

# Transformational Leadership of School Heads, Team Building Effectiveness, and Stress Management Competency: A Structural Equation Model on Attitude to Organizational Change of Teachers

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## ABSTRACT

This study aimed to determine the best-fit model for teachers' attitudes toward organizational change as influenced by transformational leadership of school heads, team building effectiveness, and stress management competency among 400 public elementary school teachers in Davao Region, Philippines. Using the Structural Equation Model Analysis, findings revealed very high levels of Transformational Leadership of school heads, team building effectiveness, stress management competency, and attitude of teachers to organizational change. Moreover, there is no significant correlation between the Transformational Leadership of school heads and the attitude of teachers toward organizational change. However, the result of team building effectiveness and the attitude of teachers toward organizational change have a significant relationship. The stress management competency and the attitude of teachers toward organizational change were also correlated.

Meanwhile, the overall model needs to be more critical, indicating that these factors do not explain a significant portion of the variance in attitudes to organizational change. Further, results showed that Model 3 passed the criteria for the best-fit model since it showed that team-building effectiveness has a significant positive direct effect on attitudes toward organizational change, suggesting that effective team-building positively influences how teachers perceive organizational change. Its three observed retained indicators measured it: Self-oriented, Relationship Oriented, and Responsibility Oriented Roles. Stress Management Competency has a negative direct effect on Attitudes to Organizational Change measured by four observed retained indicators: Managing Emotions and having Integrity, Managing and communicating existing and Future Work, Managing the Individual within the team, and Managing Difficult Situations. Likewise, attitudes to organizational change are Influenced by both Team Building Effectiveness and Stress Management Competency measured by retained indicators: Attitude of Cynicism to Change, Attitude of Opposition due to Fear Uncertainty, and Attitude of Acceptance to Change. The findings were supported by the **theory of Planned Behavior (TPB)** by **Icek Ajzen**. It posits that an individual's intention to engage in a behavior is being used to understand how these factors influence employees' intentions and attitudes toward organizational changes. Using TPB in this organizational change context often focuses on how these factors can predict the likelihood of employees accepting and adapting to changes.

**Keywords:** educational management, transformational leadership, team-building effectiveness, stress management competency, attitude to organizational change, SEM analysis, teacher, Philippines.

## INTRODUCTION

The attitude of teachers showing resistance to organizational change is alarming, highlighting the need for school principals to develop these attitudes to foster a positive organizational change environment. Many researchers found that legislative changes and the perception of teachers having excessive functions were

major factors contributing to resistance. Additionally, they observed that resistance was higher among older, more experienced teachers and those in public schools (Portela, Domínguez-Lloria, & Pino-Juste, 2022).

Teachers have demonstrated increasing exhaustion and cynicism since schools around the world were closed to protect children's and educators' health during COVID-19. This has caused a drastic change in the educational mode of learning delivery, which quickly pivoted to remote teaching involving technology (Sokal, Eblie, & Babb, 2020). Likewise, managing education reform is still undetermined and requires a systemic effort to manage how teachers respond based on their Attitude (Fadzil, Mohamad, Syed, Hassan, Hamid, & Zainudin, 2019).

Moreover, another study by Hyun Kim and Jung Kim in the "Frontiers in Psychology" journal (2022) discussed how psychological factors contribute to teachers' resistance to change. The study emphasized the importance of professional development and institutional support to ease the transition and improve teachers' acceptance of new educational practices thus, Teachers' attitudes towards these educational changes are very important for understanding and improving educational processes toward change in an organization nowadays.

Further, transformational leadership was identified as a factor determining the teacher's attitude to change. Several researchers have described transformational leadership as a successful predictor that led higher education to implement changes for the better (Sunaengsih et al., 2021). Also, Sokal, Eblie, & Babb, (2020) found out that it affects an individual's attitude towards organizational change, including knowledge of the change agent, knowledge of the change process, and challenge to the self to allow the growth motivation schema to process the change information with minimal negative affect, so the person may positively participate in the change program.

Likewise, transformational leadership has drawn academic attention over the past 30 years as a new paradigm for understanding leadership. Transformational leadership is a leadership style that can inspire positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process, but they are also focused on helping every group member succeed. Leadership expert and presidential biographer James MacGregor Burns initially introduced the concept of transformational leadership. According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of moral and motivation. (Cherry, 2020).

Meanwhile, team building effectiveness incorporates an awareness of team objectives. Teams must work to develop goals, roles, and procedures. As a result, team building is usually associated with increasing task accomplishment, goal meeting, and achievement of results within teams. It can foster teacher collaboration, influencing teachers' attitudes toward organizational change. Thus, Principals play a crucial role by involving teachers in decision-making processes, encouraging teamwork, and supporting collaborative structures such as teacher committees. These collaborative efforts help in creating a positive climate conducive to change, thereby improving teachers' acceptance and commitment to organizational changes (Meyer et al., 2020)

In addition, another relevant study, published in *Frontiers in Psychology*, investigates the effectiveness of shared leadership in teams, which can be analogous to team building in schools. The study found that shared leadership, where team members collectively influence each other, significantly enhances team effectiveness. This leadership style promotes a sense of ownership and engagement among team members, which can positively impact their attitude toward organizational changes (Wu & Cormican, 2021)

On the other hand, stress management competency is another factor linking teachers' attitudes to organizational change. The findings indicated that stress management competencies are critical in mitigating job burnout and enhancing job satisfaction, positively affecting organizational commitment and attitudes toward change (Frontiers, 2020).

Teaching is also one of the most stressful occupations in the United States. Teacher stress impacts teacher

health and attitude toward change in the organization. Teacher stress is linked to teachers' attitudes and performance towards work and student academic outcomes. High-stress levels are causing teachers to leave their profession, which causes instability among staff, students, and the community. In response, schools and districts hire newer teachers with less experience, resulting in lower student achievement and significant training costs for the nation's school systems (Pennsylvania State University, 2016).

In the study by Pelsler (2016), they found that stress management programs can help teachers develop coping and awareness skills to reduce anxiety and depression and improve health. The investigation focused on how theoretical points of departure impact teachers and how teachers experience stress through participation or nonparticipation in school management. However, Unsatisfactory relationships with administrators, colleagues, or students may increase teacher stress, lower work attitude towards changes, and lower commitment to work. A relationship exists between teacher turnover and principal turnover—frequent principal turnover results in lower teacher retention rates. Leadership changes harm high-poverty, low-achieving schools with many inexperienced teachers (Pennsylvania State University, 2016).

