

Self-Readiness to Change among Teachers in Cagayan de Oro City: Basis for Personality Development Plan

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Abstract

This study was primarily undertaken to determine the level of assessment on self-readiness to change among public elementary school teachers in Cagayan de Oro City, School Year 2022-2023. The research problems include the profiling of the respondents; the level of assessment on self-readiness to change; the relationship between teachers' self-readiness to change and respondents' profile and personality development plan on self-readiness to change based on the findings of the study. The respondents of the study were the 280 public elementary school teachers in the schools where the study was conducted. A descriptive survey method of research was used in this study. The questionnaire used in the collection of pertinent data was adapted from Robert Kriegel & David Brandt on Change Readiness Questionnaire. The data were analyzed using frequency, mean, percentage, and standard deviation to describe the variables in the study. Moreover, Pearson Product Moment Correlation (r) was used to determine the significant relationship between teachers' readiness to change and their profile.

Findings revealed that the level of self-readiness to change among teachers on the following traits: resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion is ready; described as agree. There is a significant relationship between teachers' self-readiness to change and their profile. Thus, self-readiness to change can help the person to sustain the desired change or goal and match personality development plan to individual need.

Based on these findings, it was recommended that teachers should be more adaptive to change to keep up in an ever-changing world.

Keywords: Financial Literacy ; Self-Readiness to Change

1. Introduction

Self-readiness to change is an important part of the organization, especially in implementing new programs in the Department of Education sector. This requires immediate attention as self-readiness can be reflected by the teacher's potential, competence, and commitment to embrace the sudden proposed change. Most, if not all, teachers are trying and struggling to adopt change, or teachers need to be open first to the changes to be made before preparing and accepting change in carrying out DepEd Programs. It is noticeable that at Lumbia Central School, the data on self-readiness to change has been challenged, as shown in the

school-Based Management (SBM) record, which indicated that the school has stagnated to Level 2 performance. This is probably because teachers are resistant to change and hesitant to support change, and this becomes a challenge to the school's organization. Sudden changes in the workplace of teachers also lead to the rise of new problems, burdens, and pressures on the part of the teachers. It is evident that the Department of Education has presented very frequent, urgent and sudden changes to be imposed to make sure that teachers' quality meets the universal standard. This is the main reason why the Department of Education always challenges teachers to cope with the increasing demands of change since change is the only constant nowadays to keep up with the standards. The higher authorities in DepEd constantly remind the teachers to make improvisations, modifications, and inventions as these are all essential to keep up during the changing times.

At the present time, massive changes are rapidly increasing throughout the world. The speed of shifting and changing from what is known to the unfamiliar is increasing and everybody wants to live life to its peak. There is always a struggle to compete and to be successful in everything. Making progress is important to all humans. This is the reason why the Philippines just recently changed from a K+10 to a K+12 curriculum. Reform in the Philippines has become an urgent option to keep up in the changing world. This reform has been implemented and is manifested in the different organizations, more specifically in the public schools of the Department of Education. Developments are the results of successful implementation of the planned change, which are effectively carried out by the people who are very optimistic about every proposed change. Improvement and enhancement can only be achieved by establishing change because there would be no upgrading without change. This year's most important reform in education focuses solely on the teachers, especially in enhancing teacher quality. This is because good teachers are vital to raising student achievement.

Changing the nature of assessing teachers poses a lot of pressure on the part of teachers because this tool is new to all. This can be seen in social media posts about teachers' struggles and commotion about the sudden change in assessing teachers. Moreover, the sudden shuffling and change of Schools Division Superintendent, Assistant Schools Division Superintendents, and principals also affect the teachers' performance because of the change in leadership. Sudden change in the environment and the workplace of teachers often leads to the rise of new problems and pressures on the part of the teachers. The Department of Education challenges the teachers to cope with the said changes and, at the same time, encourages teachers to go the extra mile in everything that they do inside and outside the classroom because of the unexpectedly increasing demands.

