Riding the Winds of Change:
Facilitating Change Readiness in a Higher Education Institution

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ABSTRACT

This quantitative study sought the responses of 141 school employees as regards the implementation of changes currently besetting higher education institutions: legislated ones such as outcomes-based teaching and learning and the K to 12 program, and those designed to increase competitiveness, namely, program accreditation and ISO certification. The study variables—level of involvement, change response, and antecedents to change readiness (i.e., inclusiveness, communication, change fit, and organizational support)—were anchored on Lewin's three-stage change model and Giangreco's manifestations of change resistance. Higher levels of involvement and more positive response to legislated changes were seen among respondents in basic education than in the tertiary and academic support groups. Tests of concordance using Kendall's tau-b revealed moderate, positive associations between employee involvement and change antecedents such as ensuring *transparency of the process, clarifying participants' roles, and change fit.* Similar associations were found between employee response and change fit *(i.e., the view that change initiatives are*

aligned with the institutional vision and mission and promote stakeholder interests). These findings were all statistically significant. One important study implication is the need to improve the provision of organizational support and promote inclusiveness to thwart employee resistance and strengthen change management within the organization.

Keywords: *Organization development, change management, antecedents to change readiness, quantitative research, change initiatives in schools, Philippines*

INTRODUCTION

"When the winds of change blow,
some people build walls, others build windmills."
- Chinese proverb

That change is inevitable is an understatement. To stay afloat, businesses constantly adapt to changing consumer tastes, technological advancements, government regulations, competitor moves, and regionalization and globalization.

Among higher-educational institutions (HEIs), recent change efforts have largely focused on adapting to the shift to outcomes-based teaching and learning (OBTL), reclassification of educational institutions by the CHED according to horizontal and vertical typology, and the adoption of the K-12 program (CHED Memorandum Order 46 s2012). In response to these legislated changes, a growing number of HEIs have intensified their continuous quality improvement efforts, through achieving program and institutional accreditation and certification.

Effective change management is seen to be at the core of quality improvement. Total quality management necessitates continuing enhancement of products and processes (Jones & George, 2016), implying a need for organizations to continually seek change.

How have HEIs managed change within their organization? Are employees positively responding to change initiatives? What context factors or "antecedents" (Soumyaja et al., 2015) are needed, which could spell the difference between the success and failure of change efforts?

The study locale is an HEI in the CALABARZON region that has, and still is, implementing the following change initiatives: the shift to outcomes-based teaching and learning (OBTL), transition to the K to 12 program, program

accreditation, and ISO certification. The first two change initiatives are both legislated whereas the latter two are focused on keeping the institution competitive.

A quantitative design was used which permits attempts at generalizing findings, as this study ultimately hopes to provide the organization with a blueprint for gaining active support for and ensuring seamless implementation of current and future change initiatives.

THEORETICAL FRAMEWORK

One study on change management in schools is that of Martincic (2010), who interviewed three school leaders in Slovenia. His interviews revealed *"open communication, a participative approach to planning and decision making, coordinating team and individual activities, and maintaining motivation for change"* as factors that helped realize strategic changes in their organizations. Furthermore, they recognized the importance of building "*democratic relationships, mutual respect, and trust*" which characterized the prevailing culture in those schools. The organizational changes were related to curriculum delivery and made in response to declining enrollment.

The variables mentioned above are akin to the themes that emerged from Hoşgörür's (2016) interviews with seven primary school administrators in Muğla province in Turkey. The interviewees cited *(i) enlisting stakeholder support, (ii) effective communication, (iii) organizational culture, (iv) participation in decision making, (vi) team spirit, (v) neighbor organizations, (vi) specialization, (vii) effective leadership, and (viii) providing guidance for teachers* as their strategies for implementing change. To thwart resistance to change brought by lack of trust and communication, among other factors, the administrators resorted to using persuasive communication, authority, and leadership.

Majority of the factors revealed in the studies by Martincic (2010), Hoşgörür (2016) point to the "soft aspects" of change management, as opposed to the hard aspects: project duration and regular milestone reviews, especially when projects are of longer duration; the abilities of project teams; commitment of senior executives and staff who are most affected by the change, and the additional demands on resources required by the project" (Sirkin, Keenan, & Jackson, 2005).

Change management has been extensively featured in literature. In Asia, majority of such studies focus on climate change and disaster risk. Except for a compilation of case studies published more than ten years ago, on the educational landscape challenges and reforms in Southeast Asian countries

(APEID UNESCO & SEAMEO RIHED, 2006), no other research appears to have discussed extensively the change initiatives in schools. Furthermore, none of the studies that this researcher encountered spoke about the particular experience of a Southeast Asian HEI in managing turnaround.

