

# Probing The Level of Teachers' Change Antecedents Based On Different Dimensions

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## Abstract

The study probes on teachers' change antecedents across different dimensions- Context, Process, and Outcome of Change. The said aspects established the study's foreground as it relates to antecedents or causes before, during, and after education system modifications. According to the researcher, this study will be pioneering in Cagayan State University because it is the first to examine pre-change factors, the stages or phases teachers went through during the change process, and the effects of these changes as viewed by students. The study was descriptive-correlational and comparative. It also determined the individuals' change antecedents in terms of pre-change (context), process, and outcomes. According to the study, Cagayan State University teachers' used measures to mitigate the negative effects of system modifications. Teachers' low attitude regarding Pandemic change issues. The study indicated that although many teachers, especially those unfamiliar with using technology in teaching and who experienced fear, had a negative attitude about the outcome, many considered online distance learning as enriching and enlightening. The study found that teachers are aware of technology improvements but don't know how to use them for online distant learning. Lack of technical know-how, workload conflicts, and motivation affected the premise.

**Keyword:** change antecedents, dimensions, context, process, outcome of change

## Introduction

The epidemic caused by COVID-19 is causing the most serious disruption to education and opportunity all across the world. In order for an organization to continue existing in the market and to maintain its level of competitiveness, it is now required to adapt in response to external factors such as the most recent economic crisis or political unrest. According to Baker (2020), this pandemic has the potential to bring about significant improvements in educational practices. The industry has always been known for its conservatism and resistance to change over its entire existence. Slate was used for writing on for a number of centuries before being succeeded by blackboards and chalk for a century each. Students can now access the immense knowledge of Google with the flick of a finger, which is significantly greater than the knowledge that any particular teacher possesses.

Because of this pandemic, schools, universities, and other educational establishments all across the world have been forced to close their doors, which has directly touched the lives of more than sixty percent of the world's student population. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the number of students who have been affected by the closure of schools and universities in 138 countries has nearly quadrupled to 1.37 billion. This number represents more than three out of every four children and youth around the world. In addition, as at the time that this report was being written, over 60,2 million instructors had left their positions and were no longer working in schools. All levels of education have been impacted as a result of the closing of schools across the globe. By the 10th of March in the year 2020, the COVID-19 epidemic had caused one in five students around the world to stop attending school, and another one in four

students were prevented from enrolling in higher education due to the pandemic (UNESCO 2020). Therefore, in order to close the performance discrepancies, schools are now undertaking reforms. These ongoing efforts have the potential to place a significant amount of pressure on organizations as well as on individual teachers, such as the teachers in the context of a school setting. Therefore, it is in the best interest of organizations that these adjustments be successful. However, organizational changes are frequently difficult to implement and frequently do not result in improvements but rather result in the appearance of new problems rather than the resolution of existing ones.

This research focused on elucidating three vital aspects connected to the concept of transformation. These aspects of change are referred to as the Context, the Process, and the Outcome of Change. As it relates to the antecedents or causes outlined from the past, during, and after changes have been implemented specifically in the education system, the aforementioned dimensions established the foreground of the study. According to the researcher, this study will pave the way for future research at Cagayan State University. This is because it is the first study that has ever touched the pervasive theme of determining the factors of pre-change, the stages or phases the teachers underwent throughout the process of change, and the outcomes of these changes as it is perceived by the students. In other words, this study will be the first of its kind.

#### Statement of the Problem

1. What is the assessment of the participants on the level of change antecedents with respect to the following?

1.1. context (factors of pre - change)

1.1.1. Strategies towards

Change

Campus	No. of Full-time CTED Teachers
Aparri	8

1.1.2. Attitudes towards Change

1.1.3. Resources towards Change

1.2. process(factors of the process of change; strategies)

1.2.1. Acceptance of Change

1.2.2. Innovative Measures

1.3. outcomes of change

## METHODOLOGY

### Research Design

The study utilized the descriptive-correlational and comparative research design. Descriptive design was employed to determine the profile variables of the teachers in terms of Sex, Generation, Civil Status, Years of Service, Highest Educational Attainment, campus, subject, taught, program, academic rank and number of trainings attended.

It also determined the level of change antecedents of the participants of the study with respect to factors of pre-change (context), factors of the process of change (process), and outcomes of change.

