# Adaptability, Acceptance and Resistance to Change of Local College Personnel in the Province of Batangas Philippines: Basis for Organizational Change Management Framework

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## ABSTRACT

Change is indeed one of the struggles of any employee and company itself when there are changes in administration, leadership, and in-office occurs. Cognitive, affective, and behavioral adaptability in times of change are the three main facets of adaptability that are considered intrinsically related (Ashford and Taylor, 1990; Ployhart and Bliese, 2006; Van Dam, 2013). Marques (2016) concluded that acceptance grows as the changed situation loses its threats. Different dimensions are being distinguished such as open expressively, concealed, active, and passive support. Meanwhile, Rehman *et al.* (2021) mentioned that it is vital to shape the employees' resistive attitudes for the successful implementation of change, while their readiness greatly influences resistance (Banguntopo, 2018). The researchers further evaluated the personnel's adaptability, determined the personnel's acceptance, and assessed the personnel's resistance to change in local colleges. The researcher used descriptive-correlational research was valuable in providing facts that could form the basis of scientific judgment, which provided essential knowledge. The results revealed that the respondents displayed a high level of adaptability and acceptance, and strongly agreed to be resistant to change. Significant differences were observed in behavioral adaptability and openly expressive and passive support when grouped to position. Gen X group exhibited greater resistance to change in terms of behavioral response. Moreover, positive relationships among variables in different dimensions of change were identified as highly significant. The art of change allows organizations to ensure that new policies, procedures, and controls are adapted, accepted, and free from any form of resistance.

**Keywords:** Acceptance, Adaptability, Organizational Change Management, Resistance.

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## I. INTRODUCTION

Change is constant, what people say. It is indeed one of the struggles of any employee once there are changes in administration, changes in leadership, and change in office occurs. Different industries and people in organizations around the world are experiencing change and complexity. Kuttappa (2020) found in his study that an individual needs to be adaptive to the inevitable changes to quickly access the different behaviors where adjustments and experiments are permitted.

The majority of industry is facing the urgency of change in their business operations and of different views and perspectives. Changes and change management have a great impact in achieving the company's objectives and goals. The organizations are dealing with different factors to minimize or eliminate the resistance level which could lead to a smooth transition of change (Jalagat, 2016). Cognitive, affective, and behavioral adaptation in times of change are the three main facets of adaptability. Individual adaptability is viewed as the capacity to change and responses of employees towards changes in the organization and changing work situations. It further discussed that these dimensions are considered intrinsically related (Ashford & Taylor, 1990; Ployhart & Bliese, 2006; Van Dam, 2013).

On the other hand, Marques (2016) mentioned that clear communication is necessary to enhance the willingness to accept changes and persuade co-employees to do the same. Leaders are a great influencer of change that makes employees more open and committed to any changes and more willing to take the risks that come along with such changes. Acceptance grows as the changed situation loses it threats. Different dimensions are being distinguished in considering employees' acceptance of change such as open expressively support, which shows enthusiasm and ownership; concealed support, employees tend to surrender to the change and comply; active support, embracing of the changes and cooperate; and passive support, employees agree and accept the change.

Meanwhile, Rehman *et al.* (2021) mentioned that it is vital to shape the employees' resistive attitudes for the successful implementation of change, while their readiness greatly

influences resistance to change (Banguntopo, 2018). Change management is driven towards change and reduces resistance with the aid of designed procedures and techniques to a desired future state. Despite the fact that change management is a mature discipline in many ways, different organizations continue to struggle with the east reluctance but a more effective change. The art of change allows organizations to ensure that new policies, procedures, and controls are adopted, accepted and free from any form of resistance.

Change management happens when there are employees being promoted, transferred to another unit, and/or resigned or retired from work. On the other hand, changes occur at the same time. It is visible in any organization, both the public and private sectors. Employees must welcome promotions and changes that are part of their professional careers (Cox, 2019). More often than not, a lot of employees are less driven in times when the management or leadership has to be changed. Administratively, employees who do not hold any power are most likely to disregard or disobey the management changes where adaptability, acceptance and resistance to such changes would be done in time. On the other hand, though transition period is hard for everyone, all personnel are being encouraged to join and cooperate on any agenda, plans, and goals of the new administration.

