PREDICTORS OF OPENNESS TO CHANGE IN REORGANIZING WORKPLACE

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ABSTRACT

This study delves into the complexities of Alternative Learning Systems (ALS) education, focusing on teachers' experiences, challenges, and strategies in implementing ALS interventions. Through qualitative analysis, four key themes emerged from each of the three areas explored: the essence of teacher intervention, challenges faced in implementation, and overcoming these challenges with effective strategies. Firstly, teachers' interventions in ALS are characterized by Long-Term Commitment, Adaptation and Responsiveness, Personalization in Education, and Engagement and Motivation. These attributes highlight the dedication and flexibility required of educators in ALS environments, emphasizing the need for a tailored approach to meet diverse learner needs. Secondly, the study identifies four major challenges faced by ALS teachers: Resource Constraints, Economic and Accessibility Challenges, Contemporary Challenges, and the necessity of Enhancing Employability. These challenges underscore the resource limitations and the dynamic nature of the educational landscape that educators must navigate. Lastly, the study reveals strategies for overcoming these challenges: Engagement and Collaboration, Integrative Learning, Network Engagement, and Quantitative Assessment. These strategies suggest a collaborative, multifaceted approach to ALS education, involving continual assessment and integration of various learning modalities. Conclusions highlight the resilience and adaptability of ALS educators amidst various challenges. Recommendations include increased resource allocation, policy reforms for greater accessibility and economic support, continuous professional development for educators, and a curriculum that aligns with current employability demands.

Keywords: *Alternative Learning Systems, Teacher Interventions, Educational Challenges, Strategy Implementation, Inclusive Education,   . Qualitative Approach, Kidapawan City*

INTRODUCTION

Organizational change is necessary for organizations to adapt to the highly dynamic environment. Although accepting change can be challenging for employees, it is becoming more crucial for workers to be able to handle change in the workplace (Wanberg & Banas, 2000). A key element in the effectiveness of organizational change is being open to change. Openness is accepting and valuing new information, viewpoints, and experiences (Streb, 2015). According to studies, openness predicts change

acceptance and a favorable attitude toward changes (Wanberg & Banas, 2000; Streb, 2015). Less open employees are linked with lower job satisfaction, greater work irritation, and stronger intent to leave the company. Conversely, more open employees are more inclined to accept and embrace organizational change (Wanberg & Banas, 2000). Therefore, to ensure the success of organizational change, it is crucial for organizations to promote a culture of openness to change.

Organizations may confront several issues during the change process, which can be difficult and complicated. The most typical issue is employee resistance (Ricoh USA, 2014; Malik, 2021; Prosci, 2022). Employees may resist change because they fear the unknown, need help comprehending it, or worry about how it will influence their workload or job security. Organizations can involve workers in the change process to solve this issue, communicate the change clearly, and respond to employee concerns and inquiries (Malik, 2021; Prosci, 2022).

In Europe, openness to organizational change is also a concern. Aside from resistance to change, cultural differences in the workplace is also a factor. Because of its diversity and wide range of cultures, Europe does provide difficulties for organizational change efforts. Cultural differences can impact how people view change and whether they are willing to accept it (D'Amato et al., 2017). There needs to be more leadership support for change initiatives. Leaders are essential in driving change, and with their backing, change initiatives may succeed (Gheorghe et al., 2019). Employee participation is essential to the success of organizational transformation initiatives, but in Europe, it can take much work to obtain. Top-down decision-making may be the norm in some nations, discouraging employee input (Radulescu et al., 2020).

On the same note, a study by Nakamura in 2018 investigated how cultural norms in Japan affected people's resistance to organizational change. The author further states that organizational change initiatives may be limited by Japan's collectivistic culture, which emphasizes harmony and uniformity and might make people reluctant to voice their thoughts and challenge the status quo. Similarly, Saka-Helmout (2019) compared the effects of organizational culture on the acceptance of change in Japanese and American organizations. According to the author, employees may find it challenging to begin change because of Japan's hierarchical and bureaucratic organizational structure because they may need more freedom and power to do so.