Perhaps the most cited in literature is the classic three-step change model by Lewin (as cited in Cummings, Bridgman, & Brown, 2016), which describes change management as one that necessitates an "unfreezing" to break the status quo, moving to the desired state ("change"), and "refreezing" to sustain the changes.

Another leading author on the topic is John Kotter (2009), who proposed an eight-step process for leading change, which begins with letting employees feel the urgency to change and ends with embedding the changes into the culture to make them last. Cummings et al. (2016) illustrated how Kotter's model corresponds with Lewin's. The unfreezing stage is when organizations "establish a sense of urgency, form guiding coalitions, and create a vision." The stage when actual change happens is when the vision is communicated, the change implementors are empowered, and short-term wins are gained. Finally, the refreezing stage in Lewin's model translates to Kotter's consolidation and institutionalization of change.

The present study focuses on the first two stages of Lewin's model, where the change initiator elicits positive support and then, implements the change initiatives.

The specific variables studied, termed "antecedents to change readiness" are inclusiveness, change fit, communication, and organizational support, in relation to involvement in change initiative and overcoming resistance to change.

THEORETICAL FRAMEWORK: Lewin's Three-Step Change Model and Giangreco's Matrix of Change Behavior

Although the present study also uses a school setting, it differs from the studies by Martincic (2010), Hoşgörür (2016) in at least two aspects. One, the research participants are the change recipients (i.e., staff to middle management employees) and not the change initiators. Two, the study variables are factors typically found outside the locus of control of the change recipient, and thus, organizational culture was excluded.

Additionally, the variables examined, namely, inclusiveness, communication, change fit, and organizational support are a combination of both soft and hard aspects of change management, and they were selected based on the variables common to the studies cited above and in Lewin's three-step change model (see Figure 1), which was mentioned earlier. Lewin's model shows that change can be

facilitated by increasing the forces that direct behavior away from the current state and reducing those forces that restrict the desired behavior (Kritsonis, 2004-2005).
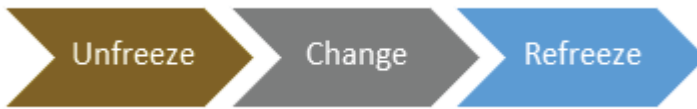

Figure 1. Lewin's three-step change model (2010)

The scale for measuring different responses to change was based on Giangreco's paradigm for describing behavior towards change, as shown in Figure 2. On one end of the continuum is enthusiastic support and on the other end is active resistance, indicating behaviors with differing levels of pro- and anti-change behaviors; somewhere in between lies passive resistance or indifference and confusion about the change initiative.

Figure 2. Giangreco's Matrix of Change Behavior

CONCEPTUAL FRAMEWORK

In the present study, school employees were asked to indicate their response to change initiatives currently besetting higher education institutions: the shift to OBTL, transition to the K to 12 system, program accreditation, and ISO certification.

The different study variables, namely, the antecedents to change readiness, change initiatives, and behavior towards change were mapped in the framework presented in Figure 3.
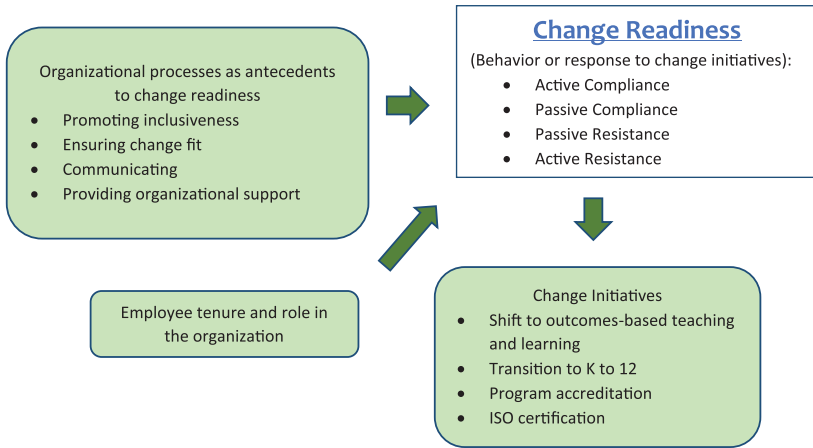
**Figure 3. Facilitating change readiness
in a higher education institution**

OBJECTIVES OF THE STUDY

The study aimed to help an HEI strengthen those processes that can promote employee readiness in accepting change within the organization.

