

A Causal Model on Resistance to Change in Relation to Organizational Communication, Work Ethic and Self-Efficacy on Tertiary Teachers

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Abstract

The study determined the best fit model for the resistance to change among tertiary teachers in the Davao Region based on organizational communication, work ethic, and self-efficacy. The structural equation model (SEM) was employed in a stratified, random technique with a sample of 400 teachers where 50% were from Davao del Sur 15% from both Davao de Oro and Davao del Norte 10% from both Davao Oriental and Davao Occidental. For content validity and reliability, personal and online surveys were collected from modified survey questionnaires. A quantitative descriptive and causal method of research was used. The findings of the study on resistance to change with mean, standard deviation, Pearson product-moment correlation, linear regression, and SEM as statistical tools revealed the following: the level of organizational communication was very high; the level of work ethic was very high; the level of self-efficacy was very high; and, the level of resistance to change of the tertiary teachers was very high. Moreover, a significant relationship existed between these variables; thus, organizational communication, work ethic, and self-efficacy significantly influence resistance to change. Of the five (5) generated models, Model 5 best fits resistance to change, where self-efficacy is the most significant indicator of resistance to change. The model successfully passed all the conventions of a reasonable fit; hence, it is deemed the most parsimonious model.

Keywords: education, organizational communication, work ethic, self-efficacy, resistance to change, structural equation model, Philippines

DOI: 10.7176/JEP/13-26-05

Publication date: September 30th 2022

1. Introduction

Change is a common term that we heard everywhere; it is part of human existence (Amorado, 2019) in which every body will experience. People tend to establish their personal routines in order to minimize risk and stress brought about by change (Robinson, 2018). When changes occur too frequently, employees can become irritated especially if they've been a part of a sequence of adjustments that haven't gotten the results they expected (Heathfield, 2021). Employee resistance to change is commonly acknowledged as a cause of failure in an organization (Amarantou et al., 2018; Shahbaz et al. 2019). In a study conducted by Coch and French (2018), the result suggests that resistance is evident already as soon as change was introduced it shows aggressive behavior directed towards management such as lack of collaboration, hostility, and willful production restriction.

Resistance to Change (RtC) is often regarded as a negative trait (Oreg, 2018), it is a common problem among professionals in a modern world that were guaranteed that the only constant is change (Hubbard, 2018). Professionals are required to adapt themselves and adopt beneficial change, and if they are unaware or are unwilling to confront this in a proactive manner, it leads to stagnation of important skills and human resources (Allen, Rogers & Borowski, 2016). In contrast, RtC allows the management to listen and gather input from the employees who resist change, compels them to involve employees in the change process and develop better solutions, and pushes them to devise strategies for managing and reinforcing resistance (Ferris, 2015). The goal is to figure out what might be holding them back from making a change and inquire as to what the management can do to assist them in overcoming employees' opposition (Connelly, 2020). Successfully conditioning this resistance into healthier skepticism, examination, and eventual acceptance is the true way forward for any progressive individual (Palos & Gunaru, 2017).

Understandably, the tendency of individuals to resist change is a known product of evolutionary biology (Varnum, & Grossmann, 2017) that has been ingrained into the human mind so much that it has become the default response to any change presented to us (Brosschot, Verkuil & Thayer, 2016). With this, this study is anchored on an Inverted-U theory proposed by Yerkes and Dodson (1908). An inverted U curve signifies the relationship between stress and efficiency among employees in a standard workspace. They theorize that when individuals work within a professional workspace, they require a certain amount of stress and tension to perform at peak capacity. Those who remain within their comfort zone stagnate, while those who work in environments under high duress often burn out and perform poorly.

Specifically, this can be applied to this research in that resistance to change is essentially an employee

fighting to remain within their comfort zone. The stress and emotional upheaval that comes with change is often met with opposition because of this. Such opinions may even stem from selfish desires, irrelevant to the organizations desire to progress or improve their work flow. The theory itself provides justification to implement change, yet maintain professional civility within an organization. Dispelling fears and uncertainties about a proposed change is important in that it will minimize the chaos and disruption caused by imposing any form of change.

The conduct of this study illuminated and highlighted organizational communication, work ethic, and self-efficacy that contribute to the behaviorism of resistance to change among professional individuals currently employed in the teaching profession. The primary target was to provide enough information to expand current knowledge and insight regarding this psychological phenomenon, and assist in future researchers who wish to expand upon the subject, as well as provide the minimal relevant information in order to improve the methods being used in the current age for the purpose of minimizing the disruption and damage caused by said resistance to change among professional educators (Mathews & Linski, 2016).