In the Philippines, numerous obstacles must be overcome for the Philippine public education system to implement organizational change. One of the biggest problems is the staff's and teachers' resistance to change. Due to their collectivistic culture, Filipinos may find it challenging to accept changes that upend established traditions and social harmony (Mendoza & Gupta, 2019). Teachers said they needed more confidence in the administration's ability to successfully execute change in a study by Padilla et al. (2018). Additionally, teachers' resistance is a result of their lack of participation in the design and implementation of the reform. Another study by Taguibao (2020) discovered that teachers' resistance to change is a result of a lack of programs for their training and growth. Therefore, it can be said that organizational changes in the Philippines, particularly in the public education work settings, can take much work to achieve.

Several studies have determined the predictors of openness to organizational change. One is the study of Wanberg and Banas (2000), which focused on determining if individual differences variables such as self-esteem, optimism, and perceived control,

and the context-specific variables such as information, participation, change self-efficacy, social support, and personal impact could predict the openness to change of employees. The study revealed that resilience was related to higher levels of change acceptance but was not predictive of openness to changes. Additionally, the perception that the changes would be favorable was associated with a higher level of participation. Greater change acceptance was correlated with increased information and self-efficacy for coping with the proposed changes.

Despite previous research focused on understanding the influence of self-esteem, optimism, perceived control, information, participation, change self-efficacy, social support, and personal impact on openness to organizational changes, the researcher found that no exactly similar studies focused on the context of public elementary education in the Philippines. Additionally, no study has focused on the influence of context-specific variables: social support, social participation, and professional support on employees' openness to organizational change, particularly of those public elementary school teachers in Carmen, Cotabato. Hence, this study looked into that.

Additionally, these are some outcomes that could also be attained by achieving the research's objectives. The findings of this study may serve as evidence to reassess the situation faced by district teachers in light of the aforementioned individual differences and context-specific variables. Furthermore, the outcome can give school administrators a reason to keep a close eye on each teacher that works alongside them and to give them the support or approach they need for a better working environment. More so, this study's results could be disseminated through the following means, like presenting the study results during the school's in-service training, monthly meetings, and local and national seminars of elementary education teachers. The researcher also intended to have this study presented in local and national research forums and have the paper published in appropriate refereed journals.

FRAMEWORK

This study was anchored to the **Cognitive Adaptation Theory** by Taylor (1983).

According to the theory, when faced with challenges, people create constructive illusions to safeguard their psychological well-being (Czajkowska, 2017). People adjust to their new reality during life transitions, such as receiving a chronic illness diagnosis, by looking for optimism or positive meaning in the event, trying to take back control of their lives, and looking for social support (Czajkowska et al., 2013). Three elements are central to the adjustment process: the need for social support, regaining control over one's life, and looking for meaning in one's experiences or optimism (Taylor, 1983; Czajkowska et al., 2013).

According to Taylor's theory of cognitive adaptation, the capacity to sustain and modify illusions, such as irrational optimism, that aid people in managing the stress of a life-threatening illness determines how well they adjust5. According to the theory, persons who can keep up their illusions about their sickness and its effects are more likely to have greater psychological health than those who can't (Stiegelis et al., 2003). According to Czajkowska et al. (2013), the idea has been used with various

demographics, including cancer patients and people with a venous thromboembolic illness (Stiegelis et al., 2003).

The reason behind anchoring this study to the cognitive adaptation theory is that those who have high levels of self-esteem (e.g., a strong feeling of self-worth), optimism (e.g., a very optimistic outlook on life), and perceived control fare the best amid stressful life events (e.g., a view of life and situations as being under personal control). The notion is based on a body of literature that supports these factors as fundamental individual characteristics that help people cope, be generally content, and adjust to stressful life experiences (Taylor & Brown, 1988). Major et al. (1998) saw self-esteem, optimism, and perceived control as highly connected characteristics composing a "resilient personality."

Although integrating cognitive adaptation theory into organizational change has not been specifically investigated, Taylor and Brown (1988) hypothesized that change is stressful and that optimism, perceived control, and high self-esteem may be linked to openness to change. They contended that those who possessed these traits might try to view a change in the best possible light. Similar components, such as self-esteem, neuroticism, locus of control, and generalized self-efficacy, are proposed by Judge and colleagues' core self-evaluation theory as primary dispositional factors to employee judgments of work qualities and job satisfaction (Judge et al., 1998). Judge et al. (1997) were the first to put up the idea of fundamental self-evaluations, which they obtained through a thorough synthesis of eight pieces of literature.