METHODOLOGY

Respondents

The target population comprises 294 employees who have been with the institution for at least one year, based on the roster obtained from the Human Resource Department. Employees receiving retainer (i.e., consultancy) fees were removed from the list.

The sample size needed was 141 employees (confidence level: 95%, margin of error: +6). Stratified random sampling was adopted, to allow comparison of responses across groups. The sample obtained from each department was proportionate to the size of that department relative to the target population: basic education (53 respondents, 38%), tertiary level (46, 32%), and academic support (42, 30%).

The different academic and support departments were provided questionnaires that were marked from 1 to 294, with a request for these to be distributed to employees who have been with the institution for at least one year. The survey period was from August 9 to 23, 2017. A total of 163 forms

were returned, yielding a response rate of 55%. A few incompletely filled out questionnaires were discarded.

A list of random numbers was generated in MS Excel, and forms that corresponded to those numbers were picked from the pile of usable forms until the required sample per group was filled.

Research Instrument

First, participants were asked to supply information such as tenure, department (*Basic Education, Tertiary Level, Academic Support*), and position level (whether *Staff, Supervisory, or Managerial*).

Then, in Part 1 of the questionnaire, the participants were asked to indicate their extent of involvement with the following change initiatives by the organization: *Shift to OBTL, Transition to the K-12 Program, Program Accreditation,* and *ISO Certification.*

In Part 2 of the questionnaire, they were asked to indicate their response—whether *Active Compliance, Passive Compliance, Passive Resistance,* or *Active Resistance*—to the change initiatives mentioned in Part 1.

Part 3 contained statements meant to check the participants' perception of whether the following change antecedents were present:

- Inclusiveness
  - *I was asked to be involved in making decisions related to change initiatives. (Statement a)*
  - *The institution solicits our suggestions in implementing these changes (g)*
  - *The whole process of implementing change was characterized by openness as opposed to secrecy (k)*
- Change fit
  - *These change initiatives promote the interests of our organization and stakeholders. (e)*
  - *How these change initiatives fit with our institutional vision and mission is clear to me. (h)*
- Communication
  - *Objectives for these change initiatives are clear to me (b)*
  - *My role in the process is clear to me (c)*
  - *Specific tasks that I needed to accomplish were clear to me (i)*
- Organizational support
  - *I am provided ample resources in carrying out my role in these change initiatives. (d)*
  - *My initial hesitations about the change initiatives were addressed by my superiors. (f)*

- *These change initiatives do not interfere with other high-priority tasks at our department/unit. (j)*
- *I received encouragement and was not simply forced to comply (l)*

The Cronbach alpha for the variables *inclusiveness, change fit, communication,* and *organizational support* were .723, .751, .806, and .830, respectively, indicating acceptable levels of internal consistency.

Data Analysis

Descriptive and inferential statistics were used.

Response to change readiness (whether active or passive compliance, passive or active resistance) was the proxy for measuring change readiness.

The non-parametric statistical tool, Kendall's tau-b, was used to check for concordance among the participants' answers to change involvement and the different change antecedents as well as between change response and the antecedents. The following null hypothesis were thus tested:

H_01:   CHANGE_INVOLVEMENT and INCLUSIVENESS are independent
H_02:   CHANGE_INVOLVEMENT and CHANGE_FIT are independent
H_03:   CHANGE_INVOLVEMENT and COMMUNICATION are independent
H_04:   CHANGE_INVOLVEMENT and ORG_SUPPORT are independent
H_05:   CHANGE_RESPONSE and INCLUSIVENESS are independent
H_06:   CHANGE_RESPONSE and CHANGE_FIT are independent
H_07:   CHANGE_RESPONSE and COMMUNICATION are independent
H_08:   CHANGE_RESPONSE and ORG_SUPPORT are independent

RESULTS AND DISCUSSION

Respondents' level of involvement in change initiatives

As shown in Table 1, the responses differed across the departments that participated in the study. A higher percentage (74%) of respondents from Basic Education than the Tertiary level (61%) indicated being highly involved in the shift to outcomes-based teaching and learning. Majority of the respondents from the Academic Support group were also not as involved. A possible explanation for this finding is that among the three departments, only the Basic Education department has institutionalized activities such as regular retooling for faculty, where OBTL is among the topics discussed, hence their deeper sense of involvement in this legislated change.