2. Organizational Communication

To emphasize each variable, the first exogenous variable is organizational communication (OC), which is the method, approach, and reception of all communication done within an organization. How well each individual inside an organization is able to clearly and accurately convey information to all their recipients is vital to smooth operation (Erlangga & Sos, 2020). Thus, poor organizational communication can lead to resistance to change. No organization exists in which employees are completely happy with communication. Communication is one of the toughest issues in organizations. It is an area most frequently complained about by employees during organizational change and daily operations (Heathfield, 2021).

Organizational Communication has eight (8) indicators. *Communication flow* - refers to the avenues of communication available to each individual inside an organization (Graca Doney & Barry, 2017; Veglis & Maniou, 2018). *Coordination/knowledge sharing* - this deals in the flexibility and understanding of each branch in disseminating information (Al-Busaidi & Olfman, 2017) and identifying and distributing key information according to the highest efficiency (Caruso, 2017; Muhammed & Zaim, 2020). *Barriers to effective communication* - refers to the conscious act of withholding information (Odero, 2016) through carelessness and poor judgement that can be detrimental (Mazorodze & Buckley, 2019; Zhang et al., 2017).

In addition to OC's indicators is *effectiveness of communication* – it is articulating your thoughts effectively (Reddy & Adanlawo, 2018) with a good listening skill that can lead to an accurate and reliable exchange of information (Nwabueze & Mileski, 2018). *Reliability* - refers to the quality of the information being communicated that has consistency, relevance, and significance to the task being performed (Adamu & Mohamad, 2019; Foronda, MacWilliams & McArthur, 2016). *Timeliness* - the 'opportunity' that the information is given (Khoufi & Khoufi, 2018) making sure the response does not take undue time, and that the accuracy and overall relevance of the information is still taken into account (Böjtte, 2019). *Media effectiveness* - an avenue to keep the employees up-to-date on relevant news and information regarding the company (Gray-Hawkins, 2018). Lastly, *interaction frequency* - the number of instances an individual consciously perceives the behavior of another (Tallberg et al., 2018).

Table 1- Level of Organizational Communication of Tertiary Teachers

Indicator	SD	Mean	Descriptive Level
Communication Flow	0.55	4.34	Very High
Coordination/Knowledge of Sharing	0.61	4.31	Very High
Barriers to Effective Communication	0.60	4.41	Very High
Effectiveness of Communication	0.64	4.18	High
Reliability	0.63	4.34	Very High
Timeliness	0.46	4.65	Very High
Media Effectiveness	0.69	4.11	High
Interaction Frequency	0.74	3.87	High
Overall	0.47	4.27	Very High

Reflected in Table 1 is the level of organizational communication among tertiary teachers with an overall mean score of 4.27 which is described as *very high* with an overall SD of 0.47. This denotes that the indicators of OC are always manifested or observed among tertiary teachers. The overall mean score was derived from the computed mean score of 4.65 for *timeliness*, 4.41 for *barriers to effective communication*, 4.34 for *reliability*,

4.34 for *communication flow*, 4.31 for *coordination/knowledge sharing*, 4.18 for *effectiveness of communication*, 4.11 for *media effectiveness*, and 3.87 for *interaction frequency*. The first five indicators were labeled as very high while the bottom three indicators were labeled as high.

The above result implies that the flow of information, communication channels, and general communication policy in the organization was enacted precisely as viewed by the teachers. This is congruent to the ideas of several authors (Anggraeni, 2020; Timuroğlu et al., 2017) that precision is required in all forms of communication within the workplace, from superior to subordinate to professional to client. This means that it can also affect how much employees are engaged in their tasks such as the case with superiors directing their subordinates, customer satisfaction when front liners communicate with clients, and public perception such as how the organization representative is able to project their image to the public.

Furthermore, the key to improving OC lies in training adequate interpersonal skills. This can include but is not limited to proper listening skills, articulate speech in whatever language is being used, and sufficient mastery of written, verbal, and non-verbal communication expertise (Grant & Goodman, 2018). All this ties in to how well each individual employee can understand the other and oftentimes dictates the cohesiveness and unity of a group working in an organization (Timuroğlu, Keskinilic & Polat, 2017). In this study, the result was manifested by teachers receiving instructions or directives from the heads, obtaining significant information in order to effectively realize their obligations, and exchanging of information across departments that is exact and comprehensive.