METHODS

Research Design

The descriptive-correlational design was specifically used in this research study. According to Stangor (2011), a descriptive design is a type of research that offers a thorough description or overall view of the topic under study or a phenomenon occurring at a certain time. The descriptive portion of this study focused on measuring self-esteem, optimism, perceived control, received social support, social participation, received professional support, and openness to change in reorganizing the workplace. On the other hand, one of its flaws is that it does not evaluate the correlation between or among variables. Additionally, this design cannot confirm the causal connection between two or more variables. Hence, the correlational part was included, filling this limitation's gap. As defined by Stangor (2011), a correlational design study allows testing expected relationships between or among study variables. In this research, what was being correlated were the levels of individual differences variables and the context-specific variables to openness to change in reorganizing the workplace.

These were the best designs for this study because this research mainly aimed to determine the levels of individual differences variables, context-specific variables, and openness to change in reorganizing the workplace of the elementary school teachers in Carmen North and Central District. This study also aimed to know if the individual difference variables and context-specific variables significantly predict the openness of the respondents to organizational changes.

Research Respondents

The study's respondents were 300 randomly selected teaching faculty from 25 public elementary schools in Carmen Central District, and Carmen North District, Carmen, North Cotabato. In selecting the respondents, the following inclusion criteria were considered: (1) they should be *bona fide* teaching faculty from the 25 public schools elementary schools in Carmen Central District and Carmen North District, and (2) they must have consented to the study. Those not teaching faculty and from the 23 public elementary schools mentioned in the study were excluded from the pool of probable respondents. Further, the researcher used random sampling, particularly the fishbowl method, to ensure no bias in selecting the respondents for the study.

Research Instruments

The data of the study were gathered through the use of validated questionnaires for the indicators found in both the independent variables and dependent variables. The study questionnaires were adapted from reliable research and have undergone validation and tests of reliability.

The researcher used seven (7) questionnaires adapted from reliable studies and research. The first set is a questionnaire that deals with the items concerning the level of self-esteem, which is adapted from Rosenberg's 10-item Self-Esteem questionnaire (1965), which has an internal consistency of 0.77. The items are answered using a 5-point Likert scale, ranging from *strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4),* and *strongly agree (5).*

The second set is a questionnaire that deals with the items concerning the level of optimism, adapted from the revised 10-item Life Orientation Test of Scheier et al. (1994), which has a Cronbach's alpha of 0.76, revealing an acceptable internal consistency. The items are answered using a 5-point Likert scale ranging from *strongly disagree (0), disagree (1), neither agree nor disagree (2), agree (3),* and *strongly agree (4).* The results are going to be interpreted using the table below.

The third set is a questionnaire that deals with the items concerning the level of perceived control adapted from the revised 8-item Life Orientation Test of Scheier et al. (1994), which has an internal consistency of 0.69 at the baseline and 0.72 at the follow-up. The items are answered using a five-item Likert scale ranging from *strongly disagree (0), disagree (1), neither agree nor disagree (2), agree (3),* and *strongly agree (4).* The results are going to be interpreted using the table below.

Statistical Tools

Mean. In this study, the mean was used to determine the levels of the individual difference variables and context-specific variables.

Standard Deviation. Standard deviation was used to determine the homogeneity and heterogeneity of the respondents' responses.

Independent T-test. An independent T-test was used to determine if a significant difference exists in the respondents' responses on the individual difference variables and context-specific variables when grouped according to sex.

One-Way ANOVA. One-way ANOVA was used to determine if a significant difference exists in the respondents' responses on the individual difference variables and context-specific variables when grouped according to age and length of service.

Pearson Product Moment Correlation. It is used when the variables are of the interval or ratio type of measurement. Further, it was used in the study to determine the significant relationship between individual difference variables and openness to organizational change and the context-specific variables and openness to organizational change.

Multiple Regression Analysis. It was used in the study to determined the significant influence of individual difference variables and context-specific variables on the openness of the teachers to organizational change.