More so, the relevance of Transformational leadership of school heads, Team building effectiveness, and Stress management of teachers to the attitude of teachers towards organizational change prompted the researcher to conduct a study dealing with the three independent variables as a construct of teachers' attitudes towards organizational change. While existing studies on the link of each mentioned variable to teaching competencies, those studies are in bivariate relationships and conducted separately by different researchers. Furthermore, studies that deal with the four variables in Region XI have yet to be conducted. With these situations, the researcher decided to conduct this study to determine the relationship between transformational leadership of school heads, Team building effectiveness, Stress management of teachers, and attitude toward organizational changes. The study focused on providing a complete understanding of teachers' attitudes toward organizational change that would be used to improve the current policies that the Department of Education is implementing. It adhered to providing creative and novel ideas on what programs or activities need to be prioritized and implemented to reinforce teachers' responses regarding their attitude toward organizational changes. The researcher also aimed to reveal the results to the intended audience, which serves as the beneficiaries of this study.

Besides, one of the study's results on stress and job attitude was that positive job stress is significantly positively correlated with satisfaction management area and satisfaction total. Personal positive stress is significantly positively correlated with satisfaction-total. Total positive stress significantly correlates with satisfaction- management area, satisfaction-total. However, the results depict that the job attitude was not found to be significantly correlated with any dimensions of stress. The satisfaction-management area was found to be significantly positively correlated with job-positive stress and total positive stress dimensions and significantly negatively correlated with role ambiguity, role conflict, and stress total.

Further, the findings believe that stress is becoming the top concern of many organizations in the growing economic situation. Conditions of overwork, low levels of job satisfaction, and lack of autonomy in organizations are the causes of stress at work. For this reason, Greeshma, Priya, Aswathy, and Janani (2018) advised that leaders should communicate with stressed members to find out the reasons for their stress and then share the solutions with them.

Furthermore, in the last decade, there has been massive penetration of organizational change in education. (Koberg et al. 2003).The transition to the innovative pedagogic paradigm, teaching methods, and their application in school changes in which the organizational system adopts new patterns that differ from those existing previously (Bakker and Schaufeli 2018;) In addition, assimilating processes of change in teaching methods and their application in school entail considerable difficulty, and the teachers' abilities and skills as a professional-pedagogic factor in the process of change are the prime factors for the occurrence of radical change in the innovative pedagogic perception within the education system. Also, this assimilation process of change entails considerable difficulty, and the teachers' abilities and skills as professional-pedagogic factors are the prime factors for radical change in the innovative pedagogic perception within the education system

(Smith, 2010).

The teachers are an essential and critical element in the school; therefore, their professional attributes are a significant factor in school change. The teachers' professionalism in assimilating innovative technologies is described from several professional aspects, such as mastering computer literacy, teaching experience, school experience, and position. The professional literature notes that the resistance hardest to handle stems from the belief that the change affects the participant's strength and status. In other words, the greater the teachers' teaching seniority and seniority in school, the stronger the resistance to change will be. In contrast, a teacher who takes a dominant role in school is more committed and involved and thus will contribute to the change that the school adopts (Avidov-Ungar & Magen-Nagar, 2014).

The main objective of this study was to determine the best-fit model that significantly influences the attitude to organizational change of public school teachers in Region XI through transformational leadership of school heads, team-building effectiveness, and stress management of teachers. Specifically, this study wanted to find out the level of transformational leadership of school heads in terms of dedication, leading of examples, high-performance expectations, and intellectual simulations, culture identification to ascertain the level of team-building effectiveness of teachers in terms of responsibility-oriented roles, relationship-oriented roles, and self-oriented roles; to determine the level of stress management competency of teachers in terms of, managing emotions and having integrity, managing and communication existing and future work, managing the individual within the team, and managing difficult situation; to find out the level of attitudes to organizational change of teachers in terms of attitude of cynicism to change, Attitude of opposition due to fear uncertainty, and Attitude of acceptance to change. Further, it aimed to determine the significant relationship between the transformational leadership of school heads and attitude to organizational change of teachers, team building effectiveness of teachers and attitude to organizational change of teachers, and stress management of teachers and attitude to organizational change of teachers. Furthermore, it also aimed to determine the model that best fits the attitude to organizational change of public school teachers in Region XI.

The following hypotheses were tested at the 0.05 level of significance: There is no significant relationship between school head transformational leadership, team-building effectiveness, stress management, and teachers' attitudes towards organizational change. There is no model that best fits the attitudes of public school teachers in Region XI towards organizational change.

This study was conceptualized by Koh et al. (1995), who believed that transformational leadership, team-building effectiveness, and stress management, which serve as social roles and norms, could strongly influence teachers' attitudes. It relates to how people are expected to behave in a particular context or organization. In the context of educational organization, attitudes towards changes in the system, curriculum, programs, etc., can be influenced by the leadership style used by the school head, team performance, and how teachers manage the stress brought by the change in the Department.

Likewise, the main theory of this study is viewed through the **Theory of Planned Behavior (TPB)**, developed by **Icek Ajzen**. The TPB posits that an individual's intention to engage in a behavior which, in this study, supports organizational change is influenced by three key factors: **Attitude toward the Behavior**: The individual's positive or negative evaluation of performing the behavior. **Subjective Norms**: The perceived social pressure to perform or not perform the behavior. **Perceived Behavioral Control**: The perceived ease or difficulty of performing the behavior is assumed to reflect past experience and anticipated impediments.

This study uses TPB to understand how these factors influence employees' intentions and attitudes toward organizational changes. Studies using TPB in the context of organizational change often focus on how these three factors can predict the likelihood of employees accepting and adapting to changes.

Besides, the Concerns-Based Adoption Model (CBAM) by Hall, G. E., & Hord, S. M. (1987). CBAM focuses on the concerns of individuals changing. It identifies different stages of concern and levels of use of the



innovation. In this model, The model helps educational leaders understand and address teachers' concerns at different stages of the change process, thus facilitating smoother transitions.

This study is also backed up by Bass's (1985) theory of transformation, which advocates transformational approaches emphasizing the rational and emotional bases of subordinate motivational attitudes. He believed that a leader is often able to transform subordinates' attitudes towards change.