3. Work Ethic

The second exogenous variable is Work Ethic (WE). Work ethic is seen to have a direct effect on how people approach work, their work behavior, and performance. (Li et al., 2020). It is a key specific component that is linked to the needs of progressive organizations and requires people who are strongly committed to their jobs, even in a continuously changing work environment (Banks, 2016; Khan et al., 2018). Lack of security and fear of losing their positions are the main reasons why people dislike change and feel that it will lead to inability and failure to do the job (Ravangard et al., 2014).

This variable has seven indicators the first indicator is *self-reliance* – it is a form of self-affirmation but able to look for help when necessary (Zabelina, Tsiring & Chestyunina, 2018) and are more likely to influence those around them (Hull et al., 2017). *Morality/ethics* - refers to the moral conduct of the employees within an organization where public reception is incredibly important (Tiwari & Pathak, 2018). *Leisure* – is the amount of time allocated by an individual to engage in acts that they find relaxing or pleasurable (Rasmussen et al., 2018). *Hard work* – the act of intelligently and vigorously putting your whole self into your task to complete it at maximum efficiency (Amos, Zhang & Read, 2019).

To continue, the next indicator is the *centrality of work* – which means the measure of focus one assigns to their work that determines their base motivation and enthusiasm for performing their job (Jiang & Johnson, 2018). *Wasted time* - this refers to the time that was allotted for meaningful work being taken over by irrelevant and insignificant detours of thought and effort (McLachlan & Meager, 2017). Lastly, *delay of gratification* - refers to one's ability to resist the impulse of giving oneself a reward or gratification in order to give it more value and worth when eventually taken at a later date (Baker, 2016).

Table 2 – Level of Work Ethic of Tertiary Teachers

Indicator	SD	Mean	Descriptive Level
Hard Work	0.49	4.66	Very High
Delay of Gratification	0.58	4.49	Very High
Self-reliance	0.52	4.48	Very High
Wasted Time	0.54	4.48	Very High
Centrality of Work	0.61	4.39	Very High
Morality/Ethics	0.41	4.33	Very High
Leisure	0.87	4.07	High
Overall	0.41	4.47	Very High

As shown on Table 2 is the level of work ethic of tertiary teachers with an overall mean score of 4.47 described as *very high* with an overall SD of 0.41. This denotes that the indicators of WE are always manifested or observed among tertiary teachers. The overall mean score was derived from *hard work* that showed the highest mean score of 4.66, followed by 4.49 for *delay of gratification*, 4.48 for both *self-reliance* and *wasted time*, 4.39 for *centrality of work*, 4.33 for *morality/ethics*, all labeled as very high, and 4.07 for *leisure* labeled as

high.

The result implies that work ethic is seen to have a direct effect on how people approach work, their work behavior, and performance. It connotes with the findings of several authors (Banks, 2016; Resnikoff, 2018; Zabelina et al., 2018; Nederhand & Meerkerk, 2018) that there must be hard work and diligence and being driven by the desire to work among employees by developing individual self-respect, satisfaction, and fulfillment. In essence, it is all about developing goal-oriented thinking among employees, making them take a step back and look at what the overall goal of their actions is and then plan their actions around it.

Furthermore, it is a crucial element that is linked to the requirements of progressive organizations and necessitates individuals who have a strong commitment to their work even in a constantly changing workplace (Banks, 2016; Khan et al., 2018). The very high WE that was manifested by teachers that being self-sufficient is the key to success, appreciating those teachers who do better in all ways, telling facts or truths should be upheld, and treating teachers with respect begets respect.

4. Self-efficacy

The third exogenous variable is Self-efficacy (SE). It essentially means that the individual has a solid grasp of their own capabilities, and subsequently the limitations imposed upon them by their mentality or physique (Wang et al., 2018). This variable has four indicators, the first indicator is *teacher's sense of efficacy* – a teacher possesses a unique set of roles that come together to form a coherent persona (Huang, Yin & Lv, 2019). These roles allow them to be so effective at their job (Liu & Hallinger, 2018). *Behavior management strategies* – using persuasion, reason, and subtle stimuli in order to convince someone else to change how they act, feel, or respond. These techniques and stratagems of behavior management restore and maintain order (Aasheim et al., 2020). *Instructional strategies* - is a catch-all term for all the learning and teaching techniques that teachers use in order to help their students gain a better understanding of the course material (Gibbons, 2020). Lastly, *motivational strategies* – are strategies teachers employ to ignite the passion or catch the interest of their students (Park & Yun, 2017).

