



CHANGE MANAGEMENT SKILLS OF NEWLY HIRED SCHOOL HEADS: BASIS FOR LEARNING AND DEVELOPMENT PROGRAM FOUNDATION SKILLS

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ABSTRACT

This study seeks to determine the level of Change Management Skills of Newly Hired School Heads. This study will make use of a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on the "Change Management Skills of Newly Hired School Heads". According to Gay (2006) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data. The study was conducted in Sulop District, Division of Davao del Sur. The respondents of this study were the 16 school heads of the research locale to answer the questionnaire. Universal sampling procedure was utilized in this study in determining the respondents considering the small number of school heads of Sulop District. In this study, one (1) set of questionnaire was used. It is a researcher-made questionnaire which validated by experts of the study and subjected to a reliability test using cron bach alpha. It was pilot tested to a school that is not a part of the research locale. The questionnaire focuses on the items of change management skills of school heads through checklist. This revealed that newly-hired school heads show a developed skills in implementing and adopting change, however, there are domains inn change management that they have to develop more to become more resilient when change happens.

KEYWORDS: *change management skills, newly hired school heads, basis for learning, development program, foundation skills*

INTRODUCTION

Change is inevitable in the dynamic landscape of business and organizations. It encompasses a range of processes, tools, and techniques designed to facilitate organizational change while mitigating resistance and fostering employee engagement. Change management initiatives may encompass various types of changes, including structural, technological, procedural, and cultural transformations, each requiring tailored approaches to implementation. Whether spurred by external market forces, technological advancements, or internal shifts in strategy, how we manage change greatly impacts our ability to thrive and adapt. Change management, therefore, serves as the compass guiding us through these turbulent waters, ensuring that transitions are smooth, productive, and embraced by all stakeholders. Change Management originates from the early and mid 20th century. People began exploring how human beings functioned, including their communication with each other and their reaction to change. This interest in such areas prompted groundbreaking academic research into how humans experience changes (Bennett, 2022).

From as early as 1909, cultural anthropologist Arnold Van Gennep investigated rites of passage. Consequently he viewed change in three stages: disconnecting from its original state, experiencing a shift, and assimilating into a new state. In 1948 social psychologist Kurt Lewin introduced a similar change methodology, also comprising of three phases: unfreezing, relocating, and refreezing. Likewise, in 1979 William Bridges created his transition model which was based on ending, a neutral zone, and a new start. These research cases gave Change Management a solid three stage structure (Burnes, 2020).



It was in the 1990s when Change Management started to properly take shape within businesses. Many of the principles adopted during this time formed the fundamentals of Change Management which still exist today. Change Management developed its own terminology, and the role of people within change began to be discussed. New recognition of the people element caused an advancement in relationships between employees and managers. Also, the publication of books on change expanded in the 1990s, for example Daryl Conner's 'Managing at the Speed of Change' which discussed a variety of change subjects and approaches, and Spencer Johnson's 'Who Moved my Cheese?' which examined people's responses to change (Ulrich, David, 2022).

School principal skills can be broadly categorized as 'soft skills' and 'hard skills'. Soft skills are typically related to how you work and how you interact with other people. These traits include leadership, communication, empathy, flexibility and many others. On the other hand, hard skills are those that are learned and can be quantified. They could be described as the technical understanding necessary for a school principal like curriculum management, educational law, facility management, etc. Both sets of skills are vital to a school principal's role and complement each other seamlessly (Stouffer et.al., 2020).

Being the head of the school, a principle has to act as such in every way. A principal must be able to oversee a sizable teaching team while maintaining their position as the school's leader. Principals that possess strong leadership qualities are better able to effectively guide both staff and students. Building leadership abilities with a smaller team will be aided by prior experience in a variety of teaching leadership roles, such as department head (Levy, 2020).