Figure 1 shows the conceptual model showing the relationships of the variables. The first independent variable is Transformational leadership, originally developed by Bass (1995) and later by Chaoping and Kan (2008). It has five indicators: Moral Modeling, Charisma, Articulate Vision, and Individualized Consideration. Another variable is Team building effectiveness, which has the following indicators: Responsibility-oriented Roles, Relationship-oriented Roles, and Self-oriented Roles. The stress management of teachers is managing emotions and having integrity, managing and communicating existing and future work, managing the individual within the team, and managing difficult situations. On the other hand, the dependent variable is the attitude of teachers to organizational change, developed by Neiva et al. (2005). It has three observed variables, namely: The attitude of cynicism to change, the attitude of opposition due to fear of uncertainty, and the attitude of acceptance to change

More so, this study could benefit all educators at different levels. The school administrators may use the findings, results, and best-fit model generated from the study to create programs and projects for teachers' professional development to promote positive attitudes toward educational changes. This will enable them to determine the appropriate needs of teachers to ensure the success of any activities, plans, and projects to be implemented. The findings of this study can be used by different organizational stakeholders such as the government, community, association, and other affiliations to look for solutions that would help to overcome challenges in facing changes in our educational system. On the other hand, school heads will also benefit from being an overall prime mover. They will be able to guide and assist teachers in ensuring positive responses towards new learning delivery modes. In addition, Lairumbi et al. (2015) suggested that it is also expected that the study's findings will directly benefit the social value of the beneficiaries for the improvement of their well-being and their personal attitudes to organizational changes.

## METHOD

This part of the study discussed how the study was conducted. This included the research participants, materials or instruments used, and research design incorporating the research protocol, description of the design, data gathering procedure, and statistical test that were used in this study.

### Research Respondents

This study's research respondents were 400 elementary teachers from 25 469 public elementary school teachers in Region XI. It catered to 400 respondents, which was considered appropriate for the research design (Yuan, Wu & Bentler, 2010). After determining the sample size for this study, the respondents were chosen through stratified random sampling. In determining the appropriate number for Structural Equation Modelling, stratified random sampling used with the division of a population into smaller groups called strata which were stratification, also known as quota random sampling and proportionate random sampling, the process of organizing based on the shared traits or qualities of the group's members (Hayes & Westfall, 2020). In this study, there were ten divisions in Region XI. Each division was considered as a stratum wherein simple random sampling was utilized.

In this study, 400 respondents were selected based on specific inclusion criteria: (1) they were teachers at the elementary level, (2) they were teaching in public schools, and (3) they were from the 11 Divisions of Region XI. Exclusion criteria were also applied, which excluded parents, students, secondary-level teachers, private school teachers, and teachers from other regions. Additionally, no respondents who felt uneasy or uncomfortable while answering the survey were forced to participate. The welfare of the respondents was

prioritized throughout the study.

As shown below, the ten divisions in Region XI were the subject of the study, with a total number of 400 participants, of which 302 were females and 98 were males. This included the teachers of the selected public school within Region XI. They were the ones who were fitted as respondents for this study as they provided helpful information for testing the hypothesis of this study. Excluded groups were students, parents, school heads, and DepEd Officials. Davao City had the highest number of respondents, of 100, with 25%. Davao del Norte also had 100 respondents (25 %), and Tagum City had 40 respondents (10%). Davao del Sur and Compostela Valley obtained the same number of respondents, 30 each with 8%. Panabo City, Digos City, and Mati City also produced the same number of respondents, with 20 each with 5%. Island Garden City of Samal and Davao Oriental also contributed with the same number of respondents, which served as the lowest number among the respondents, with ten each with 2%.

Four hundred (400) teachers from selected public schools will be involved in the study. The 400 respondents were taken from the ten divisions of Region XI through proportionate sampling, with the number of schools per division as the reference point. Several studies and research used 400 respondents as the minimum number of study samples (Asten, 2008).

Moreover, the following exclusion criteria were: teachers in the Junior High School and Senior High School in public and private schools were not part of the study. Also, elementary teachers in the private school were not included in the conduct of this study.

The participants were not forced to participate in the study. They were given the option to withdraw anytime, and they were free to withdraw when they felt uncomfortable during the study's conduct.

### **Material/ Instruments**

The researcher used adapted and downloaded questionnaires from web sources. The questionnaires were modified to include only the items relevant to the study. It was first shown to the researcher's adviser for comments and suggestions. After this, experts were requested to validate the said questionnaire. After the experts validated the questionnaire, its reliability was tested through pilot testing. Gliem (2003) articulated that Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, the closer Cronbach's alpha coefficient was to 1.0, the greater the internal consistency of the items on the scale. When using Likert-type scales, it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency and reliability for any scale. These questionnaires served as instruments consisting of variables such as transformational leadership of school heads, team building effectiveness, stress management of teachers, and attitude of teachers towards organizational change.

Further, the transformational leadership of school heads was measured through the **Transformational Leadership Questionnaire (TLQ)** to measure transformational behaviors of school heads of which originally developed by Bass (1995) and later Chaoping and Kan (2008), who developed a survey of transformational leadership questionnaire with 26 items of which dedication eight items while the remaining indicators have six items. Respondents were asked to indicate on a 5-point scale. **At the same time, team building effectiveness (TBE)** was designed to determine the level and analyze the effectiveness of the function of a teacher's human resource team building. The instrument contained thirty-six (36) items set into three subscales: responsibility-oriented roles, relationship-oriented roles, and self-oriented roles.

Furthermore, another was the Stress management competency indicator of teachers designed to assess whether the behaviors identified as effective for preventing and reducing stress at work are part of the management repertoire. (SMC) questionnaire developed by (hse.gov.uk) consisted of seventeen (17) items for managing emotions and having integrity, twenty-two items (22) for managing and communicating existing and future work, fifteen (15) items for managing the individual within the team, and twelve (12) items for managing difficult situation. Likewise, the attitude of teachers towards organizational change had fifty (50) items

developed by Neiva et al. (2005), and it was divided into three (3) subscales, namely: Acceptance of Change, Fears about Change, and Cynicism. It was a scale measuring the attitudes of people working in organizations to organizational change processes. The scale showed a high level of reliability and validity for use in research on the determinants or consequences of organizational change.

Moreover, to evaluate, the scoring guide for endogenous and exogenous latent variable analysis of the responses was categorized into five levels. The scale was used as follows: 4.20- 5.00, which means very high with a verbal interpretation of being always manifested; 3.40-4.19, which means high with a verbal interpretation of being oftentimes manifested; 2.60-3.39, which means moderate with a verbal interpretation of the variable of being sometimes manifested; 1.80-2.59 which means low with a verbal interpretation of being seldom manifested; and 1.00-1.79 which means very low with a verbal interpretation of being never manifested.