Table 3-Level of self-efficacy of Tertiary Teachers

Indicator	SD	Mean	Descriptive Level
Teacher Sense of Efficacy	0.47	4.61	Very High
Behavior Management Strategies	0.52	4.51	Very High
Instructional Strategies	0.49	4.64	Very High
Motivational Strategies	0.50	4.61	Very High
Overall	0.44	4.59	Very High

Table 3 shows the level of self-efficacy of the tertiary teachers measured by teacher sense of efficacy, behavior management strategies, instructional strategies, and motivational strategies with an overall mean score of 4.59, described as *very high* with an overall SD of 0.44. This denotes that the level of SE is always manifested or observed among tertiary teachers. The overall mean was derived from *instructional strategies* that showed the highest mean rating of 4.64, followed by 4.61 for both *teacher sense of efficacy* and *motivational strategies*, and 4.51 for *behavior management strategies*. All labeled as very high.

The result implies that teachers has the capacity and capability to respond to the needs of their students, and allows them to create a clear understanding of their role as a teacher in various ways. The findings jive with the study of several authors (Wang et al., 2018; Jiang et al., 2017; Huang et al., 2019; Liu & Hallinger, 2018) that a teacher's sense of efficacy identifies it apart from the effects and influences of self-efficacy in other professions. A teacher possesses a unique set of roles that come together to form a coherent persona.

In fact, the various roles of a teacher that allow them to be so effective at their job when fully mastered and implemented are the very same roles that pull them in so many different directions of attention and focus just to maintain their skill in those areas. Such examples as being psychologically sound when dealing with less emotionally stable students, or being financially competent when dealing with budgeting and rationing in the workplace, all the way to organization and marketing when planning for a multitude of school-based events. Furthermore, in most professional settings, and especially among teachers, the primary goal of utilizing the techniques and stratagems of behavior management is in restoring and maintaining order in the classroom.

5. Resistance to Change

The latent endogenous variable of the study is resistance to change, the ever present counter-force to progress, change is given (Repovš, Drnovšek & Kaše, 2019). One can simply say it is the expected state of things. Employees are paid to do their contractual obligations, while those at the top dictate what that is, yet the problem persists. Several researchers have tackled this before, and the answer they have arrived at is that in order to

minimize resistance, one must first identify the cause. (Rafferty & Jimmieson, 2017). For employees, it often means better work flows or more efficient methods. Executives and management especially see it as this: every change improves their output. Unfortunately, this is often lost in translation, which does in fact lead to resistance (Repovš et al., 2019).

Resistance to change by Oreg (2003), is the behaviorism that manifests due to a strong emotional or psychological pressure that compels an individual to seek any justification to maintain an established status quo. This variable has four indicators first is *routine seeking* - refers to personal bias towards change or novelty in favor of maintaining already established routines or commonly referred to as their comfort zones (Fuiuaga & Rusu, 2018). *Emotional reaction* - refers to the varied upheavals and emotional response to change, positive or negative (Thakur & Srivastava, 2018) that is entirely intrinsic (Turgut et al., 2016). *Short-term focus* - the attention given to immediate concerns that provide an easily seen effect on organizational assets (Benton & Cobb, 2019). *Lastly, cognitive rigidity* is a mental state that is unwilling to accept change or shift in one's thinking.

Table 4-Level of Resistance to Change of Tertiary Teachers

Indicator	SD	Mean	Descriptive Level
Routine Seeking	0.57	4.35	Very High
Emotional Reaction	0.58	4.40	Very High
Short-term Focus	0.54	4.35	Very High
Cognitive Rigidity	0.59	4.43	Very High
Overall	0.40	4.38	Very High

As shown on Table 4, the level of resistance to change measured by routine seeking, emotional reaction, short-term focus, and cognitive rigidity with an overall mean score of 4.38, described as *very high* with an overall SD of 0.40. This denotes that the level of RtC is always manifested or observed among tertiary teachers. The overall mean was derived from *cognitive rigidity* registered the highest mean of 4.43, followed by 4.40 for *emotional reaction*, 4.35 for both *routine seeking* and *short-term focus*. All indicators were labeled as *very high*.

The result implies that tertiary teachers' resistance to change was due to a strong emotional or psychological pressure that compels an individual to seek any justification to maintain an established status quo. It is important to have employees take an active role in implementing change in order to broaden their understanding of the importance and impact of it (Rafferty & Jimmieson, 2017). The findings are congruent with the study of several authors (Repovš et al., 2019; Rafferty & Jimmieson, 2019; Fuiuaga & Rusu, 2018; Wohlers et al., 2019) that resistance to change is often seen as better workflows or having efficient methods but those who are lost in translation might lead to resistance. Teachers might be resisting to the idea of social change or might be disrupted with the change. Other teachers might take an active role in the implementation of change to broaden their understanding for its importance and impact in the organization.