### Participants of the Study

The participants of the study were the 135 teachers of the College of Teacher Education (CTEd) across the seven campuses of Cagayan State University. Total enumeration was used in the study to get deep insights about the participants' change antecedents with respect to factors of pre-change (context, factors of the process of change process, and outcomes of change. Finally, only Full-time teachers across the school-participants were selected from the CTED Teaching workforce. Table 1 presents the breakdown of the participants of the study:

Lal-lo	11
Gonzaga	10
Sanchez Mira	24
Lasam	9
Andrews	52
Piat	21
TOTAL	135

### Instrumentation

The main survey instrument that was used to determine the change antecedents with respect to factors of pre-change (context) and factors of the process of change (process; and students perception on the outcomes of change was a self-made questionnaire subject for content validation of teacher-experts in the said field.

The questionnaire was validated and evaluated through the three steps listed below:

1. Face validation: In this step, the research ensured that the participants' understanding of the questions were be aligned with the research goals. In the face validation step, the questionnaire was evaluated from the design point of view. It assessed the respondent's reported problems understanding the content of the questionnaire.
2. Pilot data preparation: In this step, the researcher ensured that response bias was minimized, and investigated the possibility of predicting missing data. The researcher analyzed the pilot data for outlier responses.
3. Content validation: In this step, the researcher verified that the question items targeted the aim of the study. There are two methods for measuring the validity of a questionnaire. The researcher uses the level of correlation between the dependent and independent to ensure content validity, the questionnaire was checked for two issues. The first issue ensures that the

independent variables have a minimum level of correlation with the measured dependent variables. 5 experts in the field was asked to validate the segments of the questionnaire. The computed content validity index is 1.00.

Context of Change was segmented into three indicators namely: Strategies towards Change, Attitudes towards change, and Resources to Respond to Change. For strategies, the researcher incorporated eight statements, six statements for the attitudes, and eight statements for the resources to respond to change.

More so, the Process of Change was also subdivided into two indicators such as Acceptance of Change and Innovative measures throughout the process. Each indicator has eight statements.

Finally, the outcomes of change comprised 18 statements which encapsulate the effect of the modifications implemented due to the COVID-19 Pandemic.

Part III of the questionnaire dealt on interview questions regarding the problems/challenges/difficulties teachers have encountered in the implementation of Learning Delivery in the New Normal. It also elicited responses on the suggestions regarding the problems/challenges/difficulties encountered by them in the New Normal.

The questionnaire was contextualized to the current scenario of the education system.

The items that was validated by the experts were tallied and since all items were relevant, the statistician instructed the researcher to conduct the study to the participants.

### Data Gathering Procedure

The following procedures were undertaken by the researcher.

First, the researcher will obtain clearance from the Ethics Review Committee of St. Paul University Philippines to ensure that ethical standards will be complied accordingly.

Second, the researcher will seek endorsement from the Dissertation adviser and the Dean of the Graduate School for data gathering directed to the proper authorities of CSU.

Third, the researcher obtained permission from the Deans of the College of Teacher Education to conduct data gathering.

Fourth, the researcher asked the list of target faculty per campus from the Records Officer.

Fifth, upon approval of the President, the researcher personally administered the questionnaire and occasional interview to elicit further reliable data and additional information. For those who were absent, the link for the questionnaire was sent to their facebook messenger thru the help of their respective Deans.

### Data Analysis

The researcher utilized the descriptive statistics such as frequency counts, percentages, mean to determine the profile of the participants. Additionally, weighted mean and five point Likert scale were used to determine the change antecedents of the participants.

### Discussion of Results and Findings

Table 1. Assessment of the participants on the level of change antecedents in terms of strategies towards change

Strategies towards Change	Mean	Interpretation
1. I plan my activities carefully to mitigate the outcomes of the changes in the New Normal education.	3.05	High Level
2. I communicate my ideas on how to cope with the challenges of the new normal education to my colleagues to encourage participation and collaboration in planning.	3.03	High Level
3. I express my opinions, insights, and views concerning the challenges and solutions in the process of change with my colleagues.	3.00	High Level
4. I prepare and implement a roadmap so that I will not falter whenever I am faced with difficulties in the implementation of change.	3.05	High Level
5. I participate in trainings and webinars organized by the University to mitigate the change in the New Normal education within the institution.	3.01	High Level
6. I present scenarios that could happen in the future due to the changes in the New Normal education.	2.99	High Level

7. I monitor the implementation of instructional delivery changes in the subjects that I teach to ensure efficiency.	2.98	High Level
8. I demonstrate vigor and tenacity amidst changes brought by the New Normal education	2.94	High Level
Category Mean	3.01	High Level

Table 1 presents the assessment of the participants on the level of change antecedents in terms of strategies towards change. The table shows that the participants assessed all items on level of change antecedents in terms of strategies towards change to a “High level”, with means ranging from 2.94 to 3.05.