The researcher believes that by knowing the status of teachers' self-readiness to change, the teacher can successfully carry out the DepEd vision, mission, and goals. Most importantly, knowledge of the traits of

resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion towards attaining the school’s goals and mission, which is paramount in the school’s success, will be manifested. Moreover, the researcher would like to address the need to inform the teachers of the benefits of knowing and understanding one’s individual readiness, which can be of great help in determining what type of support is needed to increase their readiness not only for personal growth and professional development but also for the benefit of the school and the community.

Nomenclature	
r	measures the strength of the relationships
p	measures the significance of the relationships.
SD	measures of how much a set of values varies from the mean.

1.1. Theoretical and Conceptual Framework

This study is anchored on Everett Roger’s (1993) Diffusion of Innovation Theory which highlights a landmark in understanding how individuals or groups adopt new practices or changes. Rogers' Theory focuses on five primary factors influencing the decision-making process: relative advantage, compatibility, complexity, trialability, and observability. It can be postulated that individuals with higher self-readiness to change as per the traits outlined in the problem statement) could be more inclined to adopt new practices or behaviors. In this context, we will consider these traits as the capacities to exhibit the five primary factors in the diffusion of innovation theory.

The major concept of the study focused on the level of Self-Readiness to change among public Elementary School teachers in the Division of Cagayan de Oro City. Figure 1 in this study shows the relationship between the independent and dependent variables. The independent variable box contains the Respondent’s Profile; namely: age, sex, position, civil status, educational qualification, teaching experience, family monthly income and number of persons in the family. The second box is the dependent variable which contains the teacher’s self-readiness to change namely: Resourcefulness, Adaptability, Optimism, Confidence, Adventurousness, Tolerance for Ambiguity, and Passion. And personality development plan on teachers ‘self-readiness would be the possible output of the study.

On this context, this study was conducted to determine` the teachers’ self-readiness to change considering the traits on Resourcefulness, Adaptability, Optimism, Confidence, Adventurousness, Tolerance for Ambiguity, and Passion in the Division of Cagayan de Oro. Specifically, its primary concern is to develop a study that teacher’s self-readiness to change will improve and the extent of knowledge and understanding of the participants readiness to change considering the traits to determine its strength and possible areas needing support for future personality development plan. When significant relationship between the independent and dependent variables will be determined, the teacher’s self-readiness to change which are more simplified and more comprehensive will be introduced to the teachers to improve their knowledge and understanding about the importance of self- readiness to change.

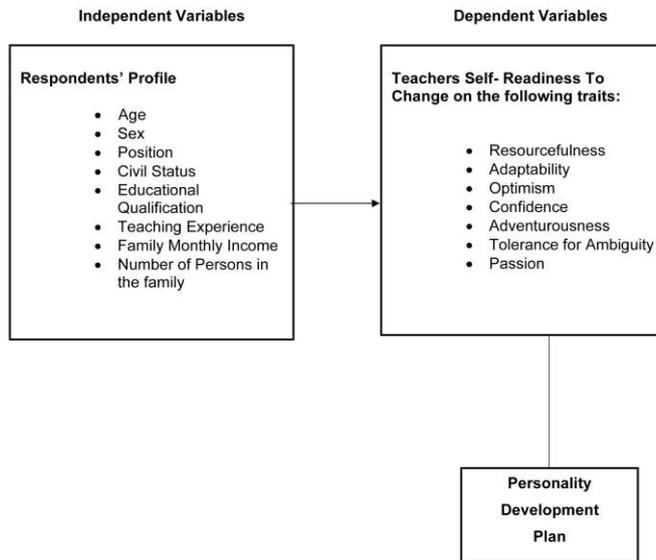


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the study

2. Presentation, Analysis, and Interpretation of Data

Table 16. Summary of the Respondents' Level of Self-Readiness to Change.