Furthermore, teachers may be working in their comfort zones; however, those who are resisting to change may advocate for the stability of tried and tested practices, and can often be seen as rigid.

Note 6. Table 5.1-Significance of the Relationship between Organizational Communication and Resistance to Change

Organizational Communication	Resistance to Change				
	Routine Seeking	Emotional Reaction	Short-term Focus	Cognitive Rigidity	Overall
Communication Flow	.418** .000	.388** .000	.424** .000	.388** .000	.432** .000
Coordination Knowledge of Sharing	.404** .000	.402** .000	.393** .000	.395** .000	.448** .000
Barriers to Effective Communication	.392** .000	.412** .000	.442** .000	.400** .000	.438** .000
Effectiveness of Communication	.457** .000	.401** .000	.451** .000	.446** .000	.469** .000
Reliability	.415** .000	.406** .000	.408** .000	.382** .000	.431** .000
Timeliness	.480** .000	.448** .000	.466** .000	.489** .000	.506** .000
Media Effectiveness	.525** .000	.403** .000	.395** .000	.463** .000	.458** .000

Organizational Communication	Resistance to Change				
	Routine Seeking	Emotional Reaction	Short-term Focus	Cognitive Rigidity	Overall
Interaction Frequency	.437** .000	.363** .000	.388** .000	.354** .000	.420** .000
Overall	.573** .000	.520** .000	.543** .000	.534** .000	.581** .000

As displayed on Table 5.1, the significance of the relationship between organizational communication and resistance to change where the result implies that there is a significant relationship between OC and RtC as reflected by the p-value of .000 and a correlation coefficient of 0.581. The overall correlation coefficient of 0.581, which is significant at a 0.05 level of significance. All the indicators were found to be significant at a 0.05 level of significance, with *communication flow* having a correlation coefficient of 0.432, *coordination/knowledge sharing* with 0.448, *barriers to effective communication* with 0.438, *effectiveness of communication* with 0.469, *reliability* with 0.431, *timeliness* with 0.506, *media effectiveness* with 0.458, and *interaction frequency* with 0.420. Thus, the null hypothesis is rejected.

The result of this study conforms with the findings of Ringdahl et al. (2018) that in context to the issue of resistance to change, communication is the primary means of defusal that those in a position of influence possess. Most causes of resistance to change lie in psychological barriers or states of mind that are borne of misinformation, lack of information, or misguided intent. Furthermore, Akan et al. (2016) argued that resistance to change is a significant factor that has a direct effect on change efforts. If the employees are well-informed about the organizational change process, and if their opinions are asked regarding the decisions to be taken in explanation of the change process, the employees would adopt the change process and it would help breaking their resistance to change. In support, Slack and Singh (2016) stated that organizational communication is associated with participants' readiness for change. When employees receive practical and timely information about organizational change, they are more inclined to assess the change more positively and display enhanced change readiness and suggest strong support for the association of communication on change readiness.

Moreover, according to researches (Akan, Ulker & Unsar, 2016; Feng, 2020; Schulz-Knappe, Koch & Beckert, 2019), that efficient organizational communication is one of the key predictors of resistance to change indicating that being transparent and involving employees in the process leads to favorable attitudes toward change and support. Thus, a large portion of resistance to change is due to a strong emotional anchor that exists due to lack of understanding of the change being enacted. The more they know and the more they understand of the urgency and importance of the change, the less likely they are to blindly oppose it. Proper sharing of knowledge, even if it is deemed unnecessary, can also soften fears and suspicions that they are being kept in the dark. Participant individuals are less likely to resist after all.

Note 7. Table 5.2-Significance of the Relationship between Work Ethic and Resistance to Change

Work Ethic	Resistance to Change				
	Routine Seeking	Emotional Reaction	Short Term Focus	Cognitive Rigidity	Overall
Self-reliance	.512** .000	.442** .000	.481** .000	.556** .000	.532** .000
Morality/Ethics	.440** .000	.434** .000	.476** .000	.398** .000	.467** .000
Leisure	.439** .000	.330** .000	.324** .000	.457** .000	.427** .000
Hard Work	.430** .000	.424** .000	.440** .000	.433** .000	.465** .000
Centrality of Work	.547** .000	.545** .000	.522** .000	.459** .000	.551** .000
Wasted Time	.580** .000	.556** .000	.514** .000	.497** .000	.583** .000
Delay of Gratification	.447** .000	.467** .000	.456** .000	.372** .000	.465** .000
Overall	.676** .000	.628** .000	.627** .000	.634** .000	.691** .000

