

TEACHERS' MORALE ON THE RELATIONSHIP BETWEEN CHANGE MANAGEMENT AND ORGANIZATIONAL EFFICIENCY

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ABSTRACT

Generally, the study determined the teachers' morale on the relationship between change management and organizational efficiency. It specifically determined the significant correlation between the change management, organizational efficiency, and teachers' morale. Descriptive–correlational research design was used to analyze the data taken from the 105 respondents chosen through complete enumeration. It used a self-formulated survey questionnaires that was validated. It was tested to measure its reliability using Cronbach Alpha (0.111). The statistical tools used to test the hypothesis were Pearson Product Moment Correlation, and Regression Analysis. Findings showed that the level of change management where they are upgraded in innovating solutions to address gaps, understanding changes of management process, and engaging the entire team towards a common goal. The level of teachers' morale where they are outstanding in making everyone feel important and valued, capturing students' attention and stimulate their curiosity and offering individual assistance to struggling students. The level of organizational efficiency where they are highly efficient in utilizing existing resources to achieved goals and caring out duty and responsibility to achieve the objective of the overall teaching and learning process. Moreover, the organizational efficiency had a significant relationship with the teachers' morale. A significant influence of the same factor was also observed. Therefore, if the teachers' morale highly practice within an organization, the efficiency of an organization will increase. Hence, change management had an insignificant relationship with the teachers' morale. As a result, organizational efficiency directly influences teachers' morale regardless of the level of change management.

Keywords: morale, change management, organizational efficiency, regression analysis, Kabacan North District, Philippines

INTRODUCTION

Continuing crisis of Coronavirus (COVID-19) has left no aspect of contemporary life untouched, and basic education is no exception. Interpersonal interactions, institutional operations, and international cooperation are just a few of the aspects of society that COVID-19 has affected globally. Globally, epidemic has impacted businesses and organizations as well as people's lifestyles and work environments. Millions of employees have been compelled to abruptly move their work from

workplaces to their homes as a result. The citizens in many countries including the Philippines are urged to stay at home and advised to observe the minimum health protocols set by the government. More organizations have started to consider alternative ways on continuing their operations. This sudden and exogenous shift has caused dramatic, and various effects on employees' well-being, the leadership then of administrators have been tested. Being a great leader is an art in and of itself; it takes an exceptional amount of drive and vision. There is more to leadership than just skill, yet designed are indispensable. It is determined that the Social Change Model (SCM) of Leadership Development (Wagner, 2006) is a thorough, well investigated paradigm to direct the growth of leaders.

Today's basic education providers face a challenging task in designing a system that can fulfill the demands of society during these difficult epidemic times. It is anticipated that long after the pandemic has passed, the current worldwide employment norm will persist. The functioning of organizations as well as the dynamics between employers and employees has been profoundly affected by this change (Irawanto et al., 2021). The prerequisites for effectively managing and adapting to change has become urgent and leaders are necessitated to think and act strategically, imposing social change while not compromising the quality and relevance of higher education.

The role of basic education schools today has become more crucial as changes in the educational landscape of the Philippines keep on evolving as influenced by the dynamics of internationalization of standards in the advent of globalization and the occurrence of unforeseen factors in the environment. There were critical issues that transpired because of the changes and developments in basic education around the world. Most of these significant changes include international research collaborations, the relationship between basic education institutions and governments, and the growing expansion of schools.

In the sustainable development goals, basic education is expected to help address goals first (abolish poverty worldwide in all its manifestations), and 4 (guarantee accessible, egalitarian, high-quality education and provide possibilities for lifelong learning for everyone. This has been incorporated in the Philippines' development goal which focused on the inequality-reducing transformation, particularly accelerating human capital development. Therefore, education is one way to reduce, if not totally eradicate poverty because this will help people find jobs equitable to their qualifications. Education acts as an agent of economic development.