Table 1 likewise shows that all the respondents from the Basic Education department were either highly or moderately involved in transitioning to the K to 12 program. Twenty-four percent of respondents from the college level claimed not being involved at all in implementing the said change. On one hand, such finding is rather unexpected as adopting the K to 12 program has direct impacts on college enrollment due to the non-offering of courses at the first and second-year levels. On the other hand, the impacts may have been mitigated by moving some college teachers to the Basic Education department and thus, those faculty members left in college may not have felt the effect of the reduction in college course offerings. Still, conducting organization-wide orientation activities for this legislated change that is national in scope could have increased their engagement in the change process.

Table 1. Basic Education, Tertiary, and Academic Support employees' level of involvement in change initiatives

A. Shift to Outcomes-based Teaching and Learning

		Not Involved at all		Somewhat Involved		Moderately Involved		Highly Involved		Total
Department	BED	0	0%	1	2%	13	25%	39	74%	53
	Tertiary	4	9%	2	4%	12	26%	28	61%	46
	Support	11	26%	9	21%	17	40%	5	12%	42
Total		9	6%	10	7%	37	26%	62	44%	141

B. Transition to the K to 12 Program

		Not Involved at all		Somewhat Involved		Moderately Involved		Highly Involved		Total
	BED	0	0%	0	0%	14	26%	39	74%	53
Department	Tertiary	11	24%	5	11%	19	41%	11	24%	46
	Support	6	14%	8	19%	20	48%	8	19%	42
Total		17	12%	13	9%	53	38%	58	41%	141

C. Program Accreditation

		Not Involved at all		Somewhat Involved		Moderately Involved		Highly Involved		Total
Department	BED	3	6%	1	2%	16	30%	33	62%	53
	Tertiary	1	2%	3	7%	14	30%	28	61%	46
	Support	1	2%	4	10%	18	43%	19	45%	42
Total		5	4%	8	6%	48	34%	80	57%	141

D. ISO Certification

		Not Involved at all		Somewhat Involved		Moderately Involved		Highly Involved		Total
	BED	0	0%	0	0%	22	42%	31	58%	53
Depart ment	Tertiary	3	7%	4	9%	12	26%	27	59%	46
	Support	0	0%	5	12%	13	31%	24	57%	42
Total		3	2%	9	6%	47	33%	82	58%	141

As for program accreditation and ISO certification, which are change initiatives aimed at maintaining competitiveness, majority (or all, in the case of Basic Education) of the respondents, regardless of the department to which they belong, were involved.

A considerable number of respondents from the academic support group reported non-involvement in the shift to OBTL and adoption of the K to 12 program, at 24% and 11% of total respondents of that group, respectively.

Close to 60% of the sample from each department were highly involved in implementing changes related to ISO certification, at 58%, 59%, and 57% for basic education, tertiary, and academic support, respectively.

Response to change initiatives

Table 2. Response to Change Initiatives

A. Shift to Outcomes-based Teaching and Learning

		Active Resistance		Passive Resistance		Passive Compliance		Active Compliance		Total
	BED	0	0%	0	0%	14	26%	39	74%	53
Depart-ment	Tertiary	1	2%	0	0%	10	22%	35	76%	46
	Support	4	10%	2	4%	24	57%	12	29%	42
Total		5	4%	2	1%	48	34%	86	61%	141

B. Transition to the K to 12 Program

		Active Resistance		Passive Resistance		Passive Compliance		Active Compliance		Total
	BED	0	0%	0	0%	13	25%	40	75%	53
Depart-ment	Tertiary	1	2%	1	2%	25	54%	19	41%	46
	Support	4	10%	1	2%	23	55%	14	33%	42
Total		5	4%	2	1%	61	43%	73	52%	141

C. Program Accreditation

		Active Resistance		Passive Resistance		Passive Compliance		Active Compliance		Total

Depart- ment	BED	0	0%	1	2%	17	33%	33	65%	51
	Tertiary	0	0%	0	0%	14	39%	22	61%	36
	Support	1	2%	0	0%	15	29%	36	69%	52
Total		1	1%	1	1%	46	33%	91	65%	139

D. ISO Certification

		Passive Compliance		Active Compliance		Total
Depart- ment	BED	19	36%	34	64%	53
	Tertiary	13	28%	33	72%	46
	Support	14	33%	28	67%	42
Total		46	33%	95	67%	141

Around two-thirds of the respondents from the Basic Education department claimed active compliance in implementing changes related to OBTL, K to 12, program accreditation, and ISO certification at 74%, 75%, 65%, and 64%. These results are almost similar to those from respondents in the Tertiary level, except in changes related to the K to 12 program, where majority (54%) indicated passive compliance. Majority of the respondents from the Academic Support group claimed passive compliance in implementing OBTL (57%) and the K to 12 program (55%) and active compliance in program accreditation (69%) and ISO certification (67%).