The field of education experiences constant change in its methods and procedures. It is imperative that principals adapt to these shifts and voluntarily adopt novel approaches and strategies. Educational institutions often have entrenched traditions, bureaucratic structures, and resistance to risk-taking that can hinder innovation and change. Moreover, limited resources, competing priorities, and external pressures, such as standardized testing requirements, can further complicate change efforts. Overcoming these challenges requires strong leadership, effective communication, and a collaborative approach that engages all stakeholders in the change process. To give kids the best learning environment possible, adaptability is crucial. While it could be tempting to continue using the tried-and-true strategies that have worked for years, doing so can impede opportunity and progress. The general quality of education can be raised by experimenting with new tactics, keeping abreast of current developments in the field, and paying attention to the requirements and desires of the school (Levin, 2022).

In the Division of Davao del Sur particularly in Sulop District, it is prevalent that newly hired school heads are struggling in terms of school management because they lack training in school leadership and management, the researcher being a teacher in the research locale explores on possible resolution to the emergent problem. Hence, this study.

This study sought to determine the level of Change Management Skills of Newly Hired School Heads. Moreover, it sought to answer the following sub-problems:

1. What is the level of Change Management Skills of Newly Hired School Heads in terms of:
 1. Stakeholders Engagement
 2. Change Implementation
 3. Employee Engagement
 4. Employee Training
1. Base on the findings drawn out from the study, what L and D Foundational Skills Program can be proposed and designed?

METHODOLOGY

Research Design

This study used a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on the "Change Management Skills of Newly Hired School Heads". According to Gay (2006) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.



Respondents and Sampling

The study was conducted in 16 schools in Sulop District, Division of Davao del Sur. The respondents of this study were the 16 school heads of the research locale to answer the questionnaire. Universal sampling procedure will be utilized in this study in determining the respondents considering the small number of school heads of Sulop Central Elementary School, Sulop District.

Table 1. Distribution of Respondents

School	Number of School Heads
1. Sulop Central ES	1
2 .Kiblagon ES	1
3. Katipunan ES	1
4. Tanwalang ES	1
5. Waterfall ES	1
6. Luparan ES	1
7. Labon ES	1
8. Laperas ES	1
9. Parami ES	1
10. Tagolilong	1
11. Carre E	1
12. Antonio Cabatingan ES	1
13. McKinley ES	1
14. Litos ES	1
15. New Cebu ES	1
16. Buguis ES	1
Total	16

Research Instruments

In this study, one (1) set of questionnaire was used. It is a researcher-made questionnaire which will be validated by experts of the study and will be subjected later to a reliability test using cron bach alpha. It will be pilot tested to a school that is not a part of the research locale. The questionnaire focuses on the items of change management skills of school heads through checklist.

To determine the level of change management skills of school heads, the following continuum will be used:

Range of Means	Level	Description
4.30 – 5.00	Very High	When the change management skills of the newly hired school heads is manifested all the time.
3.30 – 4.29	High	When the change management skills of the newly hired school heads is frequently manifested.
2.30 - 3.29	Fair	When the change management skills of the newly hired school heads is sometimes manifested.
1.30 – 2.29	Low	When the change management skills of the newly hired school heads is rarely manifested.
0 – 1.29	Very Low	When the change management skills of newly hired school heads is never manifested.

Data Gathering Procedure

The steps involved in this investigation are as follows:



A letter seeking for permission that this research study be conducted was sent to the DepED superintendent of Davao del Sur, SDS Lorenzo E. Mendoza, CESO V and to the School Principals concerned.

While letters seeking for permission were delivered to the schools division superintendent and principals concerned, the researcher constructed a questionnaire and have it validated by the experts and eventually subjected it to reliability test using cron bach alpha.

After permission has been granted that this study be conducted in 16 schools in Sulop District, Division of Davao del Sur and after the research questionnaire has been thoroughly examined by the expert validators, the researchers launched the questionnaire into the field and retrieved them from the respondents personally after few days.

The data generated from the survey was collated and tallied personally by the researcher. The raw scores was submitted to the statistician for statistical computation after which the researcher subjected it to analysis and interpretation.