Great leadership requires a great vision. With the present issues at place prior to COVID- 19 crisis and the forthcoming challenges as the outcome of the pandemic is difficult for leaders to combat. The strategies of leaders employ in their corresponding schools are a crucial decision to endure the effects of different variables on its growth and development. Zeffane (1996) asserts that the integration of newly empowered personnel, advanced technology, and redesigned organizational procedures is necessary for the successful execution of strategic change.

Schools operate differently; however, they are fueled with one common purpose that is to deliver quality education. Common purpose as one of the SCM variables is defined as working with shared aims and values and it makes it easier for the group to analyze the problems at hand and the work at hand collectively. (Astin and Astin, 1996).

Though schools have different statements of visions and missions, still its establishment boils down to the presence of its learners.

Generations evolve at a fast pace and scope unpredictably. According to Manning (2004), leaders who are unable to foresee the circumstances and adjustments promptly will fall short in the competition for clients and earnings.

According to Ford (1996), the fundamental shifts in how the organization's management, governance, and operations are conceptualized are what underlie the transformation. Ford (1996) goes on to say that there is a paradigm change taking place that affects every part of the organization. It must be remembered that most employees do not support change unless cogent arguments convince them to do so. Change therefore needs a few things to succeed: a clear vision, a mission statement, effective communication, strong leadership, involvement, a willingness to adapt, and a supportive culture.

METHODS

Research Design

This research employed Descriptive-correlational research a non-experimental quantitative research design that Mugenda (2008) describes. This type of research design is used to describe factually and objectively the problem covered in this study. The researcher investigates the level of change Management, organizational efficiency, and teachers' morale. It includes the influence of Change Management and Organizational Efficiency on teachers' morale of the Elementary Teachers in Kabacan North District, Kabacan North Cotabato.

Respondents

The research participants were one hundred five (105) teachers of Kabacan North District. List of the said teachers were secured from the district office prior to the study's execution.

Instruments

The research instruments in gathering data were as follows:

Part I examined Change Management through Likert Scale by Likert (1932). The items were rated using the following scale: 5 – Highly Upgraded, 4 - Upgraded, 3 – Moderately Upgraded, 2- Slightly Upgraded, 1- Very Slightly Upgraded. Cronbach's alpha is also used to measure reliability and validity of the survey questionnaire, Anastasi (1954).

Part II covered Organizational Efficiency measured through Likert Scale by Likert (1932). Using the five Likert scales, namely, 5,4,3,2,1, then, each also had a sub-Likert scale with specific ratings. Cronbach's alpha is also used to measure reliability and validity of the survey questionnaire, Anastasi (1954).

Part III evaluated the teachers on Teacher's Moral with the use of Likert Scale by Likert (1932). Cronbach's alpha is also used to measure reliability and validity of the survey questionnaire, Anastasi (1954).

Statistical Tools

Data interpretation and analysis were carried out with the use of descriptive statistics such weighted mean, percentage, and frequency. The variables influencing change and the teacher-participant morale were described using the weighted mean. The following range will be used to interpret the weighted mean.

RESULTS AND DISCUSSION

Level of Change Management

The first research problem examined teachers' perceptions of Change Management. Table 1 shows the extent of change management with a weighted mean 3.80 which means that they are upgraded in innovating solutions to address gaps, understanding changes of management process., engaging the entire team toward a common goal, establishing a new communication norm in their shared workspace, implementing endeavors to implement innovative techniques and technology, evaluating with high theoretical and practical value, setting-up clear ground rules for initiating the conflict confrontation, providing opportunities for virtual team building, socialization, and mental wellness checkups, determining potential impact of any organizational changes, has high-quality human resources, establishing clear roles and responsibilities within a team's hierarchy, directing educational innovation and fosters sense of equality and professionalism, gathering feedback about the change progress and moderately upgraded in adapting rapid changing environment