Shown on Table 5.2 is the significance of the relationship between work ethic and resistance to change where the result implies a significant relationship between WE and RtC as reflected by the p-value of .000 and a correlation coefficient of 0.691. An overall correlation coefficient of 0.691, which is significant at a 0.05 level of

significance. When correlated with resistance to change, all the indicators were found to be significant at a 0.05 level of significance, with *self-reliance* having a correlation coefficient of 0.532, *morality/ethics* with 0.467, *leisure* with 0.427, *hard work* with 0.465, *centrality of work* with 0.551, *wasted time* with 0.583, and *delay of gratification* with 0.465. Thus, the null hypothesis is rejected.

The result is the same with the findings of Weinberg (2016) that the many facets of work ethic play many differing roles in influencing someone's actions. Many of those characteristics make one either extremely resilient or extremely tolerant of change in the context of opposing change. However, Ravangard et al. (2014) mentioned, when employees get accustomed to their jobs, they will not accept changes easily. In this case, most people feel like they do not have the capacity to deal with new organizational changes and cannot adapt. It is part of human nature to initially oppose new ideas when they are used to doing things in a certain way. Employees that have a high work ethic is more devoted and more likely to want to improve the institution and contribute to organizational changes rather than resisting them. Self-sufficiency is an example. Being self-sufficient entails a thorough grasp of one's own limitations, obligations, and duties. This can either lead to a profound comprehension of a change and, as a result, whether it is appropriate or not, they can be strong supporters or persistent adversaries depending on their perspective. Furthermore, Alam and Talib (2016) cited that cultural or religious bias can be strong proponents for either side of change, depending on the change being made.

In conclusion, showing the values associated with an excellent work ethic can increase resistance to change. Employees with excellent work ethics are often considered by employers for opportunities for special projects because they're reliable, dedicated and disciplined. However, employees who are already keen with the organization's business process would lead them to resist organizational change (Indeed Editorial Team, 2021).

Note 8. Table 5.3-Significance of the Relationship between Self-efficacy and Resistance to Change

Self-efficacy	Resistance to Change				
	Routine Seeking	Emotional Reaction	Short Term Focus	Cognitive Rigidity	Overall
Teacher Sense of Efficacy	.541** .000	.500** .000	.532** .000	.510** .000	.559** .000
Behavior Management Strategies	.599** .000	.517** .000	.593** .000	.537** .000	.590** .000
Instructional Strategies	.556** .000	.479** .000	.490** .000	.478** .000	.534** .000
Motivational Strategies	.603** .000	.530** .000	.606** .000	.507** .000	.578** .000
Overall	.653** .000	.575** .000	.631** .000	.576** .000	.641** .000

As to the significance of the relationship between self-efficacy and resistance to change it is reflected on Table 5.3 that there is a significant relationship between SE and RtC with a coefficient of 0.641, which is significant at 0.05 level of significance. When correlated with resistance to change, all the indicators were found to be significant at a 0.05 level of significance, with *teacher sense of efficacy* having a correlation coefficient of 0.559, *behavior management strategies* with 0.590, *instructional strategies* with 0.534, and *motivational strategies* with 0.578. Thus, the null hypothesis is rejected.

The result is the same to the findings of several authors (Murphy, 2020; Rastekenari, Monsef & Majnoon, 2013) that self-efficacy and employee resistance to change have a significant, positive, and direct relationship that is, people who have a high level of self-efficacy are confident in their abilities to succeed and overcome obstacles. In support, Adam and Hanafi (2022) cited that self-efficacy mediated the effect of resistance to change. Self-efficacy gains importance when the extent of change is high. The results suggest that change managers should adopt a transformational style of leadership to enhance recipients' self-efficacy to generate positive attitudes and behaviors during change. It also suggests the selection and training of managers in transformational leadership attributes and also the inclusion of this in the monitoring of managers' behaviors in post. Managers with high self-efficacy are highly likely to resist changes in the organization. Consequently, Mühlbacher and Siebenaler (2018) cited that if change in competences occurs in a positive or negative direction, then there is a clear predisposition of managers concerning change. Organizations have a strong interest in accurately identifying competences that enable their executives to be successful in the future and act in a self-organized manner, even in unforeseeable situations.