Data Analysis

The following statistical tools was used:

Average Weighted Mean was used to determine the level of change management skills of newly hired school heads.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the level of Change Management Skills of Newly Hired School Heads. Eventually, based on the findings of the study, a foundational skills program for newly-hired school heads will be proposed.

This study used a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on the “Change Management Skills of Newly Hired School Heads”. According to Gay (2006) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.

The study was conducted in 16 schools in Sulop District, Division of Davao del Sur. The respondents of this study were the 16 school heads of the research locale to answer the questionnaire. Universal sampling procedure will be utilized in this study in determining the respondents considering the small number of school heads of Sulop District, Sulop, Davao del Sur.

This revealed that newly-hired school heads showed developed skills in implementing and adopting change, however, there are domains inn change management that they have to develop more to become more resilient when change happens.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The change management skills of the newly-hired school heads in terms of the following: stakeholders engagement is Very High, Change implementation is High, Employee engagement is High and employee training is High. This creates an implication that newly-hired school heads are capable of implementing change in their workplace, However, there are domains that they need to develop specifically in the implementation of change and adoption of change to which they are rated Moderate.

Newly-hired school heads play a pivotal role in driving and facilitating change within their institutions. By mastering change management skills, they can lead their schools through transitions effectively, fostering a culture of continuous improvement and innovation.



Newly hired school heads must recognize that change is inevitable and view it as an opportunity for growth and improvement rather than a disruption and is a fundamental skill in today's dynamic educational landscape. By embracing change as an opportunity for growth, leading with vision and purpose, communicating openly and transparently, involving stakeholders, providing support and resources, monitoring progress, and adapting as needed, school heads can effectively lead their institutions through periods of transition and transformation, ultimately driving improved outcomes for students and the broader school community. By adopting a positive mindset towards change, they can inspire confidence and resilience among their staff, students, and stakeholders. Effective change management begins with a clear vision and a compelling rationale for change. School heads should articulate a vision that aligns with the school's mission and values, outlining the benefits and outcomes of the proposed changes to garner support and commitment.

Open, honest, and frequent communication is essential throughout the change process. School heads should ensure that all stakeholders are kept informed about the reasons for change, the intended goals, and the steps involved in implementation. Addressing concerns and soliciting feedback can help alleviate resistance and build trust. Engaging stakeholders, including teachers, students, parents, and community members, in the change process fosters ownership and commitment. School heads should seek input from all relevant parties, incorporating their perspectives into decision-making to enhance the relevance and effectiveness of change initiatives.

Change can be challenging, and school heads must ensure that adequate support and resources are available to facilitate the transition. This may include professional development opportunities for staff, access to technology and infrastructure, and emotional support for individuals navigating change. Change is not a one-time event but a continuous process. School heads should monitor progress regularly, tracking key performance indicators and soliciting feedback to assess the effectiveness of change initiatives. Flexibility and adaptability are essential, allowing adjustments to be made as needed to ensure the success and sustainability of change efforts.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that DepEd should develop short term courses for newly hired school heads to serve as foundational course which contents are derived from the domains in the Philippine Professional standards for School Heads after which an intermediate course for school heads be given as the next course to be given to newly hired school heads.

The school heads should have strengthen their professional development by attending graduate or post graduate studies. School heads should invest in their own professional development to enhance their change management skills. This may involve attending workshops, seminars, or obtaining certifications in change management.

Establishing a network of peers, mentors, and professional associations can provide valuable support and guidance in navigating change management challenges. Sharing experiences, best practices, and lessons learned can inform and inspire school leaders in their change efforts.

Foster a culture of collaboration and teamwork within the school community, where ideas are shared, and diverse perspectives are valued. Collaboration encourages innovation and creativity, making it easier to implement and sustain change initiatives.

Newly hired school heads must lead by example, demonstrating the qualities and behaviors they wish to see in others. By modeling openness, adaptability, and resilience, they can inspire confidence and commitment among their staff and students, creating a culture conducive to successful change management.

For future researchers, it is strongly recommended that a relative study on the change management skills of school heads in relation to school-based management will be conducted.



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