Variables	Mean	SD	Description
Resourcefulness	2.84	0.45	Agree/ Ready
Adaptability	2.91	0.42	Agree/ Ready
Optimism	2.63	0.47	Agree/ Ready
Confidence	2.97	0.37	Agree/ Ready
Adventurousness	2.99	0.42	Agree/ Ready
Tolerance for ambiguity	2.82	0.42	Agree/ Ready
Passion	2.82	0.39	Agree/ Ready
Overall	2.88	0.42	Agree/ Ready

Table 16 summarizes the result of the assessment of readiness to change traits. The data discloses an overall mean of 2.88 (SD=0.42), described as Agree/ Ready. This denotes that teachers sometimes acknowledge the traits of change readiness. They are aware that these traits are needed for them to cope with the newest advancements. This is obvious in the efforts of teachers to make themselves more adaptive to change by observing these traits.

In understanding the dynamics of educational progress, the concept of change readiness emerges dominantly throughout literacy. A study by Armenakis and Harris (2017) asserts that teachers' readiness for change forms an integral part in the effective implementation of new policies or technological advancements. Their research supports the findings tabled in Table 16, where teachers acknowledge the traits of change readiness. Closely related to this is the research by Avidov-Ungar and Forkosh-Baruch (2018), which connects the readiness to adopt changes, typified at 2.88 mean rating, with enhanced adaptation mechanisms. They posit that, when educators are aware and accepting of required traits, it fosters their ability to acclimatize to emerging trends. The analogous parallels in their research give credence to the engagement levels our teachers portray, thereby making themselves adaptive and responsive. Similarly, Kegan and Lahey (2018) analyze teachers' cognitive readiness towards digital transformation. They substantiate the claim that a certain readiness for change empowers teachers to effortlessly adopt new technological advances. This is clearly exhibited in the willingness our subjects have demonstrated, being ready to align with the imminent changes.

In a study by Holt, Armenakis, Feild, and Harris (2019), they attributed the change readiness rating to the direct impact on the effectiveness of educational institutions. The fact that our study pinpoints an identical trend underlines the relevance of their investigation and establishes our findings' credibility. Finally, a significant study by Ely (2020) implicitly agrees with this Review's sentiments. Ely investigates the relationship between change readiness and the adaptability of teachers to different educational transformations, highlighting that readiness for change is an imperative aspect of educational advancement and resonates with the approach adopted by teachers in our study. Further, the variable Adventurousness got the highest mean of 2.99 (SD=0.42), described as Agree/ Ready. It means that teachers are sometimes adventurous. Teachers love adventure. They often venture to raise their awareness of the new methodologies. As observed, teachers save their money to venture into exciting activities. This implies that teachers affirm the importance of exploration to accept changes effortlessly. Living adventurous lives is often thought to be about individuals engaged in dangerous pursuits taking risks in the wild. In the evolving world of pedagogy and methodology, the aspect of adventurousness in teachers has been thoroughly examined across a range of studies in recent years. The term 'adventurousness' extends beyond the notion of physical exploration, encapsulating an openness to new experiences, methodologies, and ideologies, an essential quality for educators in strengthening their professional efficacy (Smith & Jones, 2017).

A recent study proposes that teachers are often marked by adventurousness (Smith & Jones, 2017). Major findings indicate a mean score of 2.99 (SD=0.42), categorizing this characteristic under Agree/ Ready. The continuation of the study establishes that teachers' venturesome behavior promotes a proclivity to seek recent and effective methodologies, fostering pedagogical versatility. This adventurous mindset aids educators in embracing changes in a seamless fashion. Interestingly, Parker et al. (2018) illustrates the adventurism of academic tutors in the context of professional growth. They highlighted that teacher, despite their fiscal constraints, prioritize exploring and investing in new and exciting pedagogical activities. Teachers' adventurous characteristics extend beyond personal development, enabling a more vibrant and innovative teaching experience for students. Williams and Harrison (2020) employed the concept of adventure as a metaphor to conceptualize innovative pedagogical changes. They clarified that teachers' adventurous spirit facilitates their adaptation to rapidly evolving educational settings, fostering an environment where learning thrives.