Furthermore, De Clercq, Rahman and Haq (2019) stated that the perception of an individual on work plays a heavy part in their perception and acceptance of change. Some people consider their job as a long-term commitment, while others see it as only a means of earning money to fund other priorities. Employees' particular definitions of their jobs are critical to determining their primary motivation for work, and thus their personal involvement in a change. Some will not mind because they will still make money, while others will complain

and oppose because they would earn less after the change. Those who are invested are more likely to participate since it touches so much of their personal life, which might result in either adamant refusal or enthusiastic evangelism.

Note 9. Table 6-Significance on the Influence of Organizational Communication, Work Ethic, and Self-efficacy on Resistance to Change of Tertiary Teachers

Resistance of Change					
Exogenous Variables		B	β	t	Sig.
Constant		1.116		7.207	.000
Organizational Communication		.113	.135	2.685	.008
Work Ethic		.379	.392	6.326	.000
Self-Efficacy		.238	.261	4.988	.000
R		.719			
R ²		.517			
ΔR		.514			
F		150.622			
p		.000			

Shown in Table 6 is the significance on the influence of organizational communication, work ethic, and self-efficacy on the resistance to change of tertiary teachers. The standard coefficient of work ethic has the highest beta of .392, indicating that work ethic influences resistance to change the greatest than organizational communication with beta of 0.135 and self-efficacy with beta of .261. The R² of .517 indicates that the predictor variables account for 51.7% of the variation in resistance to change. When RtC was regressed, the F-value of 150.622 with a corresponding p-value of 0.000, the model is significant and thus, reject the null hypothesis.

The result on the combined influence of the three (3) endogenous variable significantly influence RtC. In support, the findings of Noroozi and Mehrdad (2016) states that teachers with high mastery over instructional strategies may contribute highly when changes to the curriculum or teaching management and strategies are proposed. When faced with such change, their practical implementation of such tactics inside themselves and their students can make them essential in offering well-informed thoughts and suggestions. Furthermore, Loomba and Rex (2019) argued that teachers who show mastery in motivational strategies may provide better insights when change dealing with lacking motivation among students presents itself. When such staff motivating issues arise, some may even be helpful to consult. As a nearly universal concept in the workplace, motivation may even prove to be an intuitive way to address problems with employee and colleague motivation. This idea is further supported by the idea that those with high levels of mastery in motivational strategies should hold positions of authority within any organization.

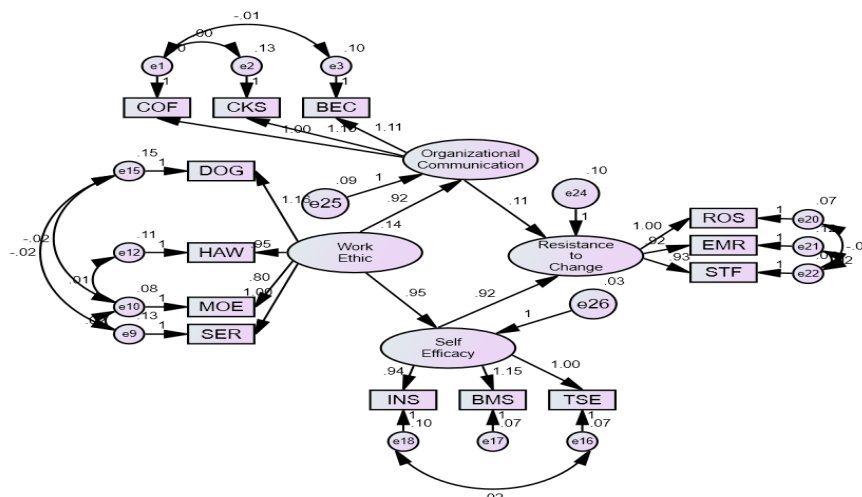
Overall, an individual's tendency to resist change is highly dependent on internal drives and subjective perceptions of the overall situation and change being imposed upon them. As employees, everyone is expected to follow the organization's directives, no matter their opinion on it, however unmotivated and resistant workers hardly make for an efficient workforce. The importance in defusing resistance to change lies heavily in this concept, that the overall goal of change is to increase output and efficiency, and letting such issues remain or even brute forcing that change may be detrimental in the long run.