The questionnaires were polished and contextualized to ensure appropriateness for the local setting. Six expert validators evaluated the questionnaire's contents for construct validity. The researcher followed the suggestions.

## Design and Procedure

In this study, the researcher utilized the quantitative research design, specifically the descriptive correlational. Quantitative research methods were used to explain an issue or phenomenon by gathering data in numerical form and analyzing it with the aid of mathematical methods, particularly statistics. The study utilized quantitative methodology to gather and analyze numerical data, identify patterns and means, predict outcomes, establish causal connections, and extrapolate findings to broader populations (Bhandari, 2020; Jain & Chetty, 2021). This study determined the level of transformational leadership of school heads, team building effectiveness, teacher stress management, and the attitude towards organizational change of elementary teachers in Region XI.

Meanwhile, a descriptive correlational design was employed to explore the statistical relationships between two or more variables (Creswell, 2013). This research was quantitative, utilizing statistical tools for data analysis. Additionally, it was descriptive as it aimed to determine the levels of transformational leadership of school heads, team building effectiveness, stress management of teachers, and the attitude to organizational change of elementary teachers in Region XI. A structural equation model (SEM) was used to generate the best-fit model. The structural equation model dealt with the data analysis of statistical procedures involving multiple forms of measurements of multi-dependent variables analyzed in conjunction with other variables. Thus, models described the relationship between latent or unobserved variables and observable variables. (Jain and Chetty, 2021).

The quantitative data for 400 elementary teacher-respondents were collected by administering adapted survey questionnaires. Before the administration, the researcher requested an endorsement letter from the Professional Schools. After this, a letter of permission to conduct the study was distributed to the eleven divisions, and the endorsement letter was attached.

The statistical tools used to compute data and test the hypotheses at alpha 0.05 level of significance were the following: **Mean**. This was used to determine the characteristics of transformational leadership, team building, teacher stress management, and attitude towards organizational change; **Pearson (*r*)** was used to determine the interrelationship between transformational leadership, team building, stress management of teachers, and attitude towards organizational change; **Multiple Regression Analysis**. This was used to determine the significant influence of transformational leadership, team building, teacher stress management, and attitude toward organizational change. **Structural Equation Modeling (SEM)**. This was used to explore the best-fit model. Factor analysis was also used to test the latent variables. The researcher ensured that no fabrication, falsification, or plagiarism occurred, using tools like Turnitin; there were no conflicts of interest, with the primary focus on participant welfare. **Authorship**: The researcher, a Master of Education graduate, ensured

adherence to ethical guidelines and involved his adviser in content revisions.

## RESULTS AND DISCUSSION

This section presents the data collected on public school teachers' experiences in transformational leadership, team building effectiveness, stress management competency, and attitude towards organizational change.

### Level of Transformational Leadership of Public School Teachers

Presented in Table 1 is the level of Transformational Leadership of Public School Teachers measured by Moral Modeling, Charisma, Articulate Vision, and Individualized Consideration. An overall mean of **4.74** (SD of **0.20**) was obtained, which is described as very high. This means that the level of Transformational Leadership of Public School Teachers is manifested/evident all the time. A per-indicator analysis found that both indicators of Articulate Vision *and* Individualized Consideration have the highest mean of 4.95 or Very High, with a standard deviation of 0.20 and 0.19. In contrast, the indicator Moral Modeling has the lowest mean of 4.27 or Very High, with a standard deviation of 0.55. The level of Transformational Leadership of Public School Teachers in Region XI was found to be very high.

Table 1. Level of Transformational Leadership of Public School Teachers in Region XI

Indicator	SD	Mean	Descriptive Level
Moral Modeling	0.55	4.27	Very High
Charisma	0.32	4.81	Very High
Articulate Vision	0.20	4.95	Very High
Individualized Consideration	0.19	4.95	Very High
<b>Overall</b>	<b>0.20</b>	<b>4.74</b>	<b>Very High</b>

The results show that Transformational Leadership among respondents is very high. This implies that team effectiveness among Public School Teachers in Region XI is always evident. The results showed that the teachers manifested those characteristics needed to achieve Transformational Leadership. The results implied that public elementary school teachers in Region XI displayed high regard for Moral Modeling, Charisma, Articulate Vision, and Individualized Consideration to sustain Transformational Leadership. The results imply that public elementary school teachers in Region XI always established these practices.

The very high descriptive levels on every indicator of Transformational Leadership are supported by the findings of Cherry (2020), who believed that transformational leadership can inspire positive changes in those who follow. Leaders in this are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process, but they are also focused on helping every group member succeed. Moreover,

Also, the findings on the very high-level description of articulate vision and individualized learning are supported by the findings of Pötz and Volmer (2020; Bakker, 2022; & Saad, 2021), who found high results for transformational leadership among principals. Leaders will emphasize individualized consideration as they listen to employees' concerns and needs so they can provide adequate support.

### Level of Team Building Effectiveness of Public School Teachers

Revealed in Table 2 is the level of Team Building Effectiveness of Public School Teachers in terms of Responsibility Oriented Roles, Relationship Oriented Roles, and Self-oriented Roles. The overall mean gained from this variable is 4.47, which signifies a very high level. This indicates that the level of Team Building Effectiveness in public elementary school teachers is always manifested or evident. On a per-indicator analysis, it was found that the indicator, Relationship Oriented Roles, has the highest mean of 4.64, or Very High, with a standard deviation of 0.43, while the indicator of *teacher collaboration* has the lowest mean of



4.22 or Very High with a standard deviation of 0.39.

The very high level of implementation of the indicators in Team Building Effectiveness manifested among Public Elementary School Teachers in Region XI in terms of Responsibility Oriented Roles, Relationship Oriented

Table 2. Level of Team Building Effectiveness of Public School Teachers

Indicator	SD	Mean	Descriptive Level
Responsibility Oriented Roles	0.39	4.22	Very High
Relationship Oriented Roles	0.43	4.64	Very High
Self-oriented Roles	0.38	4.54	Very High
<b>Overall</b>	<b>0.25</b>	<b>4.47</b>	<b>Very High</b>

Roles, Self-oriented Roles indicates that the schools recognized their Team-Building Effectiveness. The role of each member of a team is very clear. Moreover, the members are given individual responsibilities, along with the motivation to perform as a team. It is considered an intervention for group development.