RESULTS AND DISCUSSION.

Demographic Profiles of Carmen North and Central District School Teachers
Table 1. Demographic Profiles of Carmen North and Central School District Teachers

Profile	Categories	Frequency	Percentage
Age			
	27-35	143	47.7%
	36-45	115	38.3%
	46 above	42	14.0%
Sex			
	F	195	65.0%
	M	105	35.0%
Length of Years in Service			
	2-10	152	50.7%
	11-20	115	38.3%
	21 Above	33	11.0%

The table above shows the demographic profiles of Carmen North and Central School District teachers in terms of Age, Sex, and Length of Years in Service.

The results show that 300 teachers were surveyed in the study. Specifically, the majority of the teachers were aged 27-35 (47.7%), indicating that this may have implications for understanding the experiences, preferences, and perspectives of this particular age group in the teaching profession, while the least were aged 46 and above.

On the other hand, in terms of sex, the majority of the respondents were females (65%). In terms of the length of service, the majority of the respondents had 2-10 years of teaching (50.7%), indicating that a significant portion of the surveyed teachers was relatively early to mid-career, with a moderate level of experience, while the least had 21 and above teaching experience.

Level of Individual Differences

The table 1 presents the level of individual differences. The individual difference consists of 3 indicators namely: self-esteem, optimism and perceived control.

Among the three indicators, the highest mean is 4.06, described as high, in the aspect of self-esteem. This indicates that the self-esteem of the Carmen Central School District teachers was oftentimes evident. The findings are similar to those of Al-Salamt et al. (2012), who sought to determine the extent to which elementary school teachers value their self-esteem and the relationship between that degree and achievement motivation. The study's findings revealed that elementary school teachers regarded their self-esteem highly, with the general and external appearance component receiving the lowest mean score compared to the "behavior" dimension, which received the highest mean score. Similar findings were seen in Ünlü's 2015 study, which sought to analyze teachers' self-esteem levels in relation to several variables According to the findings, the self-esteem of the teacher candidates was generally high.

Table 2. Level of Individual Differences

Individual Differences	Mean	SD	Description
Self-Esteem	4.06	0.22	High
Optimism	3.79	0.60	High
Perceived Control	3.07	0.88	Moderate
Overall Mean	**3.64**	**0.57**	**High**

Meanwhile, the lowest mean is the aspect of Perceived Control with a mean score of 3.07, described as moderate. This means that perceived control of the Carmen Central and North School District teachers was sometimes evident. This support the study of Mavropoulou and Padeliadu (2002), who discovered that teachers had strong control over three aspects of their lives: personal efficacy, interpersonal connections, and sociopolitical behavior. Teachers' perceived control is moderate or mid-level because teachers are expected to have some influence over their classrooms and teaching procedures, but they are also subject to external forces that limit their authority. Teachers, for example, may have authority over their instructional designs and procedures, but they may be constrained by standardized testing requirements or school policies that limit their autonomy (Lazarides et al., 2020).

Overall, the results showed an overall mean of 3.64 described as high. This means that the individual differences of Carmen Central and North School District teachers is sometimes evident. Furthermore, instructors' perceived control might be influenced by their self-efficacy in classroom management and perceived teacher support (Lazarides et al., 2020; Zhao & Yang, 2022). In general, the perceived control of teachers is a complex issue influenced by various internal and external factors.

Level of Context-specific

The table 3 presents the level of context-specific variable. The context-specific contains of three indicators: social support, social participation, professional support.

In terms of context-specific, the highest mean is 4.38, described as high, in the aspect of professional support. This indicates that the professional support received by the Carmen North and Central School District teachers is oftentimes favorable.