Participants' answers to the question on "response to change initiatives" tended to match their answers to "involvement in change initiatives," that is, one who claims moderate involvement in one change initiative was also likely to claim passive compliance in that area. They equated "being involved" with "being compliant."

Presence of antecedents to change readiness, as perceived by the respondents:

Table 3 shows that majority of all the respondents agreed that the change antecedents inclusiveness, communication, change fit, and organizational support were present. Statements to which at least a third of the respondents highly agreed were those related to change fit and communication, as follows: *These change initiatives promote the interests of our organization and stakeholders (43%), How these change initiatives fit with our institutional vision and mission is clear to me (43%), Objectives for these change initiatives are clear to me (43%), My role in the process is clear to me (39%),* and *Specific tasks that I needed to accomplish were clear to me (37%).* Such findings imply a strong belief among participants that the change initiatives were designed to advance the interests

of the organization and that they were briefed as to how they can contribute in realizing the change.

Also worth noting are those statements to which more than 10% of the respondents highly disagreed and disagreed: soliciting of suggestions in implementing the changes (18%), ensuring that change initiatives do not interfere with other high-priority tasks (16%), asking participants to be involved in decision-making (15%), providing participants with ample resources (14%), and addressing participants' apprehensions in implementing the changes (11%). They represent areas for improvement for the organization, on promoting inclusiveness and providing organizational support.

Table 3. Presence of Antecedents to Change Readiness

INCLUSIVENESS

		Department						Total	
		Basic Education		Tertiary		Support			
I was asked to be involved in making decisions related to change initiatives.	Highly Agree	12	23%	12	26%	7	17%	31	22%
	Agree	32	60%	28	61%	29	69%	89	63%
	Disagree	8	15%	6	13%	4	10%	18	13%
	Highly Disagree	1	2%	0	0%	2	5%	3	2%
Total		53		46		42		141	
The institution solicits our suggestions in implementing these changes.	Highly Agree	14	26%	17	37%	6	14%	37	26%
	Agree	30	57%	20	43%	29	69%	79	56%
	Disagree	7	13%	8	17%	6	14%	21	15%
	Highly Disagree	2	4%	1	2%	1	2%	4	3%
Total		53		46		42		141	
The whole process of implementing change was characterized by openness as opposed to secrecy.	Highly Agree	19	36%	11	24%	4	10%	34	24%
	Agree	31	58%	29	63%	36	86%	96	68%
	Disagree	2	4%	6	13%	2	5%	10	7%
	Highly Disagree	1	2%	0	0%	0	0%	1	1%
Total		53		46		42		141	

COMMUNICATION

		Department						Total	
		Basic Education		Tertiary		Support			
Objectives for these change initiatives are clear to me	Highly Agree	28	53%	20	43%	12	29%	60	43%
	Agree	25	47%	24	52%	30	71%	79	56%
	Disagree	0	0%	2	4%	0	0%	2	1%
Total		53		46		42		141	

My role in the process is clear to me	Highly Agree	28	53%	16	35%	11	26%	55	39%
	Agree	22	42%	27	59%	31	74%	80	57%
	Disagree	3	6%	3	7%	0	0%	6	4%
Total		53		46		42		141	
Specific tasks that I needed to accomplish were clear to me	Highly Agree	19	36%	19	41%	14	33%	52	37%
	Agree	31	58%	24	52%	27	64%	82	58%
	Disagree	3	6%	3	7%	1	2%	7	5%
Total		53		46		42		141	

CHANGE FIT

		Department						Total	
		Basic Educ		Tertiary		Support			
These change initiatives promote the interests of our organization and stakeholders.	Highly Agree	27	51%	22	48%	12	29%	61	43%
	Agree	23	43%	21	46%	30	71%	74	52%
	Disagree	2	4%	3	7%	0	0%	5	4%
	Highly Disagree	1	2%	0	0%	0	0%	1	1%
Total		53		46		42		141	
How these change initiatives fit with our institutional vision and mission is clear to me.	Highly Agree	24	45%	22	48%	14	33%	60	43%
	Agree	27	51%	22	48%	25	60%	74	52%
	Disagree	1	2%	2	4%	3	7%	6	4%
	Highly Disagree	1	2%	0	0%	0	0%	1	1%
Total		53		46		42		141	