Items on planning their activities carefully to mitigate the outcomes of the changes in the New Normal education and prepare and implementing a roadmap so that they will not falter whenever they are faced with difficulties in the implementation of change are assessed the highest with a mean of 3.05 which is interpreted as “High level”. It is noteworthy that all items regarding strategies towards change are assessed to a High level.

Generally, the participants assessed their level of antecedents in terms of strategies

towards change to a High level as revealed by the category mean of 3.01.

This finding means that teachers utilized strategies that could lessen the negative impacts of the changes implemented within the education system of Cagayan State University. This finding is supported by the study of Cheng, et. al, (2021), wherein results of their study consistently revealed strategies of teachers to cope with the factors of changes are inversely associated with depression and all four types of COVID-19 anxiety. More importantly, there was a significant interaction between perceived likelihood of COVID-19 infection and Strategies on COVID-19 anxiety over personal health. These findings shed light on the beneficial role of strategies of teachers in adjusting to the “new normal” amid the COVID-19 pandemic.

#### 1.1.2. Attitudes towards Change

Table 2. Assessment of the participants on the level of change antecedents in terms of attitudes towards change

Attitudes towards change	Mean	Interpretation
1. I am certain that the changes in the New Normal produce positive results for the organization.	1.97	Low Level
2. I am motivated to address the challenges of conducting online teaching.	1.91	Low Level
3. I am cheerful and patient to entertain requests when teaching remotely.	1.83	Low Level
4. I do not feel stressed in adapting myself to the challenges of technology-enhanced teaching.	1.76	Low Level
5. I am free from pressure to change my student guidance habits to meet current technology-	1.86	Low Level

enhanced teaching requirements.		
6. I welcome the varied changes brought about by the New Normal education.	2.07	Low Level
7. I encourage my students to use the online learning environment in the New Normal education.	2.95	High Level
8. I find it easy, with my current skills, to constantly upgrade my teaching through the use of technology.	2.64	Low Level
Category Mean	2.12	Low Level

Table 2 shows the assessment of the participants on the level of change antecedents in terms of attitudes towards change. The table shows that the participants assessed majority of items on level of change antecedents in terms of attitudes towards change to a “Low level”, with means ranging from 1.75 to 2.49.

Item on encouraging students to use the online learning environment in the New Normal education is assessed the highest with a mean of 2.95 which is interpreted as “High level”.

Generally, the participants assessed their level of antecedents in terms of attitudes towards change to a low level as revealed by the category mean of 2.12. This finding means that the teachers have a low level of attitude towards the factors of change during the Pandemic. This was supported by the study of Razkane, et. al., (2022) where they studied university teachers’ attitudes towards Distance Learning During COVID-19 Pandemic. The study found out that although many teachers, especially those who were not familiar with using technology in teaching and who experienced anxiety, held a negative attitude towards the outcome of the experience, many perceived online distance learning experience as enriching and instructive.

### 1.1.3. Resources towards Change

Table 3. Assessment of the participants on the level of change antecedents in terms of resources towards change

<b>Resources to respond to Change</b>	Mean	Interpretation
1. I consult printed materials to gain knowledge on how to cope with the demands of the New Normal education.	2.85	High Level
2. I can use online tools to assess students’ achievement under the New Normal education.	1.96	Low Level
3. I can design lessons/courses using tools so that they can be suited for virtual learning environments.	1.98	Low Level
4. I search for some online literature to keep track of the new teaching strategies to conduct instruction	2.83	High Level

under the New Normal education.		
5. I participate in the webinars to enhance my awareness of the New Normal education delivery modes.	2.96	High Level
6. I can use appropriate digital technologies that allow me to express my opinions and interact with other colleagues or students	1.85	Low Level
7. I use teleconferencing application such as Google Meet, Messenger and Zoom to reach out to my learners during the Pandemic.	2.85	High Level
8. I employ digital learning resources including video, audio, text, animations and images during my virtual lessons.	1.85	Low Level
Category Mean	2.39	Low Level

Table 3 presents the assessment of the participants on the level of change antecedents in terms of resources towards change. The table shows that the participants assessed items on level of change antecedents in terms of resources towards change from “low to high level”, with means ranging from 1.75 to 3.24.

