Change Leadership Toward Job Satisfaction of Teachers in Public Elementary Schools

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Abstract

 Applying the ideas of change in organization is one of the primary challenges that a school leaders need to apply to their station because it takes time and lots of courage. This study focused on determining the competence of principal in implementing changes on their schools and how its affect the job satisfaction of the teachers.The study utilized a descriptive-correlational design with the researcher-made survey questionnaire. It was participated by the six elementary schools in Lucena North District with total of 120 respondents. The results that principals are much competent in change leadership implementation with mean of 4.23 for capacity building, 4.18 for goal framing ,4.09 for institutionalizing,defusing resistance and conflict. The elements to manage change, design and implement a plan has a mean of 4.20, engage stakeholders, build strong coalitions has mean of 4.17 and 4.15 for communicate effectively throughout the change process in which these three are interpreted as often practiced. Teachers much satisfied with their job wherein the highest mean is with interpersonal relationships with 4.22 ,the lowest is salary and benefits with 3.72. There is significant relationship between change leadership competence and teachers' job satisfaction wherein the correlation coefficient ranges from 0.451 to 0.860 which are all significant at 0.01 level of significance. Lastly, the elements of managing change and teachers' job satisfaction wherein the correlation values are 0.441 to 0.905 which are all significant at 0.01 level of significance.

Keywords – Principal, change leadership competence, elements in managing change, job satisfaction, correlation

1. Introduction

True, outward ownership for results must emerge from the top levels for change leadership. Principals must work closely with teams across the entire organization and be aware of the dynamics of change in their specific school environment in order to manage the change process. Although they do have a crucial role to play, principals are unable to bring about significant change on their own. Any effort to execute school-wide change will have an impact on teachers, students, families, and community members, as well as on the partners with whom the school works and the district leaders and teams. The effectiveness of new systems depends on the stakeholders involved in their implementation understanding and believing in them, according to change leadership. It is natural that stakeholders would have fundamental queries and concerns as change is anticipated and implemented. Successful implementation may be hampered if these concerns concerning the impact on individual practice and organizational purpose and function are not adequately addressed.   In order to accomplish the goals of the new strategy—changed practice and improved student outcomes—effective change leadership recognizes and addresses stakeholder concerns.

According to Root (2020), change is unavoidable, and for every business, things are changing more quickly now than they ever have. Organizational initiatives, a merger or acquisition, and a leadership turnover were frequently the causes of change leadership. According to Root (2020), it is a proactive approach to change management in which change is viewed as a chance for growth and improvement as opposed to a limited project. A new leader may develop a compelling vision and promote it for the benefit of the organization.

While this is going on, the leadership of change for the Indeed Editorial Team (2021) may concentrate on digital platforms, social media, health crisis response, technology, disaster response strategies, and training. In the contemporary educational environment, when schools were introducing various forms of distance learning delivery, these characteristics were very much relevant. This pandemic prompted or brought about changing leadership in several areas.

pandemic, online learning proves to be even more essential in supporting the teaching and learning process. However, engaging in an online course comes with some technological prerequisites including proficiency with technology as one of the key priorities.

Thus, the main objective of this study is to investigate the relationship between proficiency with technology and online learning expectations of graduate students in one state university in the Philippines. Specifically, the study intends to determine the extent of student-respondents perceived level of proficiency with technology and describe the perceived expectation level of the student-respondents in online learning aspects such as the course instructor, course content, social interaction and course navigation. Further, the study aims to determine whether a significant relationship exists between the level of proficiency with technology and the perceived expectation level of the student-respondents in online learning. From this, insights on online expectations of the graduate students could be better understood thereby aiding higher educational institutions in planning, designing and modifying online learning delivery with consideration on the students' level of proficiency with technology.

1.1 Theoretical Framework

It is determined which aspects are dependent and independent, with teacher job satisfaction as the dependent variable and elements of managing change and change leadership as the independent variables.

According to Akpoveta (2019), change leadership is the capacity to persuade and inspire people through personal advocacy, vision, and passion, as well as to gain access to resources that will aid in laying a solid foundation for change. The change was required as a result of the capacity to motivate others to take action and respond with vision and agility through times of expansion, upheaval, and even uncertainty. Leaders must be visionary and forward-thinking to successfully lead change, or they should set goals. In times of conflict or struggle, leaders must also be able to develop their followers.

According to Akpoveta (2019), to implement change, leaders must recognize and remove obstacles to avoid conflicts, as well as institutionalize rules that all group members must abide by. The Indeed Editorial Team (2021), which also stated that change leadership was a management style meant to emphasize the need for improvement and adaptation in an organization, further supported this explanation. Lewis (2016) emphasized the importance of communication, cooperation, creativity, vision, assessment, planning, adaptability, inspiration, and interpersonal competency when citing change leadership competencies. This group may not have been a part of the current study, but they were tied to one another and elaborated on the need for change leadership.

Clear communication, empathy instead of sympathy, working with the willing, and holding personnel accountable were all important aspects of managing change among leaders (Korth, 2021). Leaders must describe the need for change clearly to ensure clear communication. To bring about the desired changes, group leaders should assist members by listening sympathetically and helping them stay focused on the objective. Work with the willing refers to a leader imposing the changes he intended to make on individuals who were receptive before gradually introducing them to the rest of the workforce. For their teams to function more effectively, leaders need also instill a feeling of accountability in their workers. According to Clayton (2020), the key to success is involving stakeholders and building good relationships with them. This process entails five steps: identification, analysis, planning, execution, and evaluation.

The degree to which an employee feels motivated, content, and satisfied with their employment is referred to as work satisfaction or simply job satisfaction (MBA Skool Team, 2021). For teachers to perform to the best of their abilities

to help their school achieve its objectives, they must enjoy their work. They improved their efficiency and showed dedication to the company they worked for. According to Baluyos et al. (2019), teachers' satisfaction with their school principal's supervision methods led to greater performance. They also learned that the school head should oversee the teachers' welfare, as well as their working conditions. According to Toropova et al. (2019), teachers' happiness was influenced by their workload, students' cooperation, and their behavior. Khaliq (2018) added that salaries, perks, and advancements contribute to teachers' job satisfaction. The teacher claimed that when students were confident about the rewards they may receive and the possibility of future promotions, they were more motivated to perform.

According to Koutouzis and Malliara (2017), the leadership styles of teachers' school heads, as well as their decision-making abilities, have a significant impact on how satisfied they are at work. Change leadership is one of those decision-making skills. Maheshwari (2021) stated that principals' transformational and transactional leadership styles, as well as the changes they enacted, matter on the work happiness of their teachers, further demonstrating this.

1.2 Conceptual Framework

The research framework of this study is shown by illustrating the dependent and independent variables of the study.

The first box contains the independent variables which are connected to the change leadership attributes of the school heads. These attributes are the change leadership competencies and the elements of managing change. These two have their sub- variables that are all aligned with the independent variables. For change leadership competencies, it includes Goal Framing; Capacity Building; Defusing Resistance and Conflict; and Institutionalizing in which the respondents looked into their school leaders to give their reaction to this. Meanwhile, elements of managing change are composed also of sub-variables such as Engage Stakeholders and Build Strong Coalitions; Designing and Implementing a Plan; and Communicate Effectively throughout the Change Process. These independent variables will now be dictated by what happened to the dependent variables.