Table 3. Level of Context-specific Variable

Context-Specific

Indicators	Mean	SD	Description
Social Support	4.09	0.28	High
Social Participation	4.08	0.40	High
Professional Support	4.38	0.45	High
Overall Mean	**4.20**	**0.19**	**High**

The findings presented above are corroborated by the findings of Cardina and DeNysschen (2018), who discovered that teachers received a high level of professional support in their setting as physical education teachers in the United States of America (USA). This was noticed in newly hired teachers than old ones. This is evident in institutions because studies indicate that successful professional development is associated to better student achievement, with teachers who receive extensive, high-quality professional development able to considerably improve their students' achievement (Institute for Multisensory Education, 2022). Similarly, studies demonstrate that receiving support for professional growth increases teachers' job satisfaction, and there is a strong relationship between teacher self-efficacy and professional support (Schleicher, 2018). Several major variables contribute to the high degree of support teachers receive. To begin, teachers must feel respected as professionals by receiving acknowledgment, praise, and encouragement from school management and the community (Texas Association of Board Schools, 2022). Furthermore, positive feedback and support from school administration and opportunities for professional development and growth play an important role in increasing teachers' work satisfaction and capacity to successfully support their pupils (Garcia & Weiss, 2019; Texas Association of Board Schools, 2022).

Meanwhile, the lowest mean is in the aspect of Social Participation, with a mean score of 4.08 , described as high. This indicates that the individual differences of the Carmen North and Central School District teachers' in terns of social participation is oftentimes evident.

Gaudet (2011) supports the findings by defining social participation as the gift of time to another individual or organization in order to include both official (volunteering) and informal (mutual help) contributions to the community. The paper offers a social participation indicator, which covers interactions between individuals and their communities to capture official (volunteering) and informal (mutual aid) contributions to the community. Teachers are important in increasing student involvement through instruction, academic support, and class management.

Furthermore, the overall mean is 4.20, described as high. This means that the Carmen North and Central School District teachers' in terms of context-specific is oftentimes evident. Robust induction programs for new teachers, which provide ongoing assistance throughout their early years of employment, contribute to the overall support received by teachers (Texas Association of Board Schools, 2022). These factors collectively contribute to creating a culture of support for teachers, which is essential for their success and the success of their students.

Level of Openness to Organizational Change

The table 4 presents the level of openness to organizational change in the workplace of the Carmen North and Central School District teachers.

The results showed that the item, *From my perspective, the implementation of changes in my work will be for the better*, got the highest mean of 4.91 (SD=0.28), which was interpreted as very high. This means that the teachers were extremely optimistic and confident about the positive impact of upcoming changes in their work environment. On the other hand, the item *I am quite reluctant to consider changing the way I now do my work* got the lowest mean of 2.08 (SD=1.05), which was interpreted as low. This means that the teachers were not very open or receptive to the idea of changing their current work methods. Overall, the results showed an overall mean of 3.66 (SD=0.39), which is interpreted as high. This means that the Carmen North and Central School District teachers were very open to changes in the workplace. In addition, the overall standard deviation was 0.39, which was less than one, denoting that the respondents had ratings that were practically almost the same.

Table 4. Level of Openness to Organizational Change

Openness to Change	Mean	SD	Description
1. I would consider myself "open" to changes to my work role.	4.55	0.50	Very High
2. Right now, I am somewhat resistant to changes in my work	2.40	1.21	Low
3. I am looking forward to the implementation of changes in my work role	4.35	0.54	Very High
4. I am quite reluctant to consider changing the way I now do my work.	2.08	1.05	Low
5. From my perspective, the implementation of changes in my work will be for the better.	4.91	0.28	Very High
Overall Mean	**3.66**	**0.39**	**High**

The findings above contradict the findings of Özge and Semiha's (2016) study on elementary and secondary school teachers' resistance to organizational change in Turkey. This study aimed to determine elementary and secondary school teachers' impressions of personal resistance to organizational change, and practitioners and researchers determined whether these beliefs differ based on their individual/professional and school characteristics. According to the study's findings, teachers' perceptions of resistance to organizational change range from "not agree" to "agree" on the whole scale and the subscales, indicating low openness to change. Its setting may explain the outcomes of this study. Several variables contribute to teachers' openness to organizational change in the Philippines.

Differences in Individual and Context-specific Variables When Analyzed According to Demographic Profiles

The table 4 shows the comparison the individual and context-specific variables of the Carmen North and Central School District Teachers when analyzed according to their demographic profiles

The results showed significant differences in the overall individual difference variables (self-esteem, optimism, and perceived control) when analyzed according to age (p=0.00) and length of years in service (p=0.00). This indicates that these psychological traits may vary based on individuals' age and are associated with the teachers' years in their respective roles or professions. This could indicate the impact of work experience and tenure on these psychological variables.