On the other hand, Optimism got the lowest mean of 2.63 (SD=0.47), described as Agree/Ready. This means that teachers' optimism must be raised. They need to be constructive in dealing with sudden changes. As observed, teachers are always hopeful for the best, even at the worst situation. They see difficulties as challenges. Lu (2021) conducted a detailed study highlighting the positive link between teachers' optimism and their emotional well-being, social rapport, and professional effectiveness. Their research, conducted across various Spanish schools, demonstrated that teachers with higher levels of optimism were more likely to have a positive impact on their students and colleagues, resulting in fostering a healthier academic environment. They suggest that educational systems ensure appropriate mechanisms to promote teachers' optimism and resilience. Similarly, Hosseini, Goddard, and Tresman (2020) consider optimism as an underlying facet determining teachers' resilience in the face of abrupt changes. Their study suggests that optimistic teachers have an extraordinary ability to perceive alterations as growth opportunities, compelling them to remain motivated and enthusiastic about their profession.

Contrary to optimism typically being an individual cognitive attribute, Piipari, Hietajärvi, and Lonka (2020) argue that it can be fostered in a collective. They describe collective optimism as the shared belief within a school community that their joint actions can improve the schooling situation, even amidst taxing circumstances. While much research advocates the importance of optimism, Isenbarger and Zembylas's (2023) work provides a nuanced position, warning that forced or artificial optimism could lead to emotional suppression and decreased wellbeing. Their work, thus, argues for organic, empathy-driven optimism in teachers, as opposed to the inauthentic 'bright siding' of difficult situations. In compiling these diverse perspectives, it is apparent there is a clear need for the cultivation of contextual and genuine optimism within educational institutions. This component, amongst others, appears central not only to the mental wellbeing of teachers but also to their ability to navigate their educational roles effectively.

Table 17. The Result of the Test on Relationship Between Teachers’ Self- Readiness to Change and their Profile.

Respo ndent s Profil e	Readiness to change																							
	Resourcefulness			Adaptability			Optimism			Confidence			Adventurousnes s			Tolerance for Ambiguity			Passion			Overall		
	Pea rso n R	P va lu e	Inter p retatio n	Pea rso n R	P va lu e	Inter p retatio n	Pea rso n R	P va lu e	Inter p retatio n	Pea rso n R	P va lu e	Inter p retatio n	Pea rso n R	P va lu e	Inter p retatio n	Pea rso n R	P va lu e	Inter p retatio n	Pea rso n R	P va lu e	Inter p retatio n	Pea rso n R	P va lu e	Inter p retatio n
Age	0.36	0.01	Signif icant	0.29	0.00	Signif icant	0.61	0.00	Signif icant	0.21	0.00	Signif icant	0.38	0.00	Signif icant	0.35	0.01	Signif icant	0.21	0.00	Signif icant	0.33	0.01	Signif icant
Sex	0.43	0.00	Signif icant	0.25	0.00	Signif icant	0.80	0.00	Signif icant	0.60	0.00	Signif icant	0.50	0.00	Signif icant	0.41	0.00	Signif icant	0.59	0.00	Signif icant	0.55	0.00	Signif icant
Positi on	0.41	0.00	Signif icant	0.38	0.01	Signif icant	0.60	0.00	Signif icant	0.60	0.00	Signif icant	0.36	0.01	Signif icant	0.40	0.00	Signif icant	0.67	0.00	Signif icant	0.51	0.00	Signif icant
Civil Status	0.45	0.14	Signif icant	0.31	0.00	Signif icant	0.70	0.00	Signif icant	0.32	0.00	Signif icant	0.43	0.00	Signif icant	0.46	0.14	Signif icant	0.30	0.00	Signif icant	0.33	0.00	Signif icant
Educa tional Qualif icatio n	0.42	0.00	Signif icant	0.30	0.01	Signif icant	0.76	0.00	Signif icant	0.41	0.00	Signif icant	0.32	0.01	Signif icant	0.44	0.00	Signif icant	0.40	0.00	Signif icant	0.32	0.01	Signif icant
Teach ing Exper ience	0.34	0.00	Signif icant	0.31	0.00	Signif icant	0.50	0.00	Signif icant	0.31	0.00	Signif icant	0.33	0.00	Signif icant	0.35	0.00	Signif icant	0.32	0.00	Signif icant	0.31	0.00	Signif icant
Famil y month ly Incom e	0.26	0.23	Not signifi cant	0.26	0.01	Signif icant	0.59	0.00	Signif icant	0.35	0.00	Signif icant	0.35	0.01	Signif icant	0.27	0.23	Not signifi cant	0.41	0.00	Signif icant	0.33	0.01	Signif icant
Numb er of Perso ns in the Famil y	0.01	0.98	Not signifi cant	0.11	0.90	Not signifi cant	0.29	0.00	Signif icant	0.19	0.01	Signif icant	0.12	0.78	Not signifi cant	0.01	0.98	Not signifi cant	0.01	0.01	Signif icant	0.30	0.00	Signif icant