Table 1. Level of Change Management

Indicators	Mean	SD	Description
1. Innovates solutions to address gaps.	4.36	.539	High
2. Determines potential impact of any organizational changes.	3.77	.639	High
3. Engages the entire team toward a common goal.	4.14	.789	High
4. Implement changes initiatives to adopt new methods and technologies.	3.84	.756	High
5. Gathers feedback about the change progress.	3.62	.799	High
6. Has high-quality human resources.	3.76	.860	High
7. Directs educational innovation.	3.71	.768	High
8. Adapts rapid changing environment.	2.79	1.174	High
9. Evaluates with high theoretical and practical value.	3.82	.765	High
10. Provides opportunities for virtual team building, socialization, and mental wellness checkups.	3.78	.831	High
11. Establishes clear roles and responsibilities within a team's hierarchy.	3.72	.700	High
12. Fosters sense of equality and professionalism.	3.71	.873	High
13. Establishes a new communication norm in their shared workspace	4.02	.642	High
14. Sets clear ground rules for initiating the conflict confrontation.	3.79	.792	High
15. Understand changes of management process.	4.16	.556	High

Overall Mean	3.80	.348	High
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The results imply that the change management ability is notably clear in the table 1, is innovating solutions to address gap is being put into practice. According to Kok, L. S. (2023), constructive conflict at the outset of change management will create the necessary dynamics for identifying the gaps and formulating creative solutions to address those gaps. As a result, the processes of conflict management and organizational change management are "mutually inclusive". As a result, it is important to practice innovations like mutually inclusive to address gaps especially in change management.

Level of Teachers' Morale

Table 2 presents the teachers' morale is highly satisfactory overall, with a weighted mean of 4.47, suggesting that they go above and beyond in taking extra steps to uphold, foster, and enhance my morale as an employee, Offers individual assistance to struggling students, Makes everyone feel important and valued, Captures students' attention and stimulate their curiosity, Creates community awareness to assist education in order to meet school aims and objectives, Ensures comprehension by providing additional resources, arranging extra classes if needed, very satisfactory in Believes to fulfill my job duties, work more effectively, persevere in the face of difficulty, and be more adept at handling uncertainty, Participates in educational forums and read up on the latest research, provides fair and equal school facilities and services, invests time and resources into developing a system that supports teachers' morale learning experiences that impart not only knowledge but also inspire a love for learning, focuses on delivering lessons to ensure student understanding, Updates with the latest educational trends to improve teaching methods, Provides good workplace conditions.

Table 2. Level of Teachers' Morale

	Indicators	Mean	SD	Description
1.	Reflects an enthusiasm, zeal, satisfaction, contentment, and overall attitude at one's work.	4.41	.550	High
2.	Takes special measures for maintaining, nurturing, and boosting my morale as employees.	4.74	3.820	Very High
3.	Believes to fulfill my job tasks, perform better, persist in the face of adversity, and better able to manage uncertainty.	4.48	.502	High
4.	Executes excitement, happiness, and general perspective while at work.	4.41	.533	High
5.	Encourages teachers' morale competence by providing fair and equitable school facilities and services system.	4.31	.542	High
6.	Creates awareness in the community to support education to achieve school goals and objectives.	4.50	.573	Very High
7.	Provides good workplace conditions.	4.01	.940	High
8.	Focuses on delivering lessons to ensure student understanding.	4.26	.576	High
9.	Invests time and energy into creating learning experiences that impart not only knowledge but also inspire a love for learning.	4.27	.596	High
10.	Participates in educational forums and read up on the latest research.	4.44	.499	High

11. Ensures comprehension by providing additional resources, arranging extra classes if needed.	4.50	.502	Very High
12. Offers individual assistance to struggling students.	4.74	.439	Very High
13. Makes everyone feel important and valued.	4.74	.439	Very High
14. Captures students' attention and stimulate their curiosity.	4.74	.439	Very High
15. Updates with the latest educational trends to improve teaching methods.	4.15	.311	High
Overall Mean	4.47	.390	High

The results imply that the teachers must go above and beyond to preserve, foster, and increase staff morale. According to Mishra & Jena (2020), it is also crucial to understand that companies can profit from high employee morale because employees' greater initiatives and efforts will inevitably lead to higher profitability. However, companies must take extra precautions in remote working situations to uphold, support, and encourage staff morale.