Note 10. Table 7- Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN /DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	7.850	.740	.772	.748	.746	.127	.000
2	.000	5.530	.800	.851	.824	.832	.103	.000
3	.000	4.836	.806	.873	.846	.858	.095	.000
4	.000	4.771	.812	.876	.849	.860	.094	.000
5	.054	1.354	.975	.995	.980	.992	.029	.988

Legend: CMIN/DF – Chi Square/Degrees of Freedom
 GFI – Goodness of Fit Index
 RMSEA – Root Mean Square of Error Approximation
 NFI – Normed Fit Index
 TLI – Tucker-Lewis Index
 CFI – Comparative Fit Index

Table 7 revealed the summary of goodness of fit measures of the five (5) generated models. Among these model, Model 5 passed the criteria in assessing the best fit model, it has the CMIN/DF = 1.354 with a p-value of 0.054, GFI = 0.975, CFI = 0.995, NFI = 0.980, TLI = 0.992, and RMSEA = 0.029, which signifies model fit. The values indicate that Figure 2 is the best model to account resistance to change among tertiary teachers. The hypothesized model satisfied the criteria for the best fit model.



Note 11. Table 8-Direct and Indirect Effects of the Independent Variables on Resistance to Change of Best Fit Model

Variables	Direct Effect	Indirect Effect	Total Effect
Organizational Communication	.109	-	.109
Work Ethics	-	.974	.974
Self-efficacy	.924	-	.924

Table 8 shows the direct and indirect effects of the latent exogenous variables towards the latent endogenous variable, resistance to change. Among the three latent exogenous variables, self-efficacy shows the highest effect, making it a significant predictor of resistance to change as revealed by a beta value of 0.924. On the other hand, organizational communication and work ethic are shown to have a negligible effect as revealed with poor beta values, making the variables the weakest predictors.

According to the American Psychological Association (2021) that self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance. People with perceived better efficacies are more likely to resist change.

In contrast, Rastekenari et al. (2013) argued that self-efficacy has an indirect causal relationship with resistance to change. An individual's evaluation is influenced by past experiences with organizational changes or the fear of unknown problems the proposed changes may bring. Impact of past changes – the individual's negative evaluation from past changes and the degree to which they see change as a threat to their interests – has ultimately resulted in greater demands placed on their jobs and a larger workload.

6. Conclusion

The findings revealed, the level of organizational communication, work ethic, self-efficacy, and resistance to change is very high, as perceived by tertiary teachers in Davao Region. The very high result is also evident on the overall mean score of the indicators for OC such as barriers to effective communication, effectiveness of communication, reliability, timeliness, media effectiveness, and interaction frequency. To the level of work ethic, the overall mean score of the indicators for WE like self-reliance, morality/ethics, leisure, hard work, centrality of work, wasted time, and delay of gratification obtained very high rating. The level of self-efficacy where teacher sense of efficacy, behavior management strategies, instructional strategies, and motivational strategies obtained very high rating. The same is true to the level of resistance to change where routing seeking, emotional reaction, short-term focus, and cognitive rigidity obtained very high rating.

When correlated, it showed that there is a significant relationship between organizational communication, work ethic, self-efficacy, and resistance to change among tertiary teachers in Davao Region. The three (3) endogenous variables are significant predictors of resistance to change. Improving organizational communication, work ethic, and self-efficacy improves the resistance to change among teachers. On one hand, organizational communication, work ethic, and self-efficacy significantly influence resistance to change among tertiary teachers. A change in the organizational communication, work ethic, and self-efficacy changes resistance to change. On the other hand, the best model with direct causal effect for resistance to change is self-efficacy. Improving self-efficacy improves the resistance to change among tertiary teachers.

The result implies that, organizational communication among tertiary teachers are well carried out, the method, approach, and reception of all communication are clearly and accurately conveyed to all the recipients;

thus, the operation is smooth. For the work ethic, tertiary teachers have the internal driven desire to work hard and improve without outside motivation. As to the self-efficacy, the result implies that teachers have the capabilities to organize, execute the courses of action since they have enough capacity and skill to tackle a situation brought by change. Lastly, the result for resistance to change implies that the behaviorism of tertiary teachers is due to strong emotional or psychological pressure that compels them to seek any justification to maintain an established status quo.

The Inverted-U theory supports the results of the study. When teachers work, stress and tension are required to reach the peak of their performance. Resistance to change keeps people in their comfort zone, where they are much more likely to perform poorly. Similarly, the cognitive dissonance theory also supports the results of the study. Teachers with strong self-efficacy, or those teachers with misguided beliefs and opinions perceive that organizational changes are nothing but impossible to achieve. Also, the social contract theory approves the study's results. Teachers also act in accordance of their beliefs and tend to activate their efficacies to resist to changes. Lastly, the social learning theory also approves the results of the study. Teachers learn from other teachers and try to mimic the same behavior of resistance.

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