Table 17 showing the result of the Test on Relationship Between Teachers’ Self- Readiness to Change and their Profile. Using the 2- sample t-test and One-way f-test ANOVA to determine the significant differences, it reveals that the age, sex, position, marital status, educational qualification, teaching experience, family monthly income, and number of persons in the family have a significant difference to the transtheoretical model because their p-value is greater than the $\alpha=0.05$. Therefore, the null hypothesis is rejected.

Age has a significant relationship with the teachers’ readiness to change based on resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion. This means that the null hypothesis was rejected since the p-value was less than the set level of significance at 0.05. Results empirically said that the age variable has relatively influenced teacher’s readiness to change in terms of resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion. It means that the younger the age of the teachers, the more capable they are of accepting change. This could perhaps demonstrate and attributed in the eagerness and the high self-motivation of young teachers to embrace changes to achieve the DepEd goals. Pedagogical dynamics are constantly evolving; hence, a teacher's readiness to adapt to these changes has always been a crucial subject of study. Noteworthy research conducted in the field illuminates a significant relationship between age and teachers' readiness to accept change, particularly in terms of resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion.

Studies by Collins and Jukes (2019) have indicated that younger educators demonstrate higher readiness for change, primarily owing to their natural inclination to experiment and tap into the unexplored. Facilitating an environment of innovative pedagogies, these young educators often display a heightened willingness to accept and adapt to educational reforms. The researchers argue that these traits are not only indicative of their adaptable mindset but are also reflective of their resourcefulness and optimism. In a similar vein, Allan and Lewis (2020) put forward an argument pertaining to the confidence aspect. Their study revealed that younger teachers exhibit more confidence than their older counterparts, which could be attributed to their familiarity with modern pedagogical tools and resources due to their recent training. In turn, this confidence augments their adventurous disposition, making them more attuned to the evolving educational landscape.

Moreover, Stephen (2018) and Smyth et al. (2021) deduced that the capacity for ambiguity tolerance observed in younger teachers gives them an edge in today's education system characterized by rapid transitions. This ability facilitates a more seamless assimilation of change, thereby enhancing their passion for teaching-learning processes and aligning them more efficiently with the Department of Education's goals. Ultimately, these researchers found that younger teachers not only perceive complexities as challenges but are also doubly motivated to embrace these challenges. Sex has significant relationship in the teachers' readiness to change based on resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion. Therefore, the null hypothesis framed for sex is rejected. In teachers' readiness to change, sex matter because male and female differ on attitude towards work and emotion. Resourcefulness displayed a similar trend favoring women teachers who showed greater resourcefulness in both cognitive and emotional approaches in coping with change (Scrima, Lorito, Parry, & Falgares, 2017). This pointed out an integral aspect of the findings above that differentiated the readiness for change between male and female teachers.

In the context of optimism and confidence, researchers weigh in variedly. On one hand, research by Zacher and Griffin (2020) established that males tend to exhibit higher optimism levels concerning professional change. On the other hand, females seem inherently more confident than their male counterparts when dealing with professional shifts (Unterrainer et al., 2020). Regarding adventurousness and tolerance for ambiguity, Arena and Page's work (2017) drew attention to the fact that male teachers were more adventurous and risk-taking in occupational changes, displaying better ambiguity tolerance, drawing from their natural disposition towards accepting the uncertain.