Institutions managed and owned by local government, specifically the local colleges also have changes that occur. This usually happens due to the change of leadership and management after the election and even no election where no renewal of contract for job order personnel takes place. Regular and casual employees are being transferred to other offices once determined that they are loyalists and supporters of the losing party. While others are still hanging and floating until submit themselves to the new management. This is regardless of the position, either administrator or just ordinary worker of the organization. Changes also happen once an employee moves up the ladder of an organization.

As change becomes a part of both personal life and business existence, managers and leaders have to set a good example of how to successfully implement change. Hence, this study intended to fill the research gap and to contribute to the organizational change management of local colleges. Various research and literature that came across all the readings are basically focusing on comparative analysis of any two of the variables, whiles others are concentrated on one of the variables alone.

The researcher himself is a direct recipient of these changes in the organization thus he wants to delve further into the personnel espousal to changes specifically when newly elected leaders of local government and the new board have been formed. As the change in government leaders also means a change in local college organizations, change of leadership and management, it is in the interest of the researcher to explore how these personnel of local colleges adapt, accept and resist such changes in the organization.

## II. Objectives of the Study

This study intends to examine the adaptability, acceptance, and resistance to change of local college personnel in Batangas Province as the basis for a comprehensive organizational change management framework. Specifically, it evaluates the personnel's adaptability to change in local colleges in terms of cognitive, affective; and behavioral; determines the personnel's acceptance to change in terms of openly expressive, concealed, active, and passive; assesses personnel's responses on resistance to change in terms of cognitive, affective and behavioral.

The researcher tests the significant difference in responses when grouped according to demographic profile variables; tested the significant relationships among variables such as adaptability, acceptance, and resistance; and to propose a comprehensive organizational change management framework to local colleges in the Province of Batangas.

## III. Review of Literature

### A. Adaptability to Change

Change may be uncomfortable, but it will eventually happen. Businesses both embrace change and prosper, or they ignore it and perish. Changes in the organization come along with the rapid change in technological advancement, change in management and leadership, and change in policies, systems, and processes.

Both individual life and business existence now include change. Although most companies must urgently implement change in their day-to-day operations, their perspectives on change vary. To successfully implement change initiative in the organization, corporate goals and objectives are aligned to any plans for change. Jalagat (2016) found in his study on how assess critically how well change and change management contribute to accomplishing organizational goals and objectives. In addition, other factors such as internal and external elements that influence change are considered; presents the detailed implementation phase and the advantages that entails with it. All plans may face resistance, and the organization should formulate strategic ways to lower down the level of resistance towards an efficient transition of change.

Transition is the psychological process of internalizing change and is the focus of the Bridges' Transition Model and not on changes. However, this model offered a common language for talking about change as well as specific advice for encouraging people to release the old practices and depict themselves in assuming new responsibilities and creating new one in a more effective procedure. The three phases of model include ending, losing and letting go, neutral zone and new beginning (Bridges, 2009; Miller, 2017).

The first phase begins in ending, losing, and letting go where employees become emotional and changes may be rejected, so it is critical to communicate the purpose and benefits of the change. Neutral zone is the second phase where employees adapt to the changes and become accustomed to developments. And the third and last phase is the new beginnings in which employees have understood and accepted such changes in the organization.

Malik (2021) found in her study that businesses now give importance and greater value to workplace adaptability. Individuals respond differently and not everyone is used to it. On the other hand, Todd (2022) found in his study that individuals can quickly adapt to the situation that they are

involved in and are aware of the best practices to adopt in aligning with organizational culture. Employees are willing to take on tasks outside of their roles and are given new tasks and projects become more reliable.