The second box is composed of the dependent variable which is the work satisfaction of the teachers. This is divided into six categories such as supervision; interpersonal relations; working conditions; salary and benefits; recognitions and responsibilities; and opportunities for promotion and growth. This part would be based on the personal perception and experiences of the teachers as they experienced a change in leadership.

All of these variables were thoroughly studied in this research. At first, they described based on the responses of the teachers using descriptive statistical treatment. Then, after that is the correlation of the variables with each other using inferential statistics. This was done to know whether there was a relationship between them or whether they affected each other either positively or negatively and what was the extent of the relationship they have.
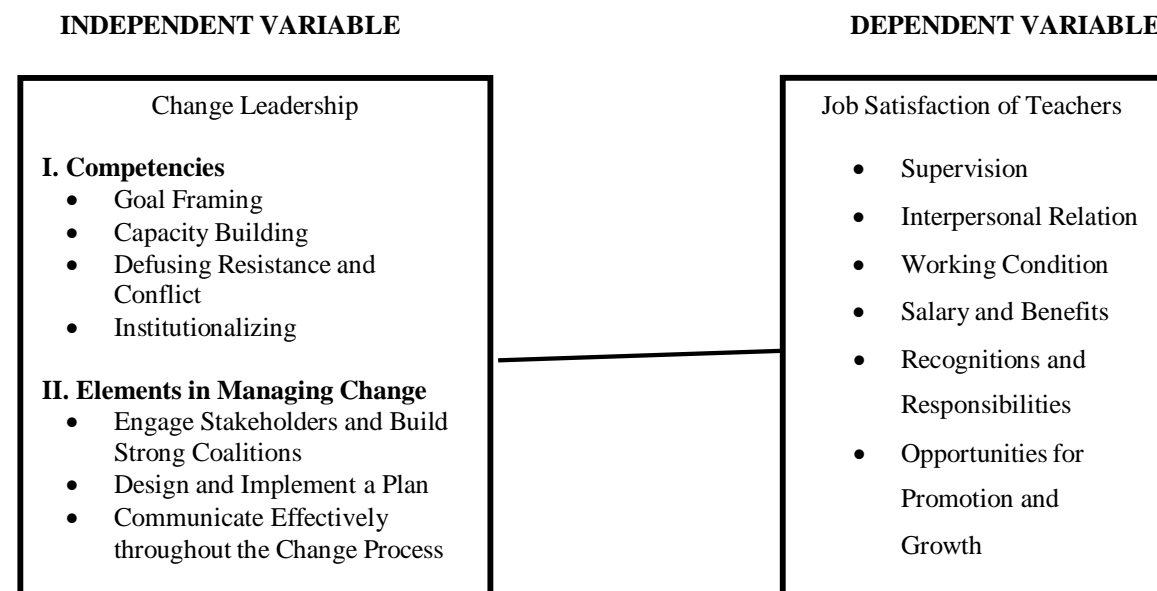
INDEPENDENT VARIABLE	DEPENDENT VARIABLE
Change Leadership **I. Competencies** • Goal Framing • Capacity Building • Defusing Resistance and Conflict • Institutionalizing **II. Elements in Managing Change** • Engage Stakeholders and Build Strong Coalitions • Design and Implement a Plan • Communicate Effectively throughout the Change Process	**Job Satisfaction of Teachers** • Supervision • Interpersonal Relation • Working Condition • Salary and Benefits • Recognitions and Responsibilities • Opportunities for Promotion and Growth

Figure1. Research Paradigm

1.3. Statement of the Problem

This study aims to find the relationship existing between the change leadership skills of the principal and the job satisfaction of the teachers in Lucena North District, Schools Division of Lucena City.

The general problem stated above led to the following specific research questions:

1. What is the competence level of the principals in change leadership in terms of:

1.1 goal framing;

1.2 capacity building;

1.3 defusing resistance and conflict; and

1.4 institutionalizing?

2. What is the perception of the teacher-respondents on the element of managing change as practiced by the principals in terms of:

2.1 engage stakeholders and build a strong coalition;

2.2 design and implement a plan; and

2.3 communicate effectively throughout the change process?

3. What is the level of job satisfaction of the teacher described in terms of:

3.1 supervision;

3.2 interpersonal relation;

3.3 working condition;

3.4 salary and benefits;

3.5 recognitions and responsibilities; and

3.6 opportunities for promotion and growth?

4. Is there a significant relationship between the change in leadership competencies and the job satisfaction among teachers?

5. Is there a significant relationship between the perception of elements in managing change and the job satisfaction of the teachers?

2. Literature Review

2.1 Change Leadership

The study's first variable is change leadership. Change was a challenging process, especially for a large firm, according to Battilana and Casciaro (2013). They claimed that research had demonstrated that employees have a natural tendency to oppose change attempts because they upset established power structures and methods of operation.

To change their workplaces, some leaders do succeed—often dramatically. These days, there are so many businesses thinking about turnarounds, restructurings, and strategic changes that it is crucial to comprehend what successful change agents do differently. We focused on companies whose size, complexity, and tradition made reforming them incredibly challenging in order to get that understanding.

Kotter (2012) described change leadership as the catalyst for change; it is characterized by urgency, vision, human empowerment, and opportunity seizing. The objective is to accelerate efficiency and make change happen more quickly and intelligently. Big-scale transformation is fueled by this process. According to Watkins et al. (2017), emotional intelligence competences are a must for every leader to succeed in reflecting on experiences, interpreting environmental cues, relating to followers, and creating connections. They said that the extent to which the leader can persuade the organization's members of the need for the change is a critical factor in determining the level of success in any circumstance involving change.

Gaubatz & Ensminger (2017) assert that even when members of an organization are comfortable with the status quo and so averse to the thought of change, a leader's communication skills are as vital to foster unhappiness with the status quo among those members. The change recipients experience dread, worry, and other unfavorable emotions throughout the first stage of the change process. At this stage of the transition process, the leader's social skills were essential for effectively communicating the shift to the workforce (Foltin & Keller, 2012).

According to Issah & Zimmerman (2016), in addition to having change leadership, leaders need to have emotional intelligence. These leaders are aware of the need for open communication and know how to foster it so that everyone who will be impacted by the change can contribute to the analysis of the organization's current condition and its future desired state.

Foltin & Keller (2012) even claimed that turmoil, individual insecurities, and psychological reactions to change are commonplace in organizational environments where change typically occurs. Therefore, capable leadership is essential for an organizational transformation to be effective. The leader's emotional intelligence is essential for efficient change management and facilitation. It enables managers to identify the capabilities required to build a winning team and the ability to overcome change resistance.

Issa (2018) came to the conclusion that in order to fully prepare future leaders to deliver effective leadership in the face of the problems posed by the twenty-first century, it is important to train them in the development of emotional intelligence. They need to be able to do this in order to lead change. If a leader is unwilling to adapt, they cannot expect others to change either. By acting as change agents and exhibiting adaptability, self-assurance, ingenuity, and initiative. Leaders that possess emotional intelligence show a readiness and capacity for change. By leading by such an example, leaders increase their followers' trust in them, which is essential for winning their support for suggested reforms. The emotional intelligence domains will enable executives to engage with workers, foster commitment, create collaborative partnerships, and raise staff satisfaction.

Four crucial abilities that school leaders need to have are listed under the change leadership competencies. Goal setting, capacity building, diffusing conflict and opposition, and institutionalizing are these.