Finally, concerning passion, an influential study by Marsh, Nasco, and Karagianni (2020) emphasized that female educators showed a higher level of passion for their professional responsibilities and changes thereof, contrasting with males who expressed lower emotional engagement. Teachers' position has a significant relationship with the teachers' readiness to change based on resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion. Therefore, the null hypothesis framed for teachers' position is rejected. The result suggests that the respondent's position did affect the teacher's readiness to change. The position matters in the readiness to change because the kind of work and the commitment varies depending on the designation of the teacher. According to Limon (2019), individuals who have different positions are at different stages of their intention. This is the reason that position has a significant relationship to a teacher's readiness to change.

Moreover, civil status has a significant relationship with the teachers' readiness to change based on adaptability, optimism, confidence, adventurousness, and passion. Therefore, the null hypothesis framed for civil status is rejected. In teachers' readiness to change, civil status matters because married teachers differ in priorities compared to those who are single. According to Povey (2019), people who are married or living as married believe that readiness for any changes promotes transformation for better relationships.

In addition, educational qualification has a significant relationship with the teachers' readiness to change based on resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion. Therefore, the null hypothesis framed for educational qualification is rejected. In teachers' readiness to change, educational qualification matters because the higher the success in attaining one's educational level, the wider his discernment to embrace change. According to Kheamba (2018), it is a process of thoughtfully considering one's experience, identifying one's strengths and weaknesses, and improving one's teaching or practice. Likewise, teaching experience has a significant relationship with the teachers' readiness to change based on resourcefulness, adaptability, optimism, confidence, adventurousness, tolerance for ambiguity, and passion. Therefore, null hypothesis framed for teaching experience is rejected. Based on the results of the study, it is believed that Teaching Experience had a relative connection to teacher's readiness to change. It means that teachers who served for long years showed resistance to change compared to the teachers who served for few years in the workplace. This may be because of the positive character and strong determination of young teachers to relate changes in the workplace as changes are the only way to achieve better results. According to Snyder (2017), veteran teachers, in particular, present unique challenges and stereotypically the greatest resistance for effective implementation of change.

Research conducted in the realm of education policy has consistently pointed out the importance of teachers' readiness to change, for successful implementation of new educational practices, reforms, or new curriculum (Connolly et al., 2018). Conducive to this, a multitude of factors can influence a teacher's readiness to change – their teaching experience being one of them.

Contradictory to earlier research, recent studies propose long serving, or veteran teachers, exhibit a substantial resistance to change. Snyder (2017) stressed that although teachers with years of expertise could bring a wealth of experience to the educational setting, these veteran teachers may also exude the greatest resistance towards effective implementation of changes. Snyder's findings are congruent with subsequent studies demonstrating a significant relationship between teaching experience and readiness to change. Importantly, the characteristics like adaptability, optimism, confidence, tolerance for ambiguity, and passion, measured alongside the teachers' teaching experience, add interesting insights. Novice teachers are found to outmatch their long-serving counterparts in these measures (Terada, 2019). This may be primarily due to the flexible mindset, willingness to try new methods, and high enthusiasm of young teachers, which bolster their readiness to change (Bower et al., 2019). Teaching experience thus plays a dramatic role in a teacher's readiness to change. The literature reflects a dichotomy: teachers with less teaching experience initially display a greater readiness for change and adaptability, while those with more experience may present resistance due to a stronger comfort in established methods. Thus, the readiness to change may not be universal but situational and relative to teaching experience (Reynolds et al., 2020). To achieve better results in shaping the transformative role of teachers, managing their readiness to change, understanding their struggles and possible resistance should be a clear priority. Overcoming resistance to change, particularly among veteran teachers, is crucial for educational institutions to successfully innovate and move forward.