Table 5. Comparison of the Individual and Context-specific Variables of the Teachers Across Their Demographic Profiles

Variable	p-value	Interpretation
Individual Difference Variables		
Age	0.000	Significant
Sex	0.400	Not Significant
Length of Years in Service	0.000	Significant
Context-specific Variables		
Age	0.000	Significant
Sex	0.344	Not Significant
Length of Years in Service	0.000	Significant

*0.05 alpha level

According to some studies, self-esteem can vary with age, peaking at about 60-70 years of age and then gradually falling, which can be influenced by changing roles, such as retirement and financial difficulties (Ogihara & Kusumi, 2020; Ryszewska-abdzka et al., 2022). Furthermore, teachers' autonomy is related to their job satisfaction, motivation, and organizational commitment, with autonomy enhancing their passion for the profession and allowing them to make more constructive decisions for their students' learning (Ertürk, 2023). Furthermore, the changing educational landscape, such as the rapid pace of technology improvements and the necessity for schools to adapt to remain competitive, can influence the level of autonomy, which can be more pronounced for teachers with more years of service (Walker, 2016; Ertürk., 2023). As a result, personal development, shifting responsibilities, and altering educational contexts can all impact teachers' self-esteem, optimism, and autonomy.

Similarly, significant differences were found in the overall context-specific variables (social support, social participation, and professional support) when analyzed according to age (p=0.00) and length of years in service (p=0.00). This suggests that these

psychological attributes may vary with age and are related to teachers' years in their various positions or occupations. This could imply that work experience and tenure influence these psychological characteristics.

This can be explained by some research that claims that teachers' well-being and social support are higher among those over 51 years old and with 11-20 years of employment (Chi et al., 2014). This could be attributed to the accumulation of social relationships and support networks. Furthermore, teachers' attitudes, capacity to conceive and formulate successful educational programs, and overall teaching effectiveness might be influenced by their professional experience and age (Tmová, 2012; Rahida Aini et al., 2018). Furthermore, the more diversified a teacher's experiences, the more they can affect their social participation, professional support, and teaching performance (Kurniawati et al., 2021). Overall, teachers' social and professional experiences can be shaped by their age and years of service, which can affect their social support, participation, and professional support they have.

Relationship between Individual and Context-specific Variables with the Openness to Organizational Change

Table 6 shows that the level of individual difference variables had a significantly weak negative relationship with openness to organizational change in the workplace with a p-value of 0.00, which is less than the 0.05 significance level (two-tailed) (r =-0.27, p < .05). This means that the level of individual differences variables and the openness to organizational change in the workplace of the Carmen Central and North School District teachers were inversely proportional with each other. It means that as the level of individual difference variables increases, their openness to organizational change in the workplace decreases significantly.

Table 6. Relationship between Individual Differences Variables and Contest-specific Variables with the Openness to Organizational Change

Table 5. Relationship between Variables

VARIABLES	R	P-value	Remarks
Individual Difference Variables and Openness	-0.27**	0.000	Significant
Context-Specific Variables and Openness	-0.45**	0.000	Significant

*0.05 alpha level

The findings could be explained by the theory that teachers who have high levels of self-esteem, optimism, and autonomy are less open to change because they are secure in their abilities and may be resistant to new ideas or techniques. Teachers with low self-esteem, optimism, and autonomy, on the other hand, may be more open to change because they are less confidence in their abilities and are more likely to explore new ways (Jerrim et al., 2023; Gómez-Jorge & Daz-Garrido, 2023). Furthermore, teachers' autonomy is related to their job satisfaction, motivation, and organizational commitment, with autonomy enhancing their commitment to the profession and allowing them to make more constructive decisions for their students' learning (Ertürk, 2023). As a result, teachers with high levels of autonomy may be less open to organizational change because they may believe that the change process threatens their autonomy (Jerrim et al., 2023; Ertürk, 2023).