The very high level of team-building results is in line with the findings of Demir and Ergun (2021), who found that team-building is part of a group process intervention for improving interpersonal relationships and social interactions. Teachers should always engage in a give-and-take manner at the workplace.

The findings of this study are also aligned with the research findings of PLOS (2022), which agreed that engaging leadership significantly enhances team effectiveness through the improvement of personal and team resources. Members of the organization will be given individual responsibilities, along with the motivation to perform as a team.

### Level of Stress Management Competency of Public School Teachers

Presented in Table 3 is the level of stress management competency of public school teachers in terms of managing emotions and having integrity, managing and communicating existing and future work, managing the individual within the team, and managing difficult situations. The level of Stress Management Competency of Public School Teachers in Region XI gained an overall mean of 4. **4.65**, which is described as very high. This means that the level of Stress Management Competency of Public School Teachers in Region XI is manifested or evident all the time. The four indicators recorded very high mean scores.

Table 3 Level of Stress Management Competency of Public School Teachers in Region XI

Indicator	SD	Mean	Descriptive Level
Managing Emotions and having Integrity	0.44	4.56	Very High
Managing & Communication Existing and Future Work	0.37	4.75	Very High
Managing the Individual within the Team	0.44	4.64	Very High
Managing Difficult Situation	0.50	4.65	Very High
<b>Overall</b>	<b>0.29</b>	<b>4.65</b>	<b>Very High</b>

On per-indicator analysis, the indicator, Managing and communicating existing and future work, has the highest mean of 4.75 or Very High with a standard deviation of 0.37. This is followed by the indicator, *Managing difficult situations*, with a mean of 4.65 or very high and with a standard deviation of 0.50. In contrast, the indicator, Managing the individual within the team, obtained a mean score of 4.64 with a 0.44 standard deviation. The lowest mean score among the indicators is for managing emotions and having integrity, which is 4.56, but it still earned a very high description with a standard deviation of 0.44. This would mean that the level of Stress Management Competency of Public School Teachers in Region XI is very high.

The study's findings implied that the teachers develop action plans, and as they welcome suggestions for improvements in their organization, they learn to manage their stress in the workplace. Communication is also emphasized in every work. Teachers encourage their teams to review how they organize their work. Upon managing difficult situations, members of the organization wanted to seek advice from other leaders when necessary. In addition, when managing their emotions with integrity, teachers show consideration for their team's work-life balance.

This result is verified by the findings of Mujtaba, Cavico, and Senathip (2020; Ibrahim, Imtiaz, Mujtaba, Vo, & Ahmed (2020), who believed that stress is becoming the top concern of many organizations in the growing economic situation. Conditions of overwork, low levels of job satisfaction, and lack of autonomy in organizations are the causes of stress at work.

In addition, this result supports the findings of Kim and Jung (2022), who also found that high levels of stress management competency were crucial in reducing workplace stress, thus improving overall employee performance. They emphasized that matching the type of organizational culture with the appropriate employee competencies, particularly stress management, is essential for creating a better workplace environment.

### Level of Attitude to Organizational Change of Public School Teachers

Shown in Table 4 is the level of attitude toward organizational change of public elementary school teachers, which is measured in terms of Attitude of Cynicism to Change, Attitude of Opposition due to Fear Uncertainty, and attitude of Acceptance to Change. It gained an overall mean of 4.42, which is described as very high. It indicates that attitude toward organizational change is always manifested or evident. An indicator that earned the highest mean is *Attitude of Cynicism to Change* at 4.41, which is described also as very high. *Meanwhile, the attitude of opposition due to fear uncertainty* obtained the lowest mean at 4.39 but was still described as very high.

Table 4. Level of Attitude Toward Organizational Change in Public School Teachers in Region XI

Indicators	SD	Mean	Descriptive Level
Attitude of Cynicism to Change	0.42	4.45	Very High
Attitude of Opposition Due to Fear of Uncertainty	0.42	4.39	Very High
Attitude of Acceptance to Change	0.44	4.41	Very High
<b>Overall</b>	<b>0.30</b>	<b>4.42</b>	<b>Very High</b>

This study established a very high level of Attitude to Organizational Change in Public School Teachers in Region XI, which is always evident. Data showed a strong belief from the respondents that is very difficult to change the behaviors and attitudes of people in their organization. Likewise, data also implied that teachers believed that many teachers were slow to adapt to the new elements introduced by change. However, when it comes to accepting change, respondents strongly agreed that change involves needing more detailed knowledge of how things work. Changes are beneficial because they can "air" their organization.

This finding is similar to the research finding of Ungar and Nagar (2014), who also received the highest mean for Attitude to Cynicism to Change. They viewed that assimilating processes of change in teaching methods and their application in school entail considerable difficulty. Thus, Raina et al. (2020) emphasized how important a teacher is to the school education sector. They pointed out that teachers are the key to educational change and school effectiveness since teacher quality is a critical element that influences student performance.

### Relationship between Transformational Leadership and Attitude toward Organizational Change of Public School Teachers

Depicted in Table 5.1 are the test results of the relationship between Transformational Leadership and Attitude toward Organizational Change of Public School Teachers. As displayed in the hypothesis, the relationship

was tested at a 0.05 significance level. The total R-value of **-.012** with a p-value of .830 indicated that we failed to reject the null hypothesis was rejected It means that there is no significant relationship between Transformational Leadership and Attitude toward Organizational Change in Public Elementary School Teachers. The correlation coefficient signifies that there is no strong link between transformational leadership and attitude toward organizational change in Public elementary school teachers.

More specifically, the results show that all the indices of transformational leadership have no significant relationship with teachers' attitudes to organizational change, as the p-values are **.739** and the total r-value is **-.019** on Individualized Consideration, p-value of .991 on Articulate Vision, .487 on Charisma, and .564 for Moral Modeling. As shown in Table 5.1, there is no favorable relationship between the two variables.

Ahmad et al. (2022) support this finding, finding no significant correlation between transformational leadership and teachers' attitudes toward organizational change. This research, conducted within an educational context, challenged the widely held belief that transformational leadership invariably enhances teachers' acceptance and adaptation to organizational changes. It examined the impact on individuals.