Marsh (2022) claims that the goal- framing theory, which includes three parts: normative, hedonic, and gain, governs goal framing. Using the normative perspective, one prioritizes the group as a whole and what is beneficial for it when establishing goals. This person is devoted to assisting the company. A person is pursuing a hedonic goal when they seek to improve their existing circumstance. This individual loves to have fun and avoid tough responsibilities at work, where the emphasis is on the "now." Gain is sought after when an effort is made to improve the available resources. This person seeks to elevate their status or money at work.

Goals and objectives should be defined with great attention because they are the most important parts of a project proposal, according to Birt (2022). The purpose is typically established as the first stage in developing a proposal because it lays the foundation for the project. The method then moves on to defining objectives that would help in achieving the aim. Program managers shouldn't miss either of these steps since well-defined goals and objectives contribute to the creation of a strong proposal that has a decent chance of being funded.

He claims that there are five crucial factors to take into account when formulating a great goal. First, avoid writing an ambiguous purpose. Goal is a general statement, but that does not imply that the project goal should be as general. The second is that the aim should align with the problem statement because the goal of the proposal communicates to the reader your intention to address a specific issue, thus it must do so. Additionally, the goal should

be in line with the purpose and vision statements of your organization, be written in straightforward language, and only have one goal in a proposal

Additionally, Lindenberg (2022) outlined the focus of goal-framing, emphasizing how it concentrates on the function of social contexts in drawing attention to various overarching goals and influencing agents' cognitions, behaviors, and decision-making processes. Environmental behavior, corporate governance, social contagion, and adolescent behavior are all areas in which this is commonly used. Overarching objectives engage various categories of objectives, such as asking "what's in it for me? Rather than asking "what should I do in this situation?"

The three overall aims are generally all engaged to some extent, but only one of them is very prominent at any given time, according to Lindenberg (2022). The theory identifies the most crucial overarching goals, their dynamics, and the elements that make one or the other of these overarching goals particularly salient for a given person or group of people at a given time.

Building capacity is another ability a school leader needs to have in order to execute changes. The process of strengthening the skills, abilities, systems, and resources that communities and organizations need to survive, adapt, and thrive in a constantly changing environment is referred to as "capacity-building" by Handong Global University (2022). A key element of capacity building is change that is generated and maintained over time from within; this form of change goes beyond accomplishing tasks to modify mindsets and attitudes. The United Nations is devoted to internal change. Targets for capacity-building are included here, such as boosting technology and innovation in least developed nations and enhancing data gathering and monitoring for the actual SDGs. In particular, universities can act as hubs for capacity-building through research, innovation, and the gathering and analysis of data.

Slickace Admin (2019) mentioned that capacity building is defined as an organization's ability to effectively carry out its objective. It can also be defined as the plans or actions an organization implements to guarantee that it has the resources required for success. The steps needed to create capacity were also stated, including resource development, financial management (diversifying funding sources), organizational learning, leadership development, and other activities. To put it another way, capacity building is any series of actions that an organization does to increase its ability to effectively operate in a certain area. Slickace (2019) added that capacity building is crucial because it motivates nonprofit leadership to assess their propensity for success in a difficult environment.

Birla (2018) listed areas where an organization should concentrate on creating capacity. The first one is in the purpose and vision statement, where she claims that establishing the foundation of your business is the first step to developing and improving it. The second is structuring, whereby fixing issues relating to an organization's organizational structure can significantly strengthen it. The culture is another factor to take into account. More so than in typical firms, culture is essential to any company and a key component of capacity growth. It also emphasizes accounting, financial control, and auditing. Since finance is obviously essential to any NPO, it is crucial to include this sector in the workplace along with activities that create capacity. Workshops on accounting and finance will equip everyone in the organization with solid financial management skills. The final one is communication, where each group member should receive training in various forms of communication.

Regarding diffusing resistance and conflict, Ray (2018) noted that there will always be conflict in the workplace. It is unavoidable. It is not important that there is conflict; what is important is that managers have a plan in place to deal with it if it starts to affect the firm. While disagreement can be a creative catalyst that spurs team competition and increases productivity, it can also easily explode out of control and put an end to everything. He also offered ten solutions for resentment and disagreement among the group's members. The first is to define acceptable behavior, whereby you may lessen or even completely eliminate possible issues by establishing a standard of behavior in the workplace before there is even the slightest suggestion of a conflict. If you allow the team the ability to decide what is and isn't appropriate, they will define it.

Ray (2018) also stated that leaders should begin with a compliment when attempting to resolve a quarrel. Avoid starting a conversation with an accusatory tone when addressing the issue. Leaders should consider all arguments before reaching a conclusion based on the information available and the requirements of the current work. Therefore, start by complementing someone to make them feel at ease enough to speak. Another idea is to avoid making snap judgments. To be fair to all parties concerned, it's important to wait a bit before making any judgments. Even if you think the conflict is obvious, give everyone an opportunity to express themselves. study the pertinent history.

The remaining tactics listed by Ray (2018) are act decisively, offer counsel rather than answers, don't intimidate, think opportunistically rather than punitively, and offer criticism that is helpful.

Shonk (2022) has her own set of methods for resolving interpersonal conflicts. The first step is admitting that we all have skewed ideas of fairness. Because they quite literally can't leave their own heads, both sides in a fight tend to believe that they are correct and the other side is mistaken. Appraiser, to present their interpretation of the

facts. The second is to refrain from using threats and other inflammatory actions to raise the stakes. There are appropriate times and places for litigation, but making threats or other attention-grabbing statements like "take it or leave it" offers is frequently a bad idea. The third is getting past a "us versus them" mindset. Group ties foster loyalty and solid relationships, but they can also foster mistrust and animosity against those who belong to other groups.

Shonk (2022) also calls for a closer investigation of problems. Money seems to be at the center of many of our most serious disagreements, such as family battles over possessions and wage disputes in the workplace. Separate sacred concerns from fake sacred issues is the final step. When fundamental values that negotiators hold to be holy or unassailable, such as their ties to their families, religious convictions, political views, or personal moral code, are at stake, conflict management can become more difficult.

According to Herrity (2022), conflict resolution is a technique for opposing parties to settle their differences amicably. Most of the time, the mediator is impartial, but there are situations when the mediator is directly involved in the disagreement and needs an outside opinion to reach a resolution. She asserts that differences in personalities or viewpoints, unsolved problems from the past, a sense of competitiveness, inadequate communication, and uncertainty about roles and duties are the main causes of conflict at work.

Herrity (2022) also stated that resolving conflicts has other advantages, such as enhancing employee retention, fostering good relationships, maintaining morale, completing goals, and lowering stress.

The institutionalization of the plan consists of two parts: culture and structure, according to Strim Group (2020). According to them, discussions about values and principles as well as the employees' openness to change are part of business culture, culture of innovation, performance culture, and culture of engagement. Responsibility, implementation-related qualifications, skills, and knowledge, organizational structure, and managerial approaches (transformational management) are all covered under the issue of structure. In order to successfully implement a strategy, management is a key aspect, and in the best case scenario, it must provide clarity, motivation, purpose, and dedication to performance.

According to Plays-In-Business.com (2022), Process improvement revolves around the principle of institutionalization. When used to define a general objective or general practice, institutionalization implies that the procedure has become ingrained in how work is performed and that there is a company-wide commitment to implementing it regularly. Institutionalization, in their opinion, guarantees that process improvement is connected to business objectives, that processes will be carried out or managed consistently, that the processes will endure staff or leadership changes, that resources or infrastructure will be provided to support or improve the processes, and that historical data will be helpful to support future projects.