Level of Organizational Efficiency

Table 3 shows the level of organizational efficiency as viewed in the table 3 with the weighted mean 4.19 describing that they are efficient. Nevertheless, they are highly efficient in utilizing existing resources to achieve goals, and carrying-out duty and accountability for fulfilling the goals of the entire teaching and learning process, efficient in producing output such as exam result or added value at the most basic level of materials, setting a plan in achieving adequate goals, indicating a well-defined mission and vision, producing output like an exam result or value added at the most basic resource level, achieving significant high level of organizational effectiveness, developing skills with a new method of training, contributing influencing thought, emotion, communication, and output inside the organization, evaluating organizational efficiency, participating any management style of an organization, mobilizing others to make efficient and successful utilization of the available resources to accomplish corporate goals, reducing ruined works and decreases physical dangers, frequents training of faculty and staff.

Contrary, they were less efficient in efficient delivery of services and quality of teaching. The findings suggest that utilizing existing resources to achieve goals and carrying-out duty and responsibility to fulfill the goals of the entire process of teaching and learning needed which conforms to Sari et. Al, (2020) claimed that the capacity to inspire others to use available resources to accomplish organizational goals effectively and efficiently is a necessary component of managerial talents. The capacity to lead effectively is essential for organizational success; a manager's level of efficiency is determined by how well he makes plans and achieves appropriate goals. To accomplish the goals of the entire teaching and learning process, principals, who oversee the formal education system as managers, must possess management abilities in the performance of their tasks and responsibilities.

Table 3. Level of Organizational Efficiency

Indicators	Mean	SD	Decription
1. Indicates a well-defined mission and vision.	4.44	.604	High
2. Evaluates organizational efficiency.	4.27	.627	High
3. Develops skills with a new method of training.	4.32	.686	High

4.	Contributes influencing thought, feeling, interaction and performance within the organization.	4.31	.669	High
5.	Reduces ruined works and decreases physical dangers.	4.19	.708	High
6.	Achieves significant high level of organizational effectiveness.	4.35	.664	High
7.	Participates any management style of an organization.	4.25	.759	High
8.	Efficient delivery of services and quality of teaching.	2.18	1.174	High
9.	Frequents training of faculty and staff.	4.12	.702	High
10.	Supports and sustains quality of teaching and learning process.	4.16	.695	High
11.	Produces output such as test result or value added at the lowest level of resource.	4.40	.615	High
12.	Mobilizes other people to utilize existing resources in achieving organizational goals effectively and efficiently.	4.22	.639	High
13.	Sets a plan in achieving adequate goals.	4.43	.706	High
14.	Carries out duty and responsibility to achieve the objectives of the overall teaching and learning process.	4.53	.694	Very High
15.	Utilizes existing resources to achieve goals.	4.66	.614	Very High
Overall Mean		4.19	.300	High

Relationship between variables

Table 4 shows the association between variables. The correlation matrix shows that change management has no significant relationship with the teachers' morale ($r = 0.11$, $p\text{-value} = 0.908$).

The findings indicated that change management and teachers' morale are unrelated. The probability values presented in the in the analysis that fall below the predetermined level of significance of 5% indicate the acceptance of the stated hypothesis pertaining to this aspect of the study.

It suggests that change management and teachers' morale can be improved through series of seminar-workshop and training on the change management and teachers' morale related topics.

A natural process is change. Our civilization has been rapidly evolving to become a knowledge economy that demands highly skilled human resources, as well as a global community. Universities must continuously innovate in their practices related to executive functioning since the nature of teaching and learning is changing. Various management theories can be used to guide educational innovation at universities, and change management is one of the theories that is most frequently studied and researched. (Hayes, 2018).

Table 4. Relationship between the Variables

VARIABLES	R	p-value	Remarks
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Change Management and Teachers' Morale	.011	.908	Not Significant
Organizational Efficiency and Teachers' Morale	.288**	.003	Significant

*Significant at .05 level

Meanwhile, the correlation matrix of organizational efficiency has a significant relationship with the teachers' morale ($r = 0.288^{**}$ with a p-value of 0.003)

Thus, organizational efficiency and teachers' morale are related. The probability values presented in the analysis that fall below the predetermined level of significance of 5% indicate the rejection of the stated hypothesis.