Similarly, the results show that the level of context-specific variables had a significantly moderate negative relationship with openness to organizational change in the workplace with a p-value of 0.00, which is less than the 0.05 significance level (two-tailed) (r =-0.45, p < .05). This means that the level of context-specific variables and the openness to organizational change in the workplace of the Carmen North and Central School District teachers were inversely proportional with each other. It means that as context-specific variables increase, their openness to organizational change in the workplace decreases significantly.

Several variables can be attributed to the inverse relationship between teachers' social support, social participation, professional support, and openness to organizational change. According to research, teachers with higher social and professional support may feel safer in their existing setting and, hence, less open to change (Karaçoban Tuna & Aslan, 2018). Furthermore, social support on the job might improve psychological stability, minimizing the perceived need for change (Chung, 2019). Furthermore, social participation and support for teachers can enhance their commitment to current organizational methods, making them less open to change (Meyer, 2022). As a result, the negative relationship between these factors and openness to organizational change might be attributed to the sense of security, stability, and commitment provided by social support and professional relationships in the current organizational setting.

Influence of Individual Difference and Context-specific Variables to the Openness to Organizational Change

Table 6 shows the results of the multiple regression analysis. In its singular capacity, the individual difference variables did not significantly influence the openness to organizational change in the workplace of the Carmen Central School District teachers with a p-value of 0.799, which is greater than the 0.05   level of significance (2-tailed) (p > 0.05) with a negative standardized beta value of -0.035. It means that for every unit increase in the level of the individual differences variables of the teachers, there is a corresponding decrease of 0.035 in openness to organizational change in the workplace. This implies that the level of individual differences among the Carmen North and Central School District teachers did not significantly influence their openness to organizational change.

Table 7. Multiple Linear Regression Results on the Influence of Individual Differences Variables and Context-specific Variables on the Openness to Organizational Change

Table 6. Influence of Individual Difference Variables and Context-Specific Variables on Openness

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	7.497	.453		16.55 5	.000	Significant
Individual Difference Variables	-.035	.136	-.016	-.255	.799	Not Significant
Context-Specific Variables	-.891	.129	-.436	-6.889	.000	Significant

Contrastingly, in its singular capacity, the level of context-specific variables significantly influenced the openness to organizational change in the workplace of the Carmen North and Central School District teachers with a p-value of 0.000, which is less than the 0.05 level of significance (2-tailed) (p<0.05) with a negative standardized beta value of -0.891. It means that for every unit increase in the teachers' level of context-specific variables, there is a corresponding decrease of 0.891 in their openness to organizational change in the workplace. This implies that the level of context-specific variables among the Carmen North and Central School District teachers significantly influenced their openness to organizational change.

Satpaulina and Wibowo (2022) corroborated the findings by determining the predictors and impact of openness to organizational change in asset management contract implementation at an electric power utility company. Individual differences and context-specific characteristics successfully predict openness to change, according to the analysis results (R2 = 0.650). It has also been discovered that the variables self-esteem, information, participation, and self-efficacy have positive and significant relationship with the level of openness to change. However, there is no significant association between the optimistic variable and perceived control (p 0.05). Three context-specific variables and an individual difference variable predict higher acceptance of change, whereas lower acceptance levels are linked with lower job satisfaction and employee continuance commitment.

CONCLUSIONS

Based on the results, the following are the recommendations:

1. In terms of the individual difference variables, the indicator of self-esteem was described as high, very high for optimism, and moderate for perceived control. Overall, the individual difference variable was described as high.
2. In terms of the context-specific variables, the indicator social support was described as very high, high for social participation, and very high for professional support. Overall, the context-specific variable was described as very high.
3. The openness to organizational change of the respondents was described as high.
4. There was a significant difference in the individual difference variables of the respondents when analyzed according to their age and years in service. Similarly, in terms of context-specific variables, a significant difference was found when analyzed according to their age and years in service.
5. There was a significant weak negative relationship between the individual difference variables and openness to organizational change in the workplace. Similarly, a significant moderate negative relationship was found between the context-specific variables and openness to organizational change in the workplace.
6. In their singular capacities, the individual difference variable had no significant influence on the openness to organizational change in the workplace.

Contrastingly, the context-specific variable significantly influenced the openness to organizational change in the workplace. Overall, their combined influence on the openness to organizational change in the workplace was significant.

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