2.2 Elements of Managing Change

Element of managing change was the study's second variable. Schools are currently transitioning from being centers of production to organizational learning, according to Muttaqin (2016), who places an emphasis on student learning. There will be new ways of thinking about the role of education leaders as a result of this paradigm shift, which is anticipated to improve educational outcomes. He suggested five ways for leaders to follow in order to handle changes in the classroom. They were post-transformational, transactional, instructional, and transformational. They have a favorable impact on educational achievements, with the exception of laissez-faire. Due to its emphasis on teaching and learning, instructional leadership contributes most to student accomplishment. Therefore, transformational leadership is more appropriate for developing learning organizations and dealing with problems in the age of paradigm shifts. One must pose questions in transformational leadership that look for the sources of the enduring truths and the ultimate values of justice, equity, and human rights. It may be stated that leadership, particularly in the school-based management system, has a significant impact on enabling school reform and progress.

Al Bakri (2016) noted that one of the most significant measures of success and advancement in societies today is change process management. Since the management process is one that most school administrations struggle with, it is vital for them to make a significant change and consider all of the options on how to do so. The importance of change process management grows as new educational and learning trends emerge in the modern world. To implement change, however, the leadership must make deliberate, well-thought-out efforts to realize the desired outcomes. These initiatives include implementing an appropriate scientific employment policy of people and material resources, integrating technology into educational institutions, and inspiring employees to collaborate and participate in decision-making.

Furthermore, Al Bakri (2016) discovered in her research that successful and fruitful management of the change process can only be accomplished when job satisfaction is attained and teachers and parents are inspired and participating in the managing process. In order to attain globalization and fulfill our vision and goal for education, she

further emphasized the significance of adopting effective change process management techniques from all over the world.

Balyer (2012) conducted a qualitative research study to investigate the degree of transformational leadership behaviors displayed by school administrators in their day-to-day operations. This style of management and implementation of change was used. The study focused on four characteristics of transformational leadership: the idealized behavior of leaders and followers' perceptions of the leader; inspirational motivation, or how leaders inspire and motivate students; individualized consideration; and intellectual stimulation that would lead to original and creative approaches to problem-solving. According to the findings of his research, transformational leadership is useful for controlling change inside a company or, specifically, a school. Transformational leaders encouraged group decision-making and gave their staff the freedom to carry out their duties independently. The teachers were also more satisfied with their jobs as a result of this.

In addition, Lourmpas and Dakopoulou (2014) conducted research in a secondary school setting, which is similar to the setting of my study. They investigated whether Greek leaders in secondary schools had an impact on teachers' participation in cutting-edge educational initiatives. These initiatives tried to make the shift from solitary memorization to collective inventories. The analysis of the data revealed that principals in particular had an impact on the performance of the study's participants. The researchers stressed that school administrators should provide instructors more opportunities to encourage extrinsic motivation by praising them and awarding them credits and certificates. Principals must be aware of the basic requirements for instructors, including accommodations and the right tools. All of these were required to manage change in the setting of the school. Gokce (2009) looked at how principals acted during the transformation process. He was interested in learning how elementary school principals and teachers felt about the process of change and whether differences in viewpoints among leaders and teachers were influenced by factors such as gender, age, and educational attainment. The findings revealed that principals' and teachers' perceptions differed. Teachers expected more effective behavior from administrators, whereas administrators thought their behavior during the reform process was sufficient. The participants' individual factors, such as age, gender, educational attainment, societal values, the administrative structure of the educational system, and the administrative incompetence of the school head, contributed to the disparities in attitudes.

As part of managing and implementing change, Mohamed (2011) conducted a case study in a school using a mixed-methods approach to examine the effects of teacher inclusion in decision-making on school performance. He contrasted how two principals with diametrically opposed management philosophies affected student achievement and school performance. The study of the data revealed a considerable and favorable impact of teachers' inclusion on students' academic success as well as school performance. The results highlighted the link between teachers' performance and overall school performance, showing that the more teachers participated in decision-making in a useful, worthwhile, visible, and appreciated way, the better the school performance was and the more the idea of leadership in schools was reinforced.

Finding the center of agreement or a common goal helps with decision-making and ensures that stakeholders are investing in a worthwhile outcome. O'Brien and McQuillan (2017) made the following claim about involving stakeholders and building strong coalitions: "Effective engagement helps translate stakeholder needs into organizational goals and creates the basis for effective strategy development." Without internal alignment, it is actually difficult to create an effective plan or effect change.

Benefits of stakeholder engagement are also cited, including the opportunity for those who will influence or be affected by the results to express their opinions, increased organizational clarity and a shared vision among key influencers, and the ability to identify key stakeholders and understand their interactions with the organization. Stakeholders also bring people together to pool knowledge, experience, and expertise to co-create solutions, assist in forming valuable partnerships and new connections, identify competitive advantage strategies, and reduce risk levels within organizations while enhancing governance.

In contrast, Hendricks (2020) defines stakeholders as including all of a person's extended social networks, including their families, friends, coworkers, and political and media figures, as well as shareholders, suppliers, investors, government agencies, and regulatory bodies. These individuals can assist in making crucial decisions in organizations because they each have specific goals and objectives. According to Hendrick (2020), involving

stakeholders can aid in empowering individuals, bringing about lasting change, fostering relationships, improving organizational efficiency, and raising the likelihood of success.

Editorial Team (2020) stated in their design and implementation plan that the implementation plan uses organizational resources and creates a tactical plan to carry out the strategic objective. As a result, it is crucial to the accomplishment of your overall strategic goal. It makes no difference how well-thought out or foolproof your plan or approach is if you don't carry it out. They claimed that having a strategy gives everyone direction, fosters better cooperation, and boosts output.

Malsam (2022) provides the details of an implementation strategy. These include the project's goals and objectives, success criteria, scope statement, resource strategy, risk analysis, schedule for execution, and milestones for that implementation plan. He stated that while this is the best option, in practice it is determined by the organization and its leader. Team Roles & Responsibilities should be taken into account when building the plan.

Malsam (2022) offered additional advice on how to draft a plan. Interviewing stakeholders, important partners, customers, and team members can help with research and discovery so that the most important tasks can be identified and given the highest priority. Additionally, it's necessary to identify the actions required, assign responsibilities, and map out assumptions and risks.

Mills (2022) offers some advice on how to convey the change in an effective manner throughout the entire process. The first is that conveying change can be uncomfortable, and there is no ideal method to do so. Consider the audience you are addressing and strive to tailor your presentation to suit their needs. Consider what is changing precisely as well. Verify if the message is in line with the strategy of your organization. In order for your media and communications staff to be aware of the communications from a media viewpoint and how people within your company may respond, it is also necessary to ensure that there is a sign-off process.

Additionally, Mills suggests using a variety of channels and pathways for communication after you've given your team access to the information. The team's leader must make sure that they have numerous opportunity to voice their worries, pose inquiries, offer suggestions, and follow up with clarifications and updates. Always take into account the different viewpoints held by each organization member and strive to be as genuine as you can.

Meanwhile, Inscape (2017) noted that one-on-one talks are necessary when discussing change since people need to comprehend the shift. For people to accept change, leaders must also help them take responsibility for their actions. They must develop a personal picture of how the change will benefit them. Help them understand how the change might benefit them.