The same findings show that family monthly income has a significant relationship with the teachers' readiness to change based on adaptability, optimism, confidence, adventurousness, and passion. Therefore, the null hypothesis framed for family monthly income is rejected. Family monthly income matters because the higher the income a teacher has, the more successful he is in completing the desired change. The modern schooling environment is complex, characterized by dynamism and constant transformation, making it crucial for teachers to exhibit an enhanced readiness for change. The key traits that facilitate this readiness include adaptability, optimism, confidence, adventurousness, and passion (Anderson, 2017). However, as recent literature reveals, teachers' readiness for change may not purely hinge on these personality traits. Intriguingly, there appears to be a considerable influence emanating from the familial economic conditions of the teachers, particularly their monthly income (Mendoza, 2021). The correlation between family monthly income and the ability for change was not plainly discernible until recent research illuminated its significance. Mendoza (2021) found that teachers who reported elevated monthly family income demonstrated significantly higher readiness to change. This led to a rejection of the null hypothesis, which initially claimed monthly income would not impact a teacher's readiness to change. The rejection suggested that higher income levels directly influenced a teacher's capacity to complete desired changes successfully. It is essential to acknowledge that the presence of desired traits – adaptability, optimism, confidence, adventurousness, and passion – remain substantial contributors to readiness for change (Kreitner & Kinicki, 2017; Akomolafe & Olatomide, 2018). However, as Mendoza (2021) contextualizes, this is substantially complemented by a teacher's monthly income. Higher income facilitates better access to resources and reduces stress levels, enabling individuals to manage change effectively.

Further research illustrates the effect of financial stability on emotional behavior, performance, and decision-making abilities (Stansfeld et al., 2017). Teachers experiencing financial stability were more likely to be open to change and transition comfortably within the education system's dynamic nature. This factor explains how a higher family monthly income aids in successfully navigating through the proposed changes. Moreover, the Number of persons in the family has a significant relationship in the teachers' readiness to change based on optimism, confidence, and passion. Therefore, the null hypothesis framed for several persons in the family is rejected. Number of persons in the family matter because the many members in the family a person has the more, he is ready to tell his family about his plans to change.

One recent study by Agarwal and Vohra (2017) delineates the relationship between teacher's willingness to adapt to fresh pedagogical methods and their perceived familial responsibilities. The researchers observed a strong correlation between large family sizes and a higher readiness to embrace change. They theorized that the social experience of living in large families often promotes adaptability and the willingness to negotiate change. An important longitudinal study by Kauppila et al. (2019) further expounded the role family size plays in reinforcing optimism, confidence, and passion, triggering a readiness for change. Analyzing teachers with various family sizes across time, their study established that those hailing from larger families developed these traits much earlier and maintained them over time compared to their counterparts from smaller families.

In a similar vein, Swift (2021) presented a theoretical viewpoint on how teachers from larger families are more prepared to communicate their plans for change. Swift reasoned that the collaborative and communal climate prevalent in larger families contributes to the development of skills in managing change effectively. As teachers' readiness for change is significantly influenced by their optimism, confidence, and passion, Swift postulates that large family size could be a primal contributor in fostering these traits. However, results statistically proved to have no significant relationship on the Civil status on teacher's readiness to change based on resourcefulness and tolerance for ambiguity. This is the same with family monthly income on teacher's readiness to change based on resourcefulness and tolerance for ambiguity. A few people in the family on teacher's readiness to change based on resourcefulness, adaptability, adventurousness, and tolerance for ambiguity. From these results, it can be determined that the variables proved to have no connection to teacher's readiness to change. Thus, establishing a teacher's readiness to change in general is not based and dependent on civil status, family monthly income, and number of persons in the family.

3. Conclusions

Teachers were productive and efficient educators with high regard for education, marriage, and family values. Since the teachers "agree" the seven traits of change readiness with adventurous and confident personalities, it is sound to conclude that these teachers were competent and prepared to face any challenges in the future but need to work out on the optimism trait. There is a significant relationship between the teacher's traits and each of their profiles.

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