Table 5.1 Significance on the Relationship between Transformational Leadership and Attitude to Organizational Change of Public School Teachers in Region XI

Transformational Leadership	Attitude to Organizational Change			
	Attitude of Cynicism to Change	Attitude of Opposition Due to Fear of Uncertainty	Attitude of Acceptance to Change	Overall
Moral Modeling	-.046 .419	-.036 .526	.008 .883	<b>-.033</b> <b>.564</b>
Charisma	.043 .448	-.071 .212	.105 .065	<b>.040</b> <b>.487</b>
Articulate Vision	.000 .997	-.015 .794	.015 .797	<b>-.001</b> <b>.991</b>
Individualized Consideration	-.055 .337	.005 .935	.010 .863	<b>-.019</b> <b>.739</b>
<b>Overall</b>	<b>-.029</b> <b>.607</b>	<b>-.057</b> <b>.315</b>	<b>.055</b> <b>.331</b>	<b>-.012</b> <b>.830</b>

In addition, it is supported by the results of Malik (2023), who focused transformational leadership on change-oriented organizational citizenship behavior. This study did not find a direct correlation between transformational leadership and attitudes toward organizational change among teachers, indicating the need for further exploration.

### Relationship between Team Building Effectiveness and Attitude to Organizational Change of Public School Teachers

Displayed in Table 5.2 are the results of the assessment on the relationship between Team Building Effectiveness and Attitude to Organizational Change of Public School Teachers. As displayed in the hypothesis, the relationship was tested at a 0.05 level of significance. The total R-value of **.117\*** with a p-value of .039 indicated that the null hypothesis was rejected. There is a significant relationship between Team Building Effectiveness and Attitude to Organizational Change among Public Elementary School Teachers.

Table 5.2 Significance on the Relationship between Team Building Effectiveness and Attitude to Organizational Change of Public School Teachers in Region XI

Team Building Effectiveness	Attitude to Organizational Change			
	Attitude of Cynicism to Change	Attitude of Opposition Due to Fear of Uncertainty	Attitude of Acceptance to Change	Overall
Responsibility Oriented Roles	.074	-.037	.057	<b>.045</b>
	.193	.513	.320	<b>.426</b>
Relationship Oriented Roles	.033	.053	.067	<b>.073</b>
	.560	.357	.237	<b>.200</b>
Self-oriented Roles	.070	.020	.111	<b>.098</b>
	.217	.730	.052	<b>.086</b>
Overall	<b>.095</b>	<b>.021</b>	<b>.127*</b>	<b>.117*</b>
	<b>.094</b>	<b>.710</b>	<b>.026</b>	<b>.039</b>

This implied that the overall p-value in the Table provided represents the statistical significance of the relationship between team-building effectiveness and attitudes toward organizational change among public school teachers in Region XI. The overall significant p-value (.039) and the specific significant relationship with the attitude of acceptance to change (p-value 0.026) suggest that effective team building positively influences teachers' acceptance of organizational changes.

This finding is supported by Ali Salehzadeh et al. (2023), who investigated the relationship between team-building effectiveness and teachers' attitudes toward organizational change. The study found a significant positive correlation between effective team-building and teachers' attitudes towards organizational change. This suggests that teachers are more likely to develop a positive attitude towards organizational changes when team-building activities are well-executed.

In addition, this result is verified by the findings of Eden et al. (2023), who explored the impacts on organizational dynamics, reinforcing the importance of team-building effectiveness in shaping organizational attitudes and readiness for change. These findings collectively highlight the critical role of team-building strategies in fostering a supportive and adaptable organizational culture among educators, facilitating smoother transitions, and accepting organizational changes.

### Relationship between Stress Management Competency and Attitude to Organizational Change of Public Elementary School Teachers

Demonstrated in Table 5.3 are the results of the test of the relationship between stress management competency and Attitude to Organizational Change of Public Elementary School Teachers. Data showed an overall correlation coefficient of **.115\*** with a .043 level of significance. This means a significant relationship exists between stress management competency and attitude to organizational change among public elementary school teachers. This implies that stress management competency indicators correlate with public elementary school teachers' attitudes toward organizational change. Specifically, effective stress management, particularly in managing and communicating work tasks, is crucial in shaping teachers' attitudes toward organizational change. This implies that teachers are more likely to develop a positive attitude towards organizational changes when they are well-informed about their current and future workloads.



Table 5.3 Significance on the Relationship between Stress Management Competency and Attitude to Organizational Change of Public School Teachers in Region XI

Stress Management Competency	Attitude to Organizational Change			
	Attitude of Cynicism to Change	Attitude of Opposition Due to Fear of Uncertainty	Attitude of Acceptance to Change	Overall
Managing Emotions & Having Integrity	.009	.043	.142*	<b>.095</b>
	.874	.449	.012	<b>.095</b>
Managing and Communication Existing and Future Work	.058	.029	.205**	<b>.143*</b>
	.307	.605	.000	<b>.012</b>
Managing the Individual within the Team	.015	.068	.076	<b>.077</b>
	.797	.235	.182	<b>.177</b>
Managing Difficult Situation	-.033	-.025	.083	<b>.015</b>
	.563	.664	.144	<b>.796</b>
<b>Overall</b>	<b>.013</b>	<b>.040</b>	<b>.181**</b>	<b>.115*</b>
	<b>.818</b>	<b>.478</b>	<b>.001</b>	<b>.043</b>

McCarthy, Lambert, and Reiser (2023) support these findings by exploring how stress management competencies among teachers influence their attitudes toward organizational change. They found that teachers with higher stress management competencies are more adaptable and supportive of organizational changes. This correlation highlights the importance of stress management training for teachers to facilitate smoother transitions during periods of change.

Likewise, these findings are backed up by a study by Day et al. (2022), which emphasized that teachers' ability to manage stress effectively is crucial for their acceptance and support of organizational changes. The study suggests that improving teachers' stress management skills can lead to a more positive attitude toward change, enhancing the overall effectiveness of change initiatives in schools.

### Generated Structural Models

This section analyzes the interrelationships among the variables in the study. Three models were generated to obtain the best-fit model attitude toward organizational change of public elementary school teachers. The models were assessed against the given fit indices and served as a basis to accept or reject the model.

Generated Structural Model, 1 presented the direct relationship between the endogenous and exogenous variables. The results show that team building effectiveness is strongly represented by these factors, with the highest beta values (.093) followed by Stress Management Competency (beta = .088) and Transformational Leadership (beta = -.113). Table shows that exogenous variables, team effectiveness, team building effectiveness, and stress management competency do not predict the attitude of teachers towards organizational change, with a P-value of >0.05. Also, the goodness of fit results reveal that the model fit values were not within the range of the indices criteria as shown by CMIN/DF = 4.034, GFI, CFI, NFI, TLI = .769, and RMSEA > 0.099 with a P- Close .002. This means that the model does not fit with the data.

