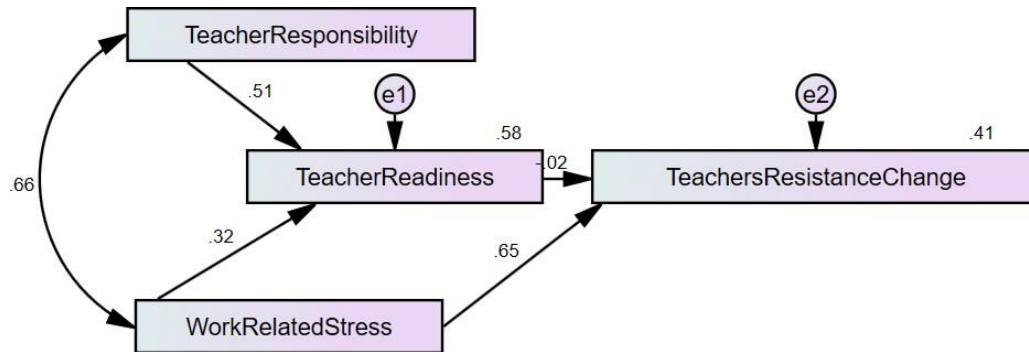


Figure 10. Test of Hypothesized Model 5

As shown in Table 7, all model fit value has successfully met the criteria set by each index (CMIN/DF=6.960 with its p-value >.05, (NFI, TLI, CFI, and GFI >.95), and RMSEA <.05 with a PCLOSE >.05. This means that the model fits well with the data which can be best explain the teaching effectiveness of teachers. This is supported by Arbuckle and Wothke (1999) denoting that CMIN/DF should be less than 3.0, and Tucker-Lewis Index (TLI) and comparative Fit Index (CFI) should be close to 0.90. Moreover, the RMSEA and PCLOSE values are supported by MacCallum, Browne and Sugawara (1996) indicating 0.01, 0.05, and 0.08 as excellent, good and mediocre fit respectively, with P of close fir (PCLOSE) that is greater than 0.05.

**Table 7
Goodness of fit measures of the Hypothesized Model 5**

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	6.960
P-value	>.05	.008
NFI	>.95	.991
TLI	>.95	.954
CFI	>.95	.992
GFI	>.95	.994
RMSEA	<.05	.122
PCLOSE	>.05	.051

CONCLUSION

The teachers have very high level of readiness while responsibility, work-related stress and resistance to change were in a high level. On the other hand, all indicators such as responsibility, readiness and work-related stress have significant relationship with teachers' resistance to change. Furthermore, only responsibility and work-related stress were found to be significant predictors of teachers' resistance to change. Hence, readiness does not predict teaching resistance to change of teachers. Model that has successfully met the criteria set by each index. This means that the models fit well with the data which can best explain the resistance to change of teachers.

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