The importance of early participation in the process is emphasized by Inscape (2017) since it is difficult for people to adapt to change when they are caught off guard. As there are trainings required for a new set of rules that people must follow, it is also crucial to help people perceive change as a journey. Label the shift and avoid making it something that people are unable to describe. Give it a name so that people can understand one another's conversations about it.

Since change is a journey with numerous checkpoints to pass along the way, it is important to celebrate progress. As you move closer to fully integrating the change, you must acknowledge your progress in order to keep the process moving. Be responsible for the change is another point made by Inscape (2017). Not all change will be successful, and there is always a risk associated. Whatever happens, assume responsibility for the change and make sure   it   occurs.

2.3 *Teachers' Job* Satisfaction

The study's final variable was the teachers' level of job satisfaction. In order to ascertain the association between teaching performance and work satisfaction among DepEd Region XII teachers, Kadtong et al. (2017) assessed how well teachers performed in each of the seven areas of the competency-based performance appraisal system for teachers. It was also looked at how satisfied instructors were with their professions in ten different categories. They found that the majority of responders are women, married, master's degree holders, between the ages of 31 and 40, and have 11 to 15 years of experience. The review of the instructor's performance was mostly favorable. Teachers demonstrate a high degree of performance-related skills, abilities, initiative, and productivity, frequently exceeding criteria in many areas of teaching performance, according to the seven categories of the competency-based appraisal system for teachers.

Additionally, the majority of teachers report being relatively content with their jobs in terms of school policy, supervision, interpersonal relationships, chances for advancement and growth, working conditions, the actual work they do, achievement, recognition, and responsibility. This suggests that an educator who is content with their work is also effective. Additionally, if teachers are happy in their jobs, they will perform at a high level and keep it up. They came to the conclusion that DedEd Region XII teachers display exceptional levels of performance-related skills, abilities, initiative, and productivity, exceeding standards in a variety of teaching performance categories. Additionally, the teachers in that region were content with their work in terms of school policies, supervision, pay,

interpersonal relationships, opportunities for professional development, working conditions, the actual work itself, achievement, recognition, and responsibility, which suggested that a teacher who is content with their work is also carrying out one that is fruitful.

Researchers further advise that in order to improve teaching performance and job satisfaction and to promote efficiency and affectivity at work, there should be a balance between task- and people-oriented teaching. Teachers should also get constant supervision and mentoring. In order for teachers to be more satisfied with their jobs, the Department of Education should increase teacher salaries. More funds should be set aside for teacher pay. Third, to improve the teaching effectiveness and job satisfaction of teachers toward quality education, the Department of Education should develop policies, programs, and projects for basic education schools (Kadtong, et al., 2017).

Furthermore, according to Tim Klai (2016), wage satisfaction is a far more constrained construct than job satisfaction. Pay satisfaction, on the other hand, is a crucial factor that is connected to several highly significant organizational outcomes. For instance, some research points to a link between pay discontent and reduced job motivation and performance, increased absenteeism and attrition, and a rise in pay-related lawsuits and grievances.

Sharma (2010) notes that wage dissatisfaction does, in fact, cause some very significant organizational issues. Perhaps when determining faculty pay rates, institutions should look to the national market as opposed to localized statistics. In order to more closely resemble the national market pay rates for staff or teachers, universities in lower paying locations may want to increase their overall salary levels. The results demonstrated a correlation between greater total wage rates and better levels of pay satisfaction.

The promotion was another factor used to gauge teachers' job happiness. According to Labadia (2010), a promotion opportunity is a possibility to move up the hierarchy. The promotion was a further factor in determining how satisfied instructors were at their jobs. According to Labadia (2010), a promotion opportunity is a possibility to move up the hierarchy. If a teacher wants to perform a good job, he or she must stay current with developments in his or her field of expertise to avoid appearing out of date and uninspired.

Reading specialized books and journals, going to professional or work-related conferences at least once or twice a year, and enrolling in advance courses are three ways to stay up to date on developments in one's area of interest. According to Fullan (2019), job satisfaction aims to create a supportive learning environment for learners and working place for teachers in schools that encourages teachers to concentrate on teaching, supports their professional growth, and acknowledges their contributions to education in order to boost morale and competence.

Even the task itself can influence whether or not teachers are satisfied, according to Kadtong et al. (2017). This measured how much the job offered the employee interesting tasks, learning opportunities, and the possibility to take on responsibility. According to Maslow's hierarchy of needs, a company's ability to motivate its workforce depends on how well it can meet their needs. The need for fulfillment leads to satisfaction. An individual will experience job satisfaction from the component of their employment that typically satisfies higher order demands once their lower order requirements have been met. Higher order wants are frequently satisfied by aspects related to work's content. professional manner and acknowledges their commitment to schooling in boosting productivity and skill.

Employees will be more driven to perform their duties well if they have a sense of ownership over their work, according to Kadtong et al. (2017). Giving workers the autonomy and authority they need to complete their work can help them feel more responsible for the end outcome. Give people the chance to take on more responsibility as they advance in their careers. Administrators at the school take care to give teachers more work that is hard and important while also providing them more independence and authority.

Interpersonal relationships are another equally significant part of employment that impact teaching ability. Interpersonal relationships are fundamental to human relationships, according to Velmurugan (2016), who defines them as an integral component of every organization. According to her research, which she did at a Nigerian bank, it is more difficult to establish interpersonal relationships today than it was in the past. It's because employees now are more likely to resign than they were in the past. In the context of the teaching profession, this circumstance rarely occurs. Because instructors rarely leave their jobs after a given amount of time working, this is the case.

The result was improved interpersonal relationships. Velmuragan (2016) added that interactions between coworkers, managers, and employees at work today are characterized by interpersonal relationships. These

relationships are an inherent aspect of the workplace and are mostly positive and productive, but they can occasionally become a cause of conflict and annoyance.

As dimensions or factors influencing interpersonal relationships, Moolenaar, et al. (2012) used employee communication, team building initiatives, and the inception of social activities among employees in their study on the impact of employee relations on organizational performance of private universities in their country. They define communication as the removal of uncertainty, and communication is always taken into account in any business. It is crucial to every goal-oriented activity that both an organization and a person pursue. It's because communication allows group members to share ideas with one another.

As Majid (2017) concluded that the role of teachers are not only to convey knowledge, but interpersonal skills should be mastered to enhance social development of student and learning quality. Accordingly, this study is expected to provide guidance to the teacher education program in planning and implementing professional development efforts for teachers that emphasized the importance of interpersonal communication skills to enhance the quality and effectiveness of teaching.

According to Anonynous (2022), acceptance, in my opinion, is the key to convert momentary happiness to enduring happiness. It helps you move from feeling happy to actually being happy. Practicing acceptance prepares you to live in this changing world, where you never know what's going to happen next. Acceptance is like protecting yourself with your own shield. While for the Health News Team (2021), acceptance means fully acknowledging the facts of a situation and not fixating on how it shouldn't be that way. This mindset moves us away from often harsh judgement of ourselves and allows us to break away from thoughts of guilt or unfairness.

Mateo (2019) wrote an article saying that DepEd noted that the expansion of the scope of employee welfare is part of the 10-point agenda of Education Secretary Leonor Briones when she assumed post in 2016. DepEd stated that cognizant that the increased compensation and benefit are just one of the many improvements that the department is determined to provide, the secretary remains committed to promoting and improving the living and working conditions of both teaching and non-teaching personnel.