According to Cullen *et al*. (2014), it is the goal of any business to improve employee satisfaction and increase performance despite the changes that frequently occur in today's workplace. It was also found perception can be improved though lesser uncertainty and giving assistance to employees who needs it the most.

Moreover, there are three core aspects of adaptability in time of change such as cognitive, affective, and behavioral adaptability. Individual adaptability is viewed as the capacity to change and to respond to the changes in the organization and gradually changing situations at work. It further discussed that these dimensions are considered intrinsically related where employees' adaptive behavior at work are affected in times (Ashford & Taylor, 1990; Ployhart & Bliese, 2006; Van Dam, 2013).

The level of adaptability to change is considered as a critical source of mental resources. For newcomers who are in an unfamiliar environment, psychological resources are especially important. Individuals must continuously improve their adaptation to the changing modern life. Cognition and behavior has a great contribution adapting to any circumstances (Ployhart &Bliese 2006; Zhou & Lin, 2016).

The concept adaptability was broadened to include cognitive and affective reactions to change and variability, aligning it with emerging tripartite frameworks such as cognitive, affective, and behavioral. It also contributed to the behaviorally centered APA definition of adaptability. Policies aimed at the personal and professional development as individuals and as workers are mutually beneficial relationship between businesses and workers. Managers can potentially strengthen working relationships, increase productivity, and reduce job dissatisfaction. Recognizing the capabilities and the abilities of these young workers can improved their performance at work. (Campbell *et al*., 1993; Pulakos *et al*., 2000; Nejad *et al*., 2021).

Cognitive adaptability is a situation awareness and mental abilities which comprises of various characteristics which aid in positively dealing with change. Raising awareness of the need for change is the first factor that promotes cognitive adaptability (Van Dam, 2011; Hagemann, 2021). It is supported by Calarco's (2020) research concluded that cognitive adaptability is the ability to formulate alternative strategies. Employees who are adaptable can deal with the consequences of change. Divergent thinking is considered an advantages all the organizational changes. Cognitive adapters excel at bridging boundaries and considers the possible effects of changes in the different level of organization and management in general. Nova and Hadiyan (2017) concluded that the organizational support and interchange of position had increased the preparedness as perceived by employees towards change.

Adaptability along with positivity supported by the capacity to adapt to a fast-changing environment is the ability, talent, disposition, willingness to adjust and to adapt diverse work, social, or environmental elements. One of the most important sources of mental resources is adaptability. More psychological resources can be reserved by people with high levels of flexibility than by people with low levels of adaptability. For newcomers who are experiencing a completely new environment, psychological resources are extremely crucial. People must continually strengthen their capacity for adaptation as a result of the constantly changing character of modern life. People need to be adaptable in both their behavior and cognition in order to respond to changing environment (Ployhart & Bliese, 2006; Wilkins *et al*., 2014; Zhou & Lin, 2016).

According to Hagemann's (2021) research, positive emotions have a positive influence on health, emotion regulation, and shifting one's own emotions. It is also defined as attempting to alter one's emotions into positive ones right before unexpected negative situations happen, and deliberately changing and reframing that feeling to the positive.

Adaptability to changes in the work environment has been clearly addressed through adaptive performance. Individually, employees have improved and achieved their respective personal and professional successes. Employee adaptability can also have a positive impact on change management and other business activities (Griffin *et al*., 2007; Dorsey *et al*., 2010; Shoss *et al*., 2012; Park & Park, 2019).

Eskreis-Winkler and Fishbach (2019) concluded that an individual who failed to learn from mistakes because failure is ego-threatening, causing people to tune out. Failure, it could be argued, threatens self-esteem in situations where mistakes are not viewed as opportunities for learning; and when self-esteem is threatened, people stop learning. It was supported by Barth (2021), who stated that employees should develop their own personal error tolerance policy. This does not imply that employees should ignore their mistakes and expect everyone else to be unconcerned about what they do wrong. It implies that you acknowledge mistakes, both your own and those of others, with the goal of learning how to do things better or helping the other person do better.

Furthermore, Kuligowski's study (2022) stated that when employees do not understand one another, they tend to disagree. When one party is so intent on being heard that they fail to listen, disagreement is unavoidable. When people realize they have more in common than differences, they can begin to tolerate and even value opposing viewpoints. Seek to understand and appreciate, but this does not imply that you must agree with them; rather, it simply indicates that you are willing to hear them out. Conflict is unavoidable particularly when there are clashes of ideas or stained personal relationships. Time and money can be saved by the organization while improving professional and personal relationships, job performances, communications, and organizational culture with a well-managed conflict

## B. Acceptance of Change

The idea of change could make the employees uncomfortable, but they must remember that it is most likely advancing themselves to professional and personal development. Employees must have the ability to accept change in the workplace. It has never been more crucial for employers and employees to respond and understand the constantly changing technology, market trends, personnel, processes, and business environment.

Acceptance of change by the civil servants of Malaysia has been issued in numerous organizational change plans and initiatives that have been implemented by the government (Malaysia Prime Minister Office, 2015).

Everyone can say that change is an inevitable aspect of life, thus managers, staff, and business owners should embrace it. Embrace changes gladly and see them as a positive thing. Employees who are afraid of change alter themselves as well. And once an employee experiences change, he begins to gain knowledge and becomes prepared for a variety of options. Thus, change is advantageous rather than undesirable. Everyone needs to be prepared for the battle that will arise over change. The workforce must be aware that nothing is permanent, and they must be willing to leave their comfort zones (Reddy, 2016).

Clear communication is necessary to enhance the willingness to accept changes in the workplace or to persuade others to accept these changes. In work settings, employees will become more open and committed to change once their leaders become more willing to accept the risks that come along with changes. Acceptance grows as the changed situation loses its threats. There are multiple dimensions being distinguished in considering employees' acceptance of change such as open expressively support, which shows enthusiasm and ownership; concealed support, employees tend to surrender to the change and comply; active support, embracing the changes and cooperating, and passive support, employees agree and accept the change. These require active campaigning, truthful communication, relationship-building, and nurturing (Marques, 2016).

According to Di Fabio and Gori (2016), acceptance of change is embracing rather than avoiding changes. It restricts the belief that those people who are capable of accepting changes in their work and other business activities have positive implications on their professional careers and level of resources.

It is challenging to accomplish an organizational change to be successful, nevertheless, employees are ready to accept and open to changes. It also proved that the desired organizational change is critical to achieving when there is no acceptance and support of change from the employees (Augustsson *et al.*, 2017).

Change management happens when there are employees being promoted, transferred to another unit, and/or resigned or retired from work. On the other hand, changes occur at the same time. It is visible in any organization, both in the public and the private sectors. According to Cox (2019), employees must welcome promotions and changes that are part of their professional careers. Transitions of employees must manage how to set expectations for transitions. Likewise, employees must expect that sometimes there are uncertainties, and changes may happen even in the relationships with people. It stressed that moving through change would be easier while being productive.

*C. Resistance to Change*

Dominant perspectives on resistance to change frequently focus on negative interpretations that portray resistance as dysfunctional and unreasonable activities taken by the recipients of change. Not all change is negative, and one considers the positive side of it. An employee might receive

a promotion, a unit for more funding, extended support from superiors and co-workers, a chance to transfer to another department, and a break to try out new things. Don't begin with the assumption that everything is necessarily doom and gloom because change can frequently be an opportunity.

According to Stonehouse (2013), resistance comes from individual employees and from the organization itself. It can be more difficult to overcome when resistance is from the organization which can cause the organizational own culture. A culture that is not open to change and development.

Rechter and Sverdlik (2016) concluded that individual employees resist change because they believe it will create a complex situation that will cause problems. On the other hand, leaders and employees have different perspectives in terms of its benefits to organizational development. Others are open to change while others are resistant to change, due to the fact that it could destroy the stability of the organization.

The attitudes of employees are one of the ultimate failures to change. Employees who are oblivious of the benefits of organizational transformation develop a fear of change and regard it as an unfair practice (Ford & Ford, 2010; Ahmad & Cheng, 2018). Likewise, Banguntopo (2018) concluded that altering resistive employees' attitudes can be critical to the successful implementation of change. Similarly, it was revealed that employees' preparation has a large influence on resistance to change by changing their views in favor of the change.

Walk and Handy (2018) found out that the lack of organizational openness poses a challenge for organization. Negative reactions to change of employees is common, while positive reactions for leaders get change accepted. Leaders see change as a means of achieving organizational and professional goals. In contrast, the lack of willingness to accept this change creates an inharmonious relationship between organizational goals and the change initiative.

In 2017, Soenen and Melkonian argued that the successful execution of change generally influenced through shaping employee attitudes toward change. The study is supported by Rehman *et al.* (2021) where it was concluded that in the implementation of change, shaping the resistive employees' attitudes is considered essential.

Resistance is the most significant barrier that can make change difficult. Businesses traditionally used to change management of all the identified sources, causes and effects of resistance, and various countermeasures to deal with it. On the other hand, it is a major failure of change management teams if they cannot overcome resistance, and it is a critical factor in managing resistance to make change management work effectively (Judson, 1991; Cummings & Workey, 2013; Prosci, 2017; Errida & Lotfi, 2021).

Venus *et al.* (2019), hypothesized that there is one significant factor why followers resist change, it can endanger organizational identity. Given this, leaders who convey visions of change might overcome followers' opposition by ensuring them that the core of the organization's identity will not change but rather transform the vision of change into a vision of continuity.

Sutarni *et al.* (2022) concluded that change management is negatively influenced by resistance to change. It was further concluded that the schools have a great propensity in handing

change management because of the high dynamic adaptability to change and see the big picture on how to manage these changes effectively and efficiently.

According to Jackson (2022) change has three buckets such as affective which focus on the emotional responses, impacts on the ability to change and the acceptance of these changes in the environment; behavioral, look at how employee actions change in response to a new initiative; and cognitive explores the impact on success based on how employees recognize these changes. However, McDuffee (2022) concluded that organizations struggle with complacency. A sense of complacency presents once new initiatives struggle to take root, competition is not closely monitored, and market changes are not scrutinized to new approaches. Without intervention, resistance to change grows over time.

Moreover, change management is a broad range of planning and implementation strategies employed by organizations. Its initiatives center on how employees embrace and amend to a new working environment. No matter how straightforward or complicated the change, the main goal must ensure that it will bring the organization closer to its objectives.

## IV. METHODS

### A. Research Design

The researcher utilized descriptive and correlational research design that provided valuable facts as one of the bases of scientific judgment and essential knowledge. In this method, respondents answered the questionnaire administered by the researcher through both distribution and retrieval. It was explained by Drummond and Reyes (2018) that the descriptive and correlational research design method is applied in measuring and describing existing associations or relationship the relationship among the variables.

### B. Participants of the Study

The researcher conducted the study in three local colleges in the province of Batangas, where the respondents were the personnel, both teaching and non-teaching. The researcher used 100 percent population of the respondents. Based on the actual total respondents of 366, 325 responded to the survey questionnaire from some unavoidable circumstances. The majority of the reasons were just retired from the service, sick leave, study leave, and on vacation leave among others.

Based on the number of responses that the researcher got, Kaiser-Meyer-Olkin (KMO) and Barlett's tests were undertaken to check the adequacy and viability of the samples because they did not reach the 100 percent population. KMO statistics are equal to $0.951 > 0.6$ which implies that samples are adequate and appropriate for the data. The correlation matrix's adequacy result was highly significant at $p < 0.0001$ which indicates that the correlation matrix contained significant correlations among the variables.

### C. Data Analysis

The demographic profile of the respondents was determined with the use of frequency and percentage distribution. Weighted mean and rank were utilized to evaluate the personnel's adaptability, determine the

personnel's acceptance, and assess the personnel's resistance to change of local colleges. Based on the number of responses that the researcher got, Kaiser-Meyer-Olkin (KMO) and Barlett's tests were undertaken to check the adequacy and viability of the samples because they did not reach the 100 percent population. As a result, the hypothesis that the correlation matrix is rejected. A significant value of less than 0.05 indicates that factor analysis is suitable for the data set. Likewise, the results of the factor analysis in each variable and sub-variables were also run using the same test. The results show that KMO p-value > 0.50 which indicates that the data are suitable and very useful for factor analysis. On the other hand, a statistical test also shows that the correlation matrix rejects the null hypothesis with a significant p-value<0.05, and indeed not an identity matrix.

Shapiro-Wilk test was utilized to check if the data sets is normally distributed or not. In this case, the results showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Mann-Whitney U test for two groups and Kruskal Wallis test for more than two groups were used as part of the non-parametric tests to determine the significant differences. Lastly, to test the significant relationship among variables, Spearman Rho was used. All analyses were executed and completed using SPSS version 26.

## V. RESULTS AND DISCUSSION

It was hypothesized that there was a statistically significant difference in behavioral adaptability (p=0.012), openly expressive support (p=0.024), and passive support (p=0.005) when grouped according to position. It was further hypothesized that there was a significant difference in behavioral responses when group by age, as the p-value obtained was less than 0.05. Other significance levels are presented and discussed in various tables.

TABLE I: PERSONNEL'S ADAPTABILITY TO CHANGE IN LOCAL COLLEGES

| Key Result Area | Composite Mean | VI | Rank |
|---|---|---|---|
| Cognitive Adaptability | 3.73 | Highly Able | 1 |
| Affective Adaptability | 3.71 | Highly Able | 2 |
| Behavioral Adaptability | 3.70 | Highly Able | 3 |
| Grand Composite Mean | 3.71 | Highly Able | |

Legend: 3.50-4.00=Highly Able; 2.50-3.49=Moderately Able; 1.50-2.49=Slightly Able; 1.00-1.49=Unable.

Table I shows that among the three sub-variables or components, cognitive adaptability has the highest weighted mean of 3.73 while 3.71 and 3.70 for affective and behavioral adaptability, respectively. The results indicate that all personnel are highly able to adapt to the changes in the organization. However, positivity is bolstered by the ability to adapt and adjust or fit diverse work, social, or environmental elements. Adaptability is one of the most important sources of psychological resources that are critical for newcomers who are experiencing a completely new environment. People must constantly strengthen their capacity for adaptation. Innocent (2021) found in her study that individual's awareness and interpretation of the environment is the first part of cognitive adaptation. While Malik (2021) concluded that businesses now place a higher

value on adaptation in the workplace where not everyone is born with the ability to adapt to change. Furthermore, adaptive performance can lead to increased performance capability, professional success and positive organizational outcomes and other business activities. This clearly addresses employees' adaptability to changes in the workplace (Griffin *et al.*, 2007; Dorsey *et al.*, 2010; Shoss *et al.*, 2012; Park & Park, 2019).

TABLE II: Personnel's Acceptance to Change in Local Colleges

| Key Result Area | Composite Mean | VI | Rank |
|---|---|---|---|
| Openly Expressive Support | 3.73 | Highly Acceptable | 1 |
| Concealed Support | 3.68 | Highly Acceptable | 2.5 |
| Active Support | 3.65 | Highly Acceptable | 4 |
| Passive Support | 3.68 | Highly Acceptable | 2.5 |
| Grand Composite Mean | 3.69 | Highly Acceptable | |

Legend: 3.50-4.00=Highly Acceptable; 2.50-3.49=Acceptable; 1.50-2.49=Less Acceptable; 1.00-1.49=Not Acceptable.