Items on participating in the webinars to enhance teachers’ awareness of the New Normal education delivery modes is assessed the highest with a mean of 2.96 which is interpreted as “High level”.

Generally, the participants assessed their level of antecedents in terms of strategies towards change to a low level as revealed by the category mean of 2.39.

The above findings mean that teachers were not able to utilize and exhaust learning resources that could help them deliver the instruction in a distance learning setup. This study finding is supported by the study of Barron, et. al., (2021) when they studied the changing role of teachers and tools including technologies utilized amidst the COVID 19 pandemic. The findings of the said study showed that teachers are aware of technological advances but are generally not knowledgeable to use them during the Online distance learning sessions. Reasons such as lack of technical know-how, conflicting workloads, and motivation were some of the key factors affecting the said premise.

## 1.2. process( factors of the process of change; strategies

### 2.2.1. Acceptance of Change

Table 4. Assessment of the participants on the level of change antecedents in terms of acceptance of change

Acceptance of Change	Mean	Interpretation
1. I consider changes in teaching under the new normal education to be positive.	2.50	High Level
2. I am open to unexpected changes in my daily teaching routine under the new normal education.	2.83	High Level

3. I am amenable to doing and trying new and different teaching approaches brought about by changes due to the New Normal education.	2.98	High Level
4. I look for ways to change routine activities under the New Normal education delivery modes.	2.89	High Level
5. I am receptive to changes in the organization to address the demands of New Normal education	2.85	High Level
6. I feel comfortable with the electronic modes of the grading system under the New Normal education.	2.86	High Level
7. I accept change related to the New Normal education even when someone pressures me to stick with the traditional modes.	2.84	High Level
8. I feel comfortable undergoing all the required change processes as it is the need of the New Normal education.	2.82	High Level
Category Mean	2.82	High Level

Table 4 presents the assessment of the participants on the level of change antecedents in terms of acceptance of change. The table shows that the participants assessed all items on level of change antecedents in terms of acceptance of change to a “high level”, with means ranging from 2.50 to 3.24.

Item on being amenable to do and try new and different teaching approaches brought about by changes due to the New Normal education was assessed the highest with a mean of 2.98 which is interpreted as “High level”. It is noteworthy that all items regarding acceptance of change are assessed to a High level.

Generally, the participants assessed their level of antecedents in terms of acceptance of change to a high level as revealed by the category mean of 2.82. This finding only means

#### 1.2.2. Innovative Measures

Table 5. Assessment of the participants on the level of change antecedents in terms of innovative measures

Innovative Measures	Mean	Interpretation
1. I investigate ways to improve my teaching under the New Normal education	2.50	High Level

that the level of antecedents of the teachers in terms of accepting the change brought about by the Pandemic is relatively high and positive. The study finding is supported by the claim of Nejad, Colmar, & Liem (2020) wherein they studied the acceptance and adaptability of teachers to the changes during the New Normal. They found out that that teachers embodied the need for adaptability and acceptance of the modifications that the pandemic brought about in the schools. This involves changes in how one thinks about uncertain and novel demands; modifications needed to successfully deal with uncertain and novel situations and finally, the need for emotional adjustments which are positive and negative emotional changes made in response to uncertain and novel situations.

2. I generate novel ideas from my readings and experiences to improve the conduct of instruction under the new normal education.	2.80	High Level
3. I present new ways to carry out the delivery of instruction under the New Normal education.	2.69	High Level
4. I adopt the innovative strategies of my fellow teachers and staff in the New Normal.	2.53	High Level
5. I engage with collaborative undertakings with students and teachers relevant to the New Normal education.	2.67	High Level
6. I am very creative in designing my instructional materials for the New Normal education.	2.65	High Level
7. I employ innovative strategies to advance understanding of my lessons amidst changes in instructional delivery under the New Normal education.	1.99	Low Level
8. I endeavor new ways of doing instruction in addition to what is required by the administration.	1.82	Low Level
Category Mean	2.46	Low Level

Table 5 shows the assessment of the participants on the level of change antecedents in terms of innovative measures. The table shows that the participants assessed the items on level of change antecedents in terms of innovative measures from a “low level to High level”, with means ranging from 1.75 to 3.24.

Item on generating novel ideas from teachers’ readings and experiences to improve the conduct of instruction under the new normal education was assessed the highest with a mean of 2.80 which is interpreted as “High level”. While item on endeavoring new ways of doing instruction in addition to what is required by the administration got the lowest mean value of 1.82.