Mugoro (2014) studied about effects of transportation for students and teachers and the findings indicate that transportation system has significant effects on students' school attendance and also teachers. Some of them miss first periods in the morning, escape afternoon sessions as they try to get transport, skip school day due to lack of bus fare, beg for money and private cars assistance which put them into temptations and the traps of devils as well as harassment from bus operators.

Llego (2018) made a review about teacher's compensation and support act of 2018 which includes the development of quality standards for the review and authorization of the adjustment of public school teachers' salaries; the implementation of more reasonable working conditions; and the right to be free from compulsory administrative assignments outside of teaching duties stated in contracts, unless they are given just compensation. Cited also are free legal assistance, counseling services, an education subsidy for qualified and financially disadvantaged teachers who want to pursue further education; and more stringent measures on transfer to ensure the least disruption of classes during the school year.

Zarate (2015) cited that the big difference between the supposed-to-be teachers' salary and net takehome pay may be attributed to salary, many times to buy or spend on something even if the budget does not warrant. However, Saleem (2015) investigated the relationship between leadership philosophies and job satisfaction as well as if organizational politics might be a factor in influencing workers' job happiness. Teachers' comments were analyzed, and the findings showed that transformational leadership improved job satisfaction whereas transactional leadership decreased it. While transactional leaders refer to those who "on the part of satisfying their own self-interest practice control strategies to get subordinates to perform in the preferred way," transformational leaders mean those who "show confidence and respect in their employees, which would encourage those employees to be creative, innovative, productive, and more fulfilled."

3. Methodology

3.1 Research Design

This research employed as descriptive-correlational design of study. Descriptive research talks about a research that can be explained as statement of affair as they are present with the researcher having no control over the variable. Furthermore, it aims to identify, determine or describe what is the existing phenomenon which in this study was the change leadership of the school leaders.

The study is also an example of correlational research because as stated by McCombes (2019) this research design measures a relationship between two variables without the researcher controlling either of them. It aims to find out whether there is positive, negative or zero correlation. For this study, the variables that were correlated were the change leadership of the school heads and the work satisfaction of the teachers.

3.2 Respondents of the Study

The respondents of the study were teachers from public elementary schools in Lucena North District in which they were either occupying teacher 1 to 3 or master teacher 1 to 3 positions. They also came from all grade levels from kindergarten to grade six. In particular, they come from the six identified schools of the said district namely Camp Nakar ES, Elvira Razon Aranilla ES, Gulang Gulang ES, Kanlurang Mayao ES, Lucena North 1 ES and Zaballero ES.

The researcher chosen them as her respondents because they had wide- range of idea regarding the subject of the study and their responses would be sufficient to come up with as successful study.

Table 1. **Respondents of the Study by School**

School	Actual Number of Teachers	Number of Respondents	Percent
Camp Nakar ES	15	14	11.7
Elvira Razon Aranilla ES	45	17	14.2
Gulang Gulang ES	53	34	28.3
Kanlurang Mayao ES	35	24	20.0
Lucena North I ES	34	18	15.0
Zaballero Subd. ES	46	13	10.8
Total	**228**	**120**	**100.0**

Table 1 shows the distribution of the respondents according to the name of the school. It is shown that 34 (28.3%) of the respondents came from Gulang Gulang Elementary School, followed by Kanlurang Mayao Elementary School with 24 (20.0%) and the third school with largest number of respondents is Lucena North 1 Elementary School with 18 (15.0%). However, Zaballero Elementary School has the lowest number of respondents with only 13 (10.8%) despite the fact that they are second to the biggest school on the six identified schools in terms of numbers of teachers because being respondents is on voluntary basis.

3.3 Instrumentation and Data Collection

The instruments used in the study was a survey- questionnaire made by the researcher and validated by chosen individuals. The instrument was composed of three parts. The first part was about the change leadership competence of the school leaders in areas such as Goal Framing; Capacity Building; Defusing Resistance and Conflict; and Institutionalizing. The second part of the questionnaire was comprised of indicators about elements in managing change. It talked about how school head practiced these in areas like Engage Stakeholders and Build Strong Coalitions; Design and Implement a Plan; and Communicate Effectively throughout the Change Process. The last part of the research instrument is the work satisfaction of the teachers in terms of Supervision; Work Collaboration; Working Condition; Salary and Benefits; Responsibilities; and Opportunities for Promotion.

To finish this study, researcher undergone series of steps to make sure that objectives are achieved.

In gathering data, the researcher starts with the finalization of validated questionnaire and for the permission of top management of SDO- Quezon. Then, she come up with the final count of teacher- respondents for every elementary school in Lucena North District and prepared photocopy of the instrument and an online survey using Google Form. She accomplished all of these in one month. After that, she started with the distribution of her questionnaire on the identified. She showed the approval letter to the public schools' district supervisor and school head before asking the respondents to answer the questionnaires. She also disseminated the survey questionnaire online through the school head the six schools. Distribution and retrieval was done at the same period of time and for this step, she spent two weeks.

Then upon the completion of target respondents, she tallied the responses of the teachers. Then have the statistical treatment, tabulation and data analysis. Finally, is the drawing of conclusion and recommendation based on the results of the study were done.

3.4. Data Analysis

Descriptive statistics such as mean and standard deviations were used in this study. This is to describe the competence of the school head in change leadership, practice the elements in managing change and the job satisfaction of the teachers.

Meanwhile, to correlate dependent to independent variables, researcher utilized Pearson- r correlation.

4 Results and Discussion

This part imparts the results of the study arranged according to the problems identified.

4.1 Change Leadership Competence of the School Head

Table 2. The Change Leadership Competence of the School Head

Areas	Mean	SD	Interpretation
Goal Framing	4.18	0.29	Much Competent
Capacity Building	4. 23	0.30	Much Competent
Defusing Resistance and Conflict	4. 09	0.33	Much Competent
Institutionalizing	4. 09	0.31	Much Competent
Overall	**4.15**	**0.31**	**Much Competent**

Table 2 provides the overall mean for each of the area under change leadership competence. As shown, capacity building has the highest overall mean of 4.23. This means that principals know when and how to capacitate the teachers in the school wherein they are newly assigned. As defined, capacity building is improving effectiveness (Candid Learning) of an organization so the overall results implies that school principal will able to enhance the effectiveness of school processes and helped other stakeholders to be more productive too for the success of the school in general. Principals able strengthen the skills, instinct, abilities, processes and resources of the organization or school like what Handong Global University (2022) stated and the reason why there is a need for this is to deliver the service expected to them. Also, for the school to achieve their mission effectively just like what Slikace Admin (2019) mentioned.

This is followed by goal framing with mean of 4.18 interpreted as much competent. This implies that means that principals possess competence in formulating visions and missions of the school and they know how to put these to goals and into plans. Since, goal framing is considered as the first step in making proposals and putting projects into reality. This was agreed upon by Birt (2022) saying that a school leader needs to possess competence in goal framing because this will help them to come up with projects and programs that are needed by the school or even in other organizations. Also, Lindenberg (2022) mentioned that goal- framing is one of the roles of a leader in social context.