Teachers' morale support improves organizational efficiency. Teachers' morale is needed to sustain efficiency of an organization. Further the higher the teachers' morale being exhibited would result to a higher organizational efficiency.

Efficiency arises when educational outputs (like test scores or value added) are generated with the least amount of resource (like money or students' intrinsic abilities). The topic efficiency in education is the focus of this special issue, which comes at a convenient moment as governments all over the world are grappling with public finances in the wake of the global financial crisis of 2008 Johnes et. al, (2017).

Influence of Change Management and Organizational Efficiency on Teachers' Morale

Table 5 presents findings indicating that the teachers' morale is significantly influenced by organizational efficiency, as evidenced by the P-value of .002 and a probability of less than 0.05.

Findings imply that the organizational efficiency directly influences teachers' morale. It also indicated that teachers' morale has an impact on organizational efficiency hence, the lower the teachers' morale the same will happen on the efficiency of an organization. In organizations, they need personnel who have the right skills and knowledge (Abdullah, 2019). Without the three fundamental needs for staff members, a long and healthy life; knowledge and skills; and access to resources for a good living nothing can be accomplished (Ali & Anwar, 2021).

On the influence of change management toward teachers' morale is significantly unrelated since the (P-value of .405) greater than the significance level of .05. The table shows that, teachers' morale is not directly influenced by the change management. Hence, the change management can influence through series of trainings, workshops, and seminars where the topic is related to the change management towards on teachers' morale. To boost teachers' morale, the management offering fair and proper services to support education to acquired school goals (Benti, N., & Tarekegne, W., 2022).

Table 5. Influence of Change Management and Organizational Efficiency on Teachers' Morale

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	3.116	.579		5.386	.000	
Change Management	-.093	.111	-.083	-.837	.405	Not Significant
Organizational Efficiency	.408	.129	.313	3.163	.002	Significant

Note: $R=.299^a$, $R\text{-square}=.089$, $F=5.008$, $P>.05$

CONCLUSIONS

1. Level of change management in Elementary Schools in Kabacan North District has upgraded in innovating solutions to address gaps. Based on the findings of Kok, L S (2023), a constructive impasse the outset of change management produces the necessary development for recognizing the distance and formulating creative ways to meet those gaps, so the process of conflict management and organizational change management are mutually inclusive. It is important to practice innovations like mutually inclusive to address gaps especially in change management.
2. The level of teachers' morale in Elementary Schools in Kabacan North District has a very satisfactory in making everyone feel important and valued. Hence, the result displays that the school heads have valued much of his/her teachers and most teachers feel that they are so important in the fields they are in. And, to improve more the teachers' morale, the school leaders pay particular emphasis to boosting teachers' morale and competency and, by offering fair, equitable school facilities and services to support education to achieve objectives and goals.
3. The level of organizational efficiency in Elementary Schools in Kabacan North District has efficient in utilizing existing resources to achieve goal. Based on the results, Kabacan North District emphasizes the utilization of resources for them to achieve their goal in achieving efficiency.

4. The correlations between change management and teachers 'morale in Elementary Schools in Kabacan North District is unrelated, hence it can be improved through series of seminar-workshop and trainings on the change management and teachers 'morale related topics. The relationship between organizational efficiency and teachers 'morale are related. Teachers 'morale support to improve organizational efficiency and it needed to sustain efficiency of an organization. Further, the higher the teachers 'morale being exhibited would result to a higher organizational efficiency.
5. The influence of change management and organizational efficiency on teachers 'morale in Elementary Schools in Kabacan North District is not significant in change management. It cannot influence the teachers 'morale because the new management can work without influence by teachers 'morale. While the organizational efficiency has a significant impact on teachers 'morale. It says that the teachers were even more effective with higher morale in their respective schools.

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