Generated Structural Model, 2 displayed the variance between the exogenous variables team building effectiveness and stress management competency and the causal associations of exogenous and endogenous

variables. Meanwhile, Table shows that the exogenous variables do not significantly influence teachers' attitudes towards organizational change with a P-value of  $>0.05$ . Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by  $CMIN/DF = 2.788$  GFI, CFI, NFI, TLI is  $=.733$  and RMSEA is  $.076$  with a P- Close  $.011$ . This means that the model shows a very poor fit.

Table 6 Goodness of Fit Measures of Structural Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-value	$> 0.05$	.109
CMIN/DF	$0 < \text{value} < 2$	1.326
GFI	$> 0.95$	.976
CFI	$> 0.95$	.968
NFI	$> 0.95$	.985
TLI	$> 0.95$	.951
RMSEA	$< 0.05$	.032
P-Close	$> 0.05$	.866

**Legend:**

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- P-close** - P of Close Fit

Hypothesized Structural Model 3, appended as Figure 3, showed an index value identified as the best-fit model. It included team building effectiveness and stress management competency as the potential variables that are expected to influence teachers' attitudes toward organizational change. The model fitting was calculated as being highly acceptable, as presented in Table 6. The Chi-square divided by the degrees of freedom was 1.326 with the P-value of .109 This indicated a very good fit model to the data. This was also strongly supported by the RMSEA index of .032, which was  $< 0.05$  level of significance with its corresponding P-close value of .866, which is  $> 0.05$ . Likewise, the other indices, such as NFI, gained .985, TLI of .951, and CFI of .968. These were found to be consistently indicating a very good fit model as their values fall within each criterion.

**Best Fit Model of Attitude to Organizational Change of public elementary schools teachers.**

Figure 3 expounds the standard estimates of Generated Model 3. Model 3 shows the interrelationships of the latent exogenous variables, team building effectiveness, and stress management competency and its direct causal relationship with the latent endogenous variable, attitude towards organizational change of public elementary school teachers. As can be gleaned in model 3, the best-fit model, team-building effectiveness, and stress management competency are exogenous variables that directly affect attitude toward organizational change. The model also revealed the interconnectedness of these exogenous variables. Team building effectiveness had a direct relationship with attitude towards organizational change.

Moreover, as shown in Figure 3, team-building effectiveness has a significant positive direct effect on attitudes toward organizational change, suggesting that effective team-building positively influences how teachers perceive organizational change. Its three observed retained indicators measured it: Self-oriented, Relationship Oriented, and Responsibility Oriented Roles. Stress Management Competency has a negative direct effect on Attitudes to Organizational Change measured by four observed retained indicators: Managing Emotions and having Integrity, Managing and communicating existing and Future Work, Managing the Individual within the Team, and Managing Difficult Situations. Likewise, attitudes to organizational change are Influenced by both Team Building Effectiveness and Stress Management Competency measured by retained indicators: Attitude of Cynicism to Change, Attitude of Opposition due to Fear Uncertainty, and Attitude of Acceptance to Change.

Furthermore, the generated structural model 3 shows a direct causal link between the exogenous and endogenous variables. The endogenous variable attitude towards organizational change is measured in terms of Attitude of Cynicism to Change, Attitude of Opposition due to Fear of Uncertainty, and Attitude of Acceptance to Change. However, the model displayed that only two of three exogenous variables remained viable in the attitude towards organizational change: team building effectiveness and stress management competency. It is presented in Model 3 also that all of their indicators are present since their beta values and p-values obtain the desired values.

The direct causal link between team building effectiveness and stress management competency and attitude toward organizational change among public elementary schools in Region XI corroborates the research outcomes of Bayraktar and Jiménez (2023). who reinforced that effective team building and stress management competencies are crucial for fostering a positive attitude towards organizational change. They found that team building effectiveness and stress management competency significantly influence employees' readiness and acceptance of organizational changes. These findings suggest that enhancing team building and stress management skills among teachers can lead to a more favorable attitude towards organizational changes, aligning with the broader literature on the positive impacts of transformational leadership and competency development in educational settings.