In general, the participants assessed their level of antecedents in terms of innovative measures to a low level as revealed by the category mean of 2.46.

The finding mean that teachers were able to innovate ways and techniques in teaching during the Online distance learning of Cagayan State University. The findings of the study were supported by the study of Davis, (2020). They found out in the study that the teachers are encouraged to explore, and use all the tools to uncover something new in the delivery of lessons through virtual systems. They added that Innovation involves a different way of looking at problems and solving them, thus, it will improve education because it compels students to use a

higher level of thinking to solve complex problems even at home.

### 1.3. outcomes of change

Table 6. Assessment of the participants on the level of change antecedents in terms of outcomes of change

<b>Outcomes of Change</b>	<b>Mean</b>	<b>Interpretation</b>
1. I was able to support timely and effective implementation of education-required changes.	2.85	High Level
2. I was able to understand that the new normal is a whole different environment when it comes to education.	3.13	High Level
3. I was able to appropriately manage risks in employing Online Education.	2.82	High Level
4. I was able to minimize negative impact of changes to/for the students.	2.37	Low Level
5. I was able to ensure changes achieve desired education outcomes.	2.42	Low Level
6. I was able to ensure compliance expectations are met in employing Online Education such as the utilization of CSU LENS.	2.31	Low Level
7. I was able to employ Outcome Management early during the Pandemic/Online teaching-learning process.	1.80	Low Level
8. I was able to provide remediation to my students who cannot attend my online classes.	1.78	Low Level
9. I was able to become more understanding of the varied situations of my students.	3.29	Very High Level
10. I was able to improve my technological skills because of the virtual environment system in Education during the Pandemic.	2.81	High Level
11. I was able to offer doable alternatives for my students to cope with the demands of new normal education.	2.40	High Level
12. I was able to offer pieces of advice to my students so that they develop positive mental health as they engage in the new normal education.	3.16	High Level

13. I developed the value of collaboration with my co-teachers as we design strategies to cope with the demands of blended learning.	3.14	High Level
14. I was able to develop learning modules that are student-friendly.	3.14	High Level
15. I was able to develop assessment tools appropriated to blended learning.	2.93	High Level
16. I was able to integrate multi-media in my instruction during virtual classes.	2.18	High level
17. I was able to maintain my online “presence” anytime with my students.	2.97	High Level
18. I was able to gather evidences from my students as proof of their learning under the new normal education.	2.92	High Level
Category Mean	2.69	High Level

Table 6 shows the assessment of the participants on the level of change antecedents in terms of outcomes of change. The table shows that the participants assessed the items on level of change antecedents in terms of outcomes of change from a “low level to very High level”, with means ranging from 1.75 to 4.00.

Item on teachers being able to be more understanding of the varied situations of my students was assessed the highest with a mean of 3.29 which is interpreted as “Very High level”. On one hand, item on being able to provide remediation to the students who cannot attend my online classes was rated the lowest mean with 1.78 which is interpreted as “Low level”

In general, the participants assessed their level of antecedents in terms of outcomes of change to a High level as revealed by the category mean of 2.69. This finding means that because of the happenings during the Pandemic, teachers became more understanding and considerate in the deadline of tasks and activities of students.

In a study by Jones & Kessler, (2020), they found out that teachers are willing to adjust usual deadlines and school works of students to pave way to the stressful environments they are in during the Pandemic. Additionally, the same study found out that teachers also value the mental health of the learners, and would rather extend deadlines rather than pressuring them to produce outputs given the difficulty of online learning setup.

### Conclusion

Based on the significant findings, It can be concluded that teachers who belong to Generation Y showed strategies that are effective amidst the New Normal to change compared to their generation counterparts. Also, Participants from Sanchez Mira and Lasam campuses, displayed higher level of change antecedents at par with their colleagues in other campuses of CSU, while Aparri Campus displayed the highest assessment on outcomes of change.

## Recommendations

The following recommendations were derived in connivance to the results of the study:

1. The Commission on Higher Education must adopt the findings of the study and appraise it as a reference for other Higher learning institutions on Change Antecedents. This is necessary because the current study is one of the pioneer studies instituted during the New Normal.
2. The Cagayan State University must use this opportunity to look into the status of the Change Antecedents of all teachers of the university. This will be pervasive as the institution moves forward to the Post-pandemic world.

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