Meanwhile, defusing resistance and conflict and institutionalizing has mean of 4.09 also interpreted as Much Competent. This result simply means that principal knows how to resolve conflict among teachers and are easy to deal with that is why resistance from teachers from the changes made in very minimal just like the definition stated defusing is the process of removing something while resistance is refusal and conflict is serious disagreement among members of the group. Principals are capable of doing these or they have the ability to avoid resistance and conflict to happen in the school where they need to implement change leadership which is commonly existing in any working environment just like what Ray (2018) wrote. This may mean that principal possesses competence in introducing their selves in the entire school and even in the community. They are respected and know their place in the society in and out of the school just like what Cambridge Dictionary has stated. Principals have the ability to stand in front of the stakeholders and impart their purpose, goals and objectives for the school even they are just newly assigned school head to one school.

4.2 Level of Practice of Elements in Managing Change

Table 3. The Level of Practice of the School Head in Elements in Managing Change

Areas	Mean	SD	Interpretation
Engage Stakeholders and Build Strong Coalition	4. 17	0.33	Often Practiced
Design and Implement a Plan	4. 20	0.26	Often Practiced
Communicate Effectively throughout the Change Process	4. 15	0.32	Often Practiced
Overall	**4.17**	**0.30**	**Often Practiced**

Table 3 presents the overall means of the three identified areas under elements in managing change wherein the overall mean is 4.14 with standard deviation of 0.30 interpreted as Often Practiced.

Design and implement a plan had the highest mean of 4.20 with verbal interpretation of Often Practiced. With this result, it means that formulating a plan is part of principal's leadership practices and they also make sure that plan is followed in implementation. In designing a plan, they analyze the situation before formulating a plan and make competitive strategies for the implementation of the program as cited by Market Links (2022). Malsam (2022) mentioned that in planning there is needed to Interview stakeholders, important partners, customers, and team members can help with research and discovery so that the most important tasks can be identified and given the highest priority.

The next **is** Engage Stakeholders and Build Strong Coalition with mean of 4.17 interpreted as Often Practiced. It shows that principal practiced communicating with the stakeholders to build good relationship with them because through this they will be able to gain the support of community people and other stakeholders. As the definition said, engaging stakeholders and building coalition involves agreement between two parties and is needed to achieve common goals.

Last is communicate effectively throughout the change process with mean of 4.15 verbally interpreted as Often Practiced too. With this level of practice, it means that teachers observed that the principal possesses abilities in telling the school community, the learners, parents and other stakeholders the changes they want to do in school in a way that they were heard and understood. School head imparted the possible changes in detail to make it clear to everyone. This is the same with the idea of Coursera (2022) that communicating change process involved changing thoughts, opinion, knowledge and facts. As Jordev (2016) suggested ways on how principal will communicate changes in school to the school community.

4.3 Job Satisfaction of the Teachers

Table 4 shows the overall mean of each of the area in teachers' job satisfaction in which the overall mean is 4.12 and standard deviation is 0.34. As shown on the table, the area with the highest mean is working condition with 4.24 interpreted as Much Satisfied. Working condition is dictated by the environment in which one works including its

cleanliness, lighting and equipment. Based on the overall ratings given by the teachers, it seems that they are glad about their working conditions on their school assignments. They are satisfied with the ambiance and with the safety it gives them. As Fullan (2019) stated that school should not only focus on providing better learning environment for students but also a good working environment for teachers so that they will be effective in their job.

Table 4. The Job Satisfaction of the Teachers

Areas	Mean	SD	Interpretation
Supervision	4. 20	0.28	Much Satisfied
Interpersonal Relationship	4.22	0.33	Much Satisfied
Working Condition	4.24	0.38	Much Satisfied
Salary and Benefits	3.72	0.39	Much Satisfied
Recognitions and Responsibilities	4.14	0.34	Much Satisfied
Opportunities for Promotion and Growth	4.18	0.36	Much Satisfied
Overall	**4.12**	**0.34**	Much Satisfied

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It is followed by interpersonal relationships with mean of 4.22 also interpreted as Much Satisfied which implies that teachers are happy and contented with their relationship with their co workers including co teachers and school head and even with the parents of their pupils. The way they connect, communicate and understand the people around them on their job is on better level as related to the definition of Harrapa (2020). As Majid (2017) concluded teachers are not only to convey knowledge, but interpersonal skills should be mastered to enhance social development of student and learning quality.

Meanwhile, the area with lowest mean are salary and benefits; and recognitions and responsibilities with mean of 3.72 and 4.14 both were interpreted as Much Satisfied. **Salary** and benefits are defined as monetary or cash benefits for work exerted or for exemplary performance as given by Law Insider Dictionary and with the result given, it somehow shows that teachers are satisfied but as compared with other areas in this study, it seems that salary and benefits bring the lowest satisfaction to them. It is because teachers believe that the salary and benefits they are receiving are not enough to live in a decent life with the continuous increase in the price or commodities. Llego (2022) mentioned about Teacher's Compensation and Support Act of 2018 which will help teachers to have salary increase and receive other monetary benefits. The mean for recognitions and responsibilities means that teachers are satisfied with the awards and recognition they received because of the effort they exerted. Also, they wanted the responsibilities given to them including coordinatorships in various areas aside from their job as classroom teachers. Recognition means something given that is legal or in an agreement and it could also be awards because of distinctive accomplishments and in teaching career receiving recognitions and awards is very important. Aside from the glamour, it can also be used in promotion. While responsibilities have something to do with one job, this are the duties given to them and for us teachers aside from teaching our pupils, we have other ancillary responsibilities in school and this responsibilities will help us in receiving recognitions too. As Kadtong, et.al (2017) concluded, teachers became more productive on their job if they feel that responsibility is given to them.

4.4. The Significant Relationship Between Change Leadership Competence of the School Heads and *Teachers'* Job Satisfaction
Table 5. The Significant Relationship Between Change Leadership of the School Heads and Teachers' Job Satisfaction

Competencies	Job Satisfaction of Teachers					
	Supervision	Interpersonal Relation	Working Condition	Salary and Benefits	Recognitions and Responsibilities	Opportunities for Promotion and Growth
Goal Framing	.860**	.787**	.596**	.510**	.738**	.854**
Capacity Building	.849**	.755**	.624**	.464**	.714**	.839**
Defusing Resistance and Conflict	.846**	.783**	.594**	.451**	.691**	.825**
Institutionalizing	.859**	.762**	.608**	.455**	.676**	.844**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 imparts the statistical correlation done to identify if there is significant relationship existing between change leadership competencies of the principal and job satisfaction of teachers. As shown in the table, the highest correlation are between goal framing and supervision with correlation coefficient of 0.860; followed by institutionalizing and supervision with correlation value of 0.859; and goal framing and opportunities for promotion and growth with correlation coefficient of 0.854. All of these values show significant positive correlation at 0.01 level of significance. As for the variables with lowest correlation values, these are capacity building and salary and benefits with correlation value of 0.464; next is institutionalizing and salary and benefits also with value of 0.455; and the one with the least correlation value of 0.451 is defusing resistance and conflict with salary and benefits too. Just like those with the highest level of correlations, the values of correlation for the three cited paired of variables show significant positive correlation too at 0.01 level of significance.