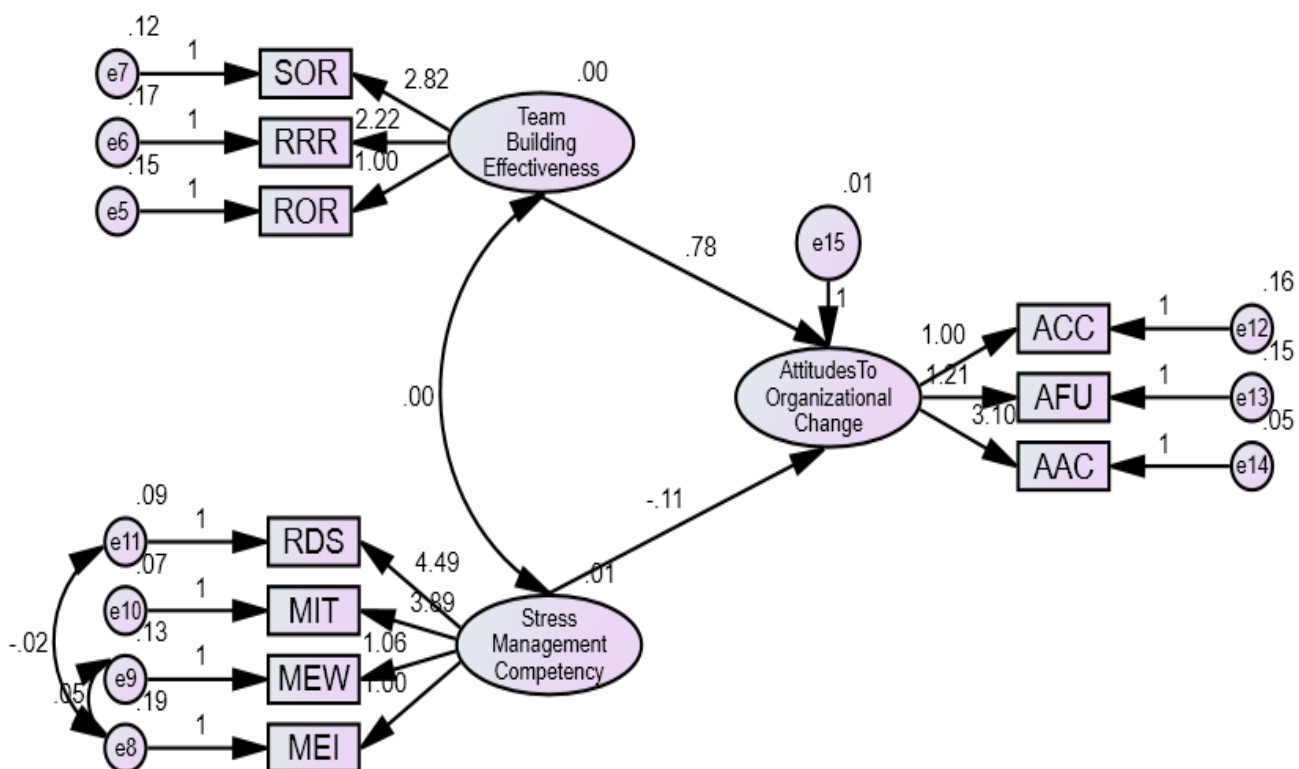


Figure 3: Best Fit Model in Standard Solution

On the other hand, Table 7 reveals the result of the goodness of fit measures of the Generated Model. As can be seen in the results, model fit values have successfully met the criteria set by each index; CMIN/DF < 2, GFI, CFI, NFI, TLI 0. >95, and RMSEA <0.05 with a P- Close >0.05. The result is in alignment with the criteria set by Arbuckle and Wothke (1999), emphasizing that the CMIN/DF should be less than 2, and the Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Normed Fit Index (NFI), and Goodness of Fit Index (GFI) should be more than 0.95. Moreover, the RMEA and PCLOSE values are supported by Browne and Sugawara (1996), indicating 0.01, 0.05, and 0.08 as excellent, sound, and mediocre fit, respectively, with a P-Close greater than 0.05.

The model fit for attitude to organizational change among public elementary teachers is aligned with the psychological theory of social structure, which considers the possibility that attitudes affect the social structure: Sarnoff, Katz, and McClintock (1965; cited in (Valley & Thompson, 1998) argue that attitudes shape people's feelings and perceptions, as well as their behavior concerning change. Attitudes help people understand the new face of the environment and assimilate each new item into a set of beliefs that transmit value and guide behavior. In times of change, if the organization members embrace the change or believe it will bring benefits, they will adapt rapidly to the new work system. In contrast, negative attitudes towards change may have the opposite effect, decreasing the probability of adaptation to the proposed changes.

### Summary of Goodness of Fit Measures of the Three Path Analysis Models

Table 7 summarizes the Goodness of Fit Measures of the generated three Models. It signifies that based on the result of the data gathered, Chi-Square/Degrees of Freedom has a criterion of  $0 < \text{value} < 2$  obtained a model fit value of 4.034 for the model; 2.788 for model 2; 2.312 for model 3; 2.280 for model 4, and 1.326 for model 3. At the same time, the P-value has a criterion of  $> 0.05$  and a model fit value of .000 for model 1, 0.000 for model 2, and 0.109 for model 3. Also, the Normed Fit Index has a criterion of  $> 0.95$  with a model fit value of .823 for model 1, 0.735 for model 2, and .985 for model 3. The Tucker-Lewis Index, with a criterion of  $> 0.95$ , obtained a model fit value of .769 for model 1, .733 for model 2, and .951 for model 3. Comparative Fit Index with a criterion of  $> 0.95$  gained a model fit value of .657 for model 1, .864 for model 2, and .968 for model 5. The goodness of the fit index has a criterion of  $> 0.95$ , revealing a model fit value of .952 for model 1, 0.944 for model 2, and .976 for model 3. For the RMSEA- Root Means Square of Error Approximation has a criterion of  $< 0.05$  gained a model fit value of .099 for model 1, .076 for model 2, and .32 for model 3. The Index P-Close Fit criterion of  $> 0.05$  revealed a model fit value of 0.002 for model 1, 0.011 for model 2, and .866 for model 3. Results showed that only model 3 had indices consistently indicating an outstanding fit to the data among the three path analysis models. therefore, it is identified as the best-fit model.

Table 7 Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	4.034	.952	.857	.823	.769	.099	.002
2	.000	2.788	.944	.804	.735	.733	.076	.011
3	.109	1.326	.976	.968	.985	.951	.032	.866

**Legend:** CMIN/DF – Chi-Square/Degrees of Freedom

NFI – Normed Fit Index

GFI – Goodness of Fit Index

TLI – Tucker-Lewis Index

RMSEA – Root Mean Square of Error Approximation

CFI – Comparative Fit Index



## CONCLUSIONS AND RECOMMENDATIONS

In summary, with the use of multi-regression analysis to strengthen the reliability and thoroughness of this research, results revealed that the level of Transformational leadership of School Heads in terms of Moral Modeling, Charisma, Articulate Vision, and Individualized Consideration is *Very High*; the level of Team building effectiveness in terms of Responsibility Oriented Roles, Relationship Oriented Roles, Self-oriented Roles is *Very High*; the level of stress management competency in terms of Managing emotions and having integrity, Managing & communication existing and future work, Managing the individual within the team and Managing difficult situation is *Very High*; Level of Attitude towards organizational change of public school teachers in terms of Attitude of Cynicism to Change, Attitude of Opposition due to Fear Uncertainty, and Attitude of Acceptance to Change is *very high*. There is no significant relationship between the transformational leadership of school heads and attitude toward organizational change in public school teachers. Team building effectiveness and attitude towards organizational change have a significant relationship correlation, exactly with stress management competency *and* attitude towards organizational change. Further, the results of this study supported the **theory of Planned Behavior (TPB)** developed by **Icek Ajzen**. The TPB posits that an individual's intention to engage in a behavior. It can be concluded that it is being used to understand how these factors influence employees' intentions and attitudes toward organizational changes. Studies using TPB in organizational change often focus on how these factors predict the likelihood of employees accepting and adapting to changes. It is also backed up by the proposition of Bayraktar and Jiménez (2023), who emphasized that effective team building and stress management competencies are crucial for fostering a positive attitude to organizational change. They found that team building effectiveness and stress management competency significantly influence employees' readiness and acceptance of organizational changes.

Based on the findings and conclusions, some recommendations are considered. It is recommended that team building effectiveness obtained the lowest level among the three exogenous variables. It is suggested that *team building effectiveness* should be given due attention through a team building program focusing on teachers who are confused when doing their work and duties, those who experience conflict in a work team, which happens regularly in an organization, and those who argue with their colleagues. Through this team-building program, a management technique will be used to improve the work groups' efficiency and performance through various activities.

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