ORGANIZATIONAL SUPPORT

		Department						Total	
		Basic Educ		Tertiary		Support			
I am provided ample resources in carrying out my role in these change initiatives.	Highly Agree	9	17%	8	17%	4	10%	21	15%
	Agree	41	77%	24	52%	34	81%	99	70%
	Disagree	2	4%	14	30%	3	7%	19	13%
	Highly Disagree	1	2%	0	0%	1	2%	2	1%
Total		53		46		42		141	
My initial hesitations about the change initiatives were addressed by my superiors.	Highly Agree	20	38%	16	35%	5	12%	41	29%
	Agree	30	57%	25	54%	30	71%	85	60%
	Disagree	2	4%	5	11%	7	17%	14	10%
	Highly Disagree	1	2%	0	0%	0	0%	1	1%
Total		53		46		42		141	

These change initiatives do not interfere with other high-priority tasks at our department/unit.	Highly Agree	9	17%	10	22%	4	10%	23	16%
	Agree	39	74%	25	54%	32	76%	96	68%
	Disagree	3	6%	11	24%	3	7%	17	12%
	Highly Disagree	2	4%	0	0%	3	7%	5	4%
Total		53		46		42		141	
I received encouragement and was not simply forced to comply	Highly Agree	20	38%	11	24%	4	10%	35	25%
	Agree	31	58%	31	67%	33	79%	95	67%
	Disagree	1	2%	4	9%	4	10%	9	6%
	Highly Disagree	1	2%	0	0%	1	2%	2	1%
Total		53		46		42		141	

Significant associations between the variables *involvement in change initiatives* and change *antecedents* and between *change initiatives* and *change response*

Because the scales used in measuring change involvement, response, and antecedents were all ordinal, the statistical test used was Kendall's tau-b. This tool provides a parametric gauge of the direction and degree of association between two ordinal variables (Laerd Statistics, 2016).

Running Kendall's tau-b in SPSS 25.0 yielded the following results, as presented in Table 4:

- A moderate, positive association between involvement in implementing the K to 12 program and the view that such change was "*characterized by openness as opposed to secrecy,*" which was statistically significant, τb = .315, p = .000. (CHANGE INVOLVEMENT and INCLUSIVENESS)
- A moderate, positive association between involvement in the shift to OBTL and clarity of the participants' role in the process, statistically significant at τb = .316, p = .000. (CHANGE INVOLVEMENT and COMMUNICATION)
- A moderate, positive association between involvement in program accreditation and the view that such change initiative promotes stakeholder interests, statistically significant at τb = .305, p = .000. (CHANGE INVOLVEMENT and CHANGE FIT)
- A moderate, positive association between involvement in ISO accreditation efforts and the view that this change initiative is aligned with the institutional vision and mission, statistically significant at τb = .315, p = .000. (CHANGE INVOLVEMENT and CHANGE FIT)

Table 4. Involvement in Change Initiatives

	OBTL		K TO 12		ACCREDITATION		ISO	
	τ_b	p	τ_b	p	τ_b	p	τ_b	p
INCLUSIVENESS								
- I was asked to be involved in making decisions related to change initiatives.	.286**	0	.217**	0.004	.186*	0.017	.243**	0.002
- The institution solicits our suggestions in implementing these changes.	.202**	0.007	.193*	0.01	.275**	0	.182*	0.019
- The whole process of implementing change was characterized by openness as opposed to secrecy.	.277**	0	.315**	0	.254**	0.001	.267**	0.001
COMMUNICATION								
- Objectives for these change initiatives are clear to me	.140*	0.072	.158*	0.042	.213**	0.008	.242**	0.002
- My role in the process is clear to me	.316**	0	.268**	0.001	.178*	0.028	.248**	0.002
- Specific tasks that I needed to accomplish were clear to me	.289**	0	.279**	0	.277**	0.001	.308**	0
CHANGE FIT								
- These change initiatives promote the interests of our organization and stakeholders.	.293**	0	.246**	0.002	.305**	0	.293**	0
- How these change initiatives fit with our institutional vision and mission is clear to me.	.284**	0	.229**	0.003	.315**	0	.286**	0
ORGANIZATIONAL SUPPORT								
- I am provided ample resources in carrying out my role in these change initiatives.	0.143	0.062	.210**	0.006	.252**	0.001	.237**	0.003
- My initial hesitations about the change initiatives were addressed by my superiors.	.235**	0.002	.255**	0.001	.190*	0.015	.177**	0.025
- These change initiatives do not interfere with other high-priority tasks at our department/unit.	0.165*	0.03	.173*	0.023	.237**	0.002	.176*	0.025
- I received encouragement and was not simply forced to comply	.276**	0	.275**	0	.195*	0.014	.158*	0.046