With the results mentioned above, it means that all of the areas under change leadership competence of the school head and job satisfaction of the teachers are significantly correlated with each other and in positive way with emphasis on supervision for teachers' job satisfaction since it has the highest correlation on the change leadership competence of the school head while for school head's change leadership competence, it is goal framing who has greater correlation with job satisfaction of the teachers. Even though, correlation values are significant and positive, but it can be seen that lowest values of correlation are all with salary and benefits for teacher's job satisfaction to any areas on change leadership competence. It seems that there is something unusual for this matter. Teachers might not be satisfied with the amount of salary and benefits because they monthly net take home pay is far from their real salary as Zarate (2015) mentioned and also there are delays and insufficiency on other monetary benefits they are receiving. So, even if they thought their school heads possess the competence in change leadership, still the correlation with salary and benefits are the lowest among the others. Positive correlation implies that as level of competence of school head improves the job satisfaction of teachers level up and when one variable lowered the other one will level down too.

But in general, it is evident that there is significant relationship between change leadership competence of the school principal and the job satisfaction of the teachers. That is a good indicator of better performance of both teachers and school heads that will result to more productivity of the school they are rendering their service.

4.5. The Significant Relationship Between Level of Practice of the School Heads in Elements in Managing Change *and Teachers'* Job Satisfaction

Table 6. The Significant Relationship Between Level of Practice of the School Heads in Elements in Managing Change and Teachers' Job Satisfaction

Elements in Managing Change	Job Satisfaction of Teachers					
	Supervision	Interpersonal Relation	Working Condition	Salary and Benefits	Recognitions and Responsibilities	Opportunities for Promotion and Growth
Engage Stakeholders and Build Strong Coalitions	.867**	.849**	.578**	.441**	.703**	.830**
Design and Implement a Plan	.905**	.857**	.598**	.463**	.730**	.856**
Communicate Effectively throughout the Change Process	.893**	.892**	.647**	.491**	.741**	.883**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 reflects the results of the correlation done between elements in managing change and job satisfaction of the teachers. As shown in the table, the areas with highest correlation are design and implement a plan and supervision with correlation value of 0.905; this is followed by communicate effectively throughout the change process and interpersonal relationship with value of 0.892; and with supervision with correlation coefficient of 0.893. Meanwhile, the areas with the lowest value of correlation coefficient are salary and benefits and engage stakeholders and build strong coalitions with 0.441; salary and benefits with design and implement a plan with value of 0.463; and salary and benefits with communicate effectively throughout the change process with coefficient value of 0.491. With all the correlation coefficient values given on the table, from highest to lowest value, they showed positive significant correlation at 0.01 level of significance. It can be said that level of practiced in elements in managing change has significant relationship with the job satisfaction of the teachers.

The results above imply that the way the principal practiced elements in managing change affects the satisfaction of the teacher on their job with stressed on supervision for teachers' job satisfaction. It can be seen on the table that it supervision has the highest values of correlation with all areas of elements of managing change. However, salary and benefits remains to be at the lowest value of correlations which implies that teachers do have issues regarding on this area. They might be satisfied but there might be a gap that is needed to be fulfilled. The reason for this is because teachers are asking for higher amount of salary and benefits because they are saying that what they earned at present is insufficient for them to live in a decent lives although Mateo (2019) cited that Department of Education is doing there part to give teachers higher salary. Also, they are asking for additional amount for instructional materials because five thousand pesos is not enough to buy all the materials needed for school year.

5.SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the overall findings given based on the statement of the problem. Then the conclusions are drawn from the findings and recommendations based on the conclusions.

Summary of Findings

Based on the tabulated results of statistically treated data, the researcher comes up with this summing up of findings:

The principal is Much Competent in Change Leadership Competencies wherein the area with the highest overall mean is capacity building with 4.23 focusing on regular conduct of school learning action cell; followed by goal framing with a mean of 4.18 with emphasis on formulating goals that followed SMART ideas; defusing resistance and conflict has overall mean of 4.09 centers on having GAD activities at least once a year; and lastly is the institutionalizing with mean of 4.09 mentioning that school heads are not politically inclined to any parties.

The teacher-respondents perceived that school principals Often Practiced different elements in managing change topped by designing and implementing a plan with a mean of 4.20, especially in creating a planning team composed of internal and external stakeholders; next is engaging stakeholders and building strong coalitions with an overall mean of 4.17 saying that mission and vision statement should be adaptive to stakeholders; the last one communicates effectively throughout the change process with mean of 4.15 wherein there is regular parents and teachers conference wherein there is a need to discuss the effects of the changes made on school policies and programs.

The teachers are Much Satisfied with their job with the highest level of interpersonal relationships and working conditions having an overall mean of 4.22 emphasizing the acceptance they felt from other members of the organization and school being accessible to any kind of transportation; the next in rank is supervision with mean of 4.20 wherein school head checks lesson plan and provide technical assistance; this is followed by opportunities for promotion and growth with overall mean of 4.18; recognitions and responsibilities with mean of 4.14 and teachers like the fact that they are responsible for the welfare of the learners and being part of their future; the last is salary and benefits with overall mean of 3.72 stating that they like the idea that teachers' salary and benefits give them prestige.

The relationship between the change leadership competence of the principal and the job satisfaction of the teachers is shown by the correlation values that range from 0.451 to 0.860 which are all significant at 0.01 level of significance. The highest correlations are between goal framing and supervision with a correlation coefficient of 0.860; and institutionalizing and supervision with a correlation value of 0.859, however, defusing resistance and conflict with salary and benefits had the lowest correlation value of 0.451; followed by institutionalizing with salary and benefits also with value of 0.455.

For the test of a significant relationship between the level of practice in elements of managing change and teachers' job satisfaction, the computed correlation values range from 0.441 to 0.905 which are all significant at 0.01 level of significance. The areas with the highest values of correlations are designed and implement a plan paired with supervision; and communicate effectively throughout the change process and supervision with correlation coefficients of 0.905 and 0.893, while the lowest correlations are between engaging stakeholders and building strong coalition and salary and benefits; and design and implement a plan with salary and benefits too with values of 0.441 and 0.463.

Conclusions

Based on the summarized findings, the researcher formulated the following conclusions.

1. There is a significant relationship existing between the principals' change leadership competence and teachers' job satisfaction and the correlation is positive which means that as the competence of the principal improves, the job satisfaction of the teachers raised and vice versa, thus, the hypothesis is **not sustained.**

2. There is a significant relationship between the level of practice in elements of managing change and teachers' job satisfaction. The correlation existing between these two variables is positive which means that the more frequently the school heads practiced elements in managing change, the more the teachers become satisfied with their job, thus, the hypothesis is **not sustained.**

Recommendations

Based on the conclusions drawn, the researcher proposed the following recommendation:

1. The principal may continue enhancing their change leadership competence by attending seminars and then plan for implementation on how they are going to use the learnings they have got from various training especially those sponsored by the National Educators Academy of the Philippines and other DepEd accredited organizations. They may also continue their post-graduate studies.

2 .Even if they already practiced various elements of managing change, they may try to make it more frequent than the way they are practicing it at present. Also, they may conduct root cause analysis to know which areas in managing change they need to prioritize but do not forget the others.

3 .Teachers may improve their finances, acquire knowledge about financial management and plan and manage their finances. The problem is not on the actual amount of salary of the teachers but it is on the loans that they have to pay every month. Department of Education may ensure that the benefits they give to the teachers are sufficient enough for one school year, particularly the allowance for instructional materials.

4. Lucena North District may formulate a plan that will enhance the change leadership competence of the school head for them to be more competent and productive and for the benefit of the school they are leading.

Lucena North District may hold a District LAC Session wherein attendees are the school heads for continuous improvement of practice in managing changes. Through LAC sessions, there can be sharing and benchmarking of best practices.

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