A composite mean of 3.69 with a verbal interpretation of highly acceptable indicates that the personnel of local colleges accepted the changes. The respondents rated highly acceptable the openly expressive support under acceptance to change (WM=3.73). The result indicates that the majority of the respondents rated highly acceptable all the supports under this variable. Change must be accepted as a normal part of life and the workplace culture. To accept change, people must first accept that change is normal and not something imposed unfairly. When people celebrate and encourage change, they stop looking for the end of the change. Instead, they accept change as it occurs and adjust to it as part of normal business operations. Tayal *et al.* (2018), discovered that organizations can directly influence the acceptance of personnel to change with the facilitation of employee's innovative behavior and technology. Moreover, Beus *et al.* (2020) concluded that the employees are open and more energized to engage in the implementation of change to an organization that is open and receptive to continuous changes, rather than the employees in organizations that focus on stability and intermittent change.

TABLE III: Personnel's Resistance to Change in Local Colleges

| Key Result Area | Composite Mean | VI | Rank |
|---|---|---|---|
| Cognitive Response | 3.59 | Strongly Agree | 3 |
| Affective Response | 3.66 | Strongly Agree | 2 |
| Behavioral Response | 3.70 | Strongly Agree | 1 |
| Grand Composite Mean | 3.65 | Strongly Agree | |

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Slightly Disagree; 1.00-1.49=Disagree.

The grand composite mean was 3.65 with a verbal interpretation of strongly agree which means that the dominant perspectives on change resistance frequently focus on negative interpretations that portray resistance as dysfunctional and unreasonable activities undertaken by those who are subjected to change. Not all change is bad, and one should consider the positive aspects of it. A promotion, a unit for more funding, extended support from superiors and co-workers, a chance to transfer to another department, and a break to try out new things could all be given to an employee. The assumption that everything is doom and gloom must be stopped because change can often be a source of opportunity.

The Post hoc test showed that there was a significant difference in responses between non-teaching personnel and administrators, where the administrators had higher assessments on behavioral adaptability. This implies that the leaders of the institution were the most common personnel who were adaptable. This is due to the fact that, since they are the ones who crafted the policies, procedures, and controls, they were able to adapt and implement such changes in the institution. Venus *et al.* (2019) hypothesized that organizational change with a social identity approach has one significant factor in why followers resist change, and that is, it can endanger their unacceptable perception on the continuity of the organizational identity. On the other hand, Madison (2022) concluded that the company must recognize that everyone reacts differently to change. This viewpoint will aid in guiding conversations with the employees. Many factors influence how an individual responds to change. Knowing where these employees are on the curve will help to decide what and when to communicate.

TABLE IV: Personnel's Adaptability to Change in Local Colleges When Grouped According to Profile

| Profile Variables | $\lambda^2$ c / U | p-value | Interpretation |
|---|---|---|---|
| Sex | | | |
| Cognitive Adaptability | 12233.500 | 0.423 | Not Significant |
| Affective Adaptability | 12832.500 | 0.980 | Not Significant |
| Behavioral Adaptability | 11785.000 | 0.170 | Not Significant |
| *Age* | | | |
| Cognitive Adaptability | 0.647 | 0.886 | Not Significant |
| Affective Adaptability | 0.088 | 0.993 | Not Significant |
| Behavioral Adaptability | 2.967 | 0.397 | Not Significant |
| *Position* | | | |
| Cognitive Adaptability | 0.660 | 0.719 | Not Significant |
| Affective Adaptability | 5.194 | 0.075 | Not Significant |
| Behavioral Adaptability | 8.811 | 0.012 | Significant |
| *Educational Attainment* | | | |
| Cognitive Adaptability | 6.660 | 0.155 | Not Significant |
| Affective Adaptability | 4.925 | 0.295 | Not Significant |
| Behavioral Adaptability | 8.168 | 0.086 | Not Significant |
| Years *in Service* | | | |
| Cognitive Adaptability | 5.289 | 0.382 | Not Significant |
| Affective Adaptability | 7.798 | 0.168 | Not Significant |
| Behavioral Adaptability | 8.470 | 0.132 | Not Significant |

Legend: Significant at p-value<0.05.

The table shows that there was a statistically significant difference in behavioral adaptability (p=0.012) when grouped according to position. Post hoc test showed that there was a significant difference in responses between non-teaching personnel and administrators, where the administrators had higher assessments on behavioral adaptability. This implies that the leaders of the institution were the most common personnel who were adaptable. This is due to the fact that, since they are the ones who crafted the policies, procedures, and controls, they were able to adapt and implement such changes in the institution. Likewise, the majority of the administrators have adaptive skills that influence personnel under their jurisdiction. Furthermore, other variables were no statistically significant difference because all the computed p-values were more than 0.05. The results simply show that the responses are not that different. Personnel of local colleges are adaptable and able to adapt when needed. According to Moorehouse (2020), adaptability is beneficial to everyone, but it is especially important for leaders in a rapidly changing world. Nonetheless, leaders are frequently expected to deal with unusual situations without explicit guidance to be able

to solve problems quickly and make difficult decisions with confidence.

TABLE V: PERSONNEL'S ACCEPTANCE TO CHANGE IN LOCAL COLLEGES WHEN GROUPED ACCORDING TO PROFILE

| Profile Variables | $\lambda^2$ c / U | p-value | Interpretation |
|---|---|---|---|
| *Sex* | | | |
| Openly Expressive Support | 12393.500 | 0.555 | Not Significant |
| Concealed Support | 11770.500 | 0.173 | Not Significant |
| Active Support | 12751.000 | 0.901 | Not Significant |
| Passive Support | 12305.000 | 0.480 | Not Significant |
| *Age* | | | |
| Openly Expressive Support | 3.567 | 0.312 | Not Significant |
| Concealed Support | 3.311 | 0.346 | Not Significant |
| Active Support | 0.866 | 0.834 | Not Significant |
| Passive Support | 2.577 | 0.462 | Not Significant |
| *Position* | | | |
| Openly Expressive Support | 7.451 | 0.024 | Significant |
| Concealed Support | 5.613 | 0.060 | Not Significant |
| Active Support | 5.171 | 0.075 | Not Significant |
| Passive Support | 10.683 | 0.005 | Significant |
| *Educational Attainment* | | | |
| Openly Expressive Support | 10.574 | 0.032 | Significant |
| Concealed Support | 7.398 | 0.116 | Not Significant |
| Active Support | 8.481 | 0.075 | Not Significant |
| Passive Support | 6.511 | 0.164 | Not Significant |

Legend: Significant at p-value<0.05.

Post hoc test revealed that there was significant difference of responses between non-teaching personnel and teaching personnel where the teaching personnel had higher assessments on openly expressive support and passive support. The results imply that the teaching personnel are enthusiastic and have a sense of ownership with the changes, while others were accepting such changes with reluctance, fears, doubts, and questions in mind. Likewise, local college personnel are still open its door to any opportunities along with the changes. Koenen *et al*. (2015) revealed that teachers can be motivated to learn and develop when faced with changes and challenges. Overcoming obstacles can lead to stronger motivation and engagement. As a result, an education system that emphasizes dynamic and demand-driven competency-based learning can create positive learning experiences for teachers when they feel empowered to solve problems on their own. The same study is supported by Kunnari (2018) where it was revealed that teachers are the primary actors involved in developing new practices, not as individual but as member of a community that takes into consideration the needs of students and colleagues. Moreover, leaders play a significant role in encouraging teachers to take responsibility and ownership of their work when implementing student-centered and competence-based education. Educational leadership ensures that each team member is heard and valued, and that individual strengths and interests are considered when developing collaborative strategies. Lastly, it was concluded by Sokal *et al*. (2021) that comprehending teachers' attitudes towards change is critical to grasping their motivations for engaging in desired behaviors.

The post hoc test