Similar statistical tests were run on change response and change antecedents, and the results are shown in Table 5. Below are some of the salient findings:

- A moderate, positive association between response to the implementation of OBTL and the view that it promotes stakeholder

interests, statistically significant at τb = .305, p = .000. (CHANGE RESPONSE and CHANGE FIT)

- A moderate, positive association between response to program accreditation efforts and the view that such efforts are a clear fit with the institutional vision and mission, statistically significant at τb = .400, p = .000. (CHANGE RESPONSE and CHANGE FIT)

Therefore, the following null hypothesis are rejected:

$H_0$1: CHANGE_INVOLVEMENT and INCLUSIVENESS are independent
$H_0$2: CHANGE_INVOLVEMENT and CHANGE_FIT are independent
$H_0$3: CHANGE_INVOLVEMENT and COMMUNICATION are independent
$H_0$6: CHANGE_RESPONSE and CHANGE_FIT are independent

The tau-b coefficients for the following correlations were not statistically significant, and thus, the corresponding hypothesis cannot be rejected:

$H_0$5: *Change_Response and Inclusiveness*
- *The institution solicits our suggestions in implementing these changes*
- *I was asked to be involved in making decisions related to change initiatives (except for OBTL)*

$H_0$8: *Change_Response and Organizational Support*
- *I am provided ample resources in carrying out my role in these change initiatives*
- *My initial hesitations about the change initiatives were addressed by my superiors*
- *These change initiatives do not interfere with other high-priority tasks at our department/unit.*

Table 5. Change Response and Antecedents

	OBTL		K TO 12		ACCREDITA-TION		ISO	
INCLUSIVENESS								
- I was asked to be involved in making decisions related to change initiatives.	0.216**	0.006	0.126	0.111	0.089	0.271	0.107	0.187
- The institution solicits our suggestions in implementing these changes.	0.071	0.367	0.037	0.639	0.125	0.12	0.025	0.757
- The whole process of implementing change was characterized by openness as opposed to secrecy.	.234**	0.004	.277**	0.001	.195*	0.017	0.126	0.124

COMMUNICATION								
- *Objectives for these change initiatives are clear to me*	.238**	0.004	.213**	0.009	.207*	0.014	.231**	0.006
- *My role in the process is clear to me*	.216**	0.008	.226**	0.005	.287**	0.001	.215**	0.009
- *Specific tasks that I needed to accomplish were clear to me*	.195*	0.016	.257**	0.002	.287**	0.001	.181*	0.029
CHANGE FIT								
- *These change initiatives promote the interests of our organization and stakeholders.*	.305**	0	.211**	0.009	.208*	0.012	0.149	0.072
- *How these change initiatives fit with our institutional vision and mission is clear to me.*	.228**	0.005	.225**	0.005	.400**	0	.276**	0.001
ORGANIZATIONAL SUPPORT								
- *I am provided ample resources in carrying out my role in these change initiatives.*	0.052	0.512	-0.004	0.96	0.151	0.064	0.077	0.345
- *My initial hesitations about the change initiatives were addressed by my superiors.*	0.146	0.068	0.14	0.08	0.089	0.277	-0.009	0.907
- *These change initiatives do not interfere with other high-priority tasks at our department/unit.*	0.021	0.794	-0.04	0.615	0.1	0.214	-0.022	0.783
- *I received encouragement and was not simply forced to comply*	0.152	0.059	.179*	0.026	.171*	0.137	0.111	0.177

On organizational support

No significant correlation was found between response to change initiatives and organizational support. Some employees claimed high involvement in and active compliance with change initiatives despite the perceived lack of organizational support (e.g., apprehensions not fully addressed, excessive demands on their time, inadequate resources). The finding negates that of Jabbarian and Chegini (2016) that "organizational support has a positive impact on change readiness," consistent with the social exchange theory which purports that people tend to compensate after receiving a favor.

Similarly, no correlation was found between response to change initiatives and inclusiveness. Although some employees felt that they were not consulted, they still contributed to implementing the change.

The above findings could imply either strong employee commitment to achieving company objectives despite the odds (i.e., the perceived inadequacy in resources) or the tendency of people to give "socially desirable" responses to work-related surveys (Giangreco, 2002), hence the relatively high percentages of

employees who confessed "active compliance." Replication of the study is thus recommended.

Still, companies constrained by limited resources can resort to funneling the available resources to those areas which need the change the most and which promise the highest returns (Kim & Mauborgne, 2003). The long-term solution, of course, would be to strengthen mechanisms in ensuring adequate staffing and office equipment and supplies.

On change fit and communication

Garvin and Roberto (2017) believe that leaders should launch several months in advance, a communication campaign to convince employees of the necessity for a turnaround. This "persuasion campaign" involves walking employees through the change plan and its likely impacts, keeping communication lines open to address their concerns, and orienting them on the hard work facing them.

Aside from setting participants' expectations and clarifying their roles, organizations should reinforce "change fit" by articulating the collective and individual benefits to be derived from the proposed change. B.F. Skinner's Operant Conditioning Theory (as cited in Jones & George, 2016) suggests that people will work to achieve goals when those goals are desirable to them. Therefore, if people have an innate desire to see the organization succeed, then a good change fit would motivate them to cooperate in the change process because they see how the change initiatives contribute to realizing the corporate vision and mission.

A strong change fit would also address issues on competing commitments getting in the way of employees participating fully in organizational turnarounds. Academic departments, for instance, could resent the additional demands on time and resources, requiring them to steer their focus away from achieving operational targets. To address this resentment, middle managers and other change leaders can be coached to see how the proceeds from achieving change are actually aligned with operational goals (Kegan & Lahey, 2001).

On inclusiveness

Change readiness appears to be high when employees feel empowered and capable of producing the desired results. Such efficacy among organizational members arises from the belief that they can achieve the desired change owing to "task knowledge, resources, and situational factors" (Shea, Jacobs, Esserman, Bruce, & Weiner, 2014).

The school, therefore, can use routine institutionalized activities such as the retooling of faculty and course planning, as a venue for discussing change

initiatives and the participants' role in the process. The ISO certification, for example, required defining and streamlining processes, and thus an institution-wide campaign was needed to make employees understand how everyone, including the part-time faculty members, can contribute. Anson (2011) warned against not fully training personnel in adopting changes such as a new technology or process, such as in the case of the US military which, in the past, had been quick to capitalize on technological advancements, the use of which did not seep through many areas of the organization.

Employees can also be motivated when they are regularly apprised of their progress, as such news affirm that they are on track with realizing the desired change. The change initiatives examined in the present study—OBTL, K to 12, program accreditation, and ISO certification—are essential projects that can be completed in phases, with each completed phase providing employees an impetus to see the project through completion. This principle of creating and announcing short-term wins are espoused in management books (Newstrom, 2015) and Kotter's (2009) different steps for implementing change.

Emotional commitment is an important factor for establishing readiness (Gavin & Roberto, 2017; Soumyaja et al., 2015); therefore, leaders should regularly ascertain if any apprehensions about the change initiative are left unaddressed. Regular town hall meetings can be conducted for this purpose; however, the organization should also determine whether line managers and other change agents require support (e.g., in the form of training) in handling potential objections from their respective teams.

As an example, prior to implementing the K to 12 program, many part-time college faculty members felt that their jobs were at risk. To address the drop in enrollment during the interim period, from schoolyear 2016 to 2018, the CHED has offered grants for research, creative work, and scholarships for displaced faculty. However, very few, if anyone from the institution availed such grants, pointing to the need to strengthen mechanisms for information dissemination.

Employees who claimed to be only passively supportive of the change initiatives can be made more engaged in the process if given the flexibility to complete tasks as they deem fit, while keeping resource usage low. These employees may have ideas for work efficiency and thus should be encouraged to share their suggestions. The magnitude and quality of their contribution in realizing organizational change can be maximized through increasing their accountability for the results. Organizations have nothing to lose and much to gain in promoting inclusiveness and clear, open communication in the face of impending change.

CONCLUSIONS

Overall, relatively high levels of involvement in change processes related to continuous quality improvement was seen across the different departments that participated in the study. Compliance with the directives of management was generally sound.

A strong fit can be seen between the organizational philosophy, vision, and mission and the objectives for the change processes (i.e., achieving institutional and program accreditation and certification). Intra-company communication can be improved, particularly, as a way to address employees' perceived non-inclusion and lack of organizational support in implementing change.

Establishing a connection between change objectives and institutional goals, and communicating such fit, could help the HEI in this study promote employee readiness for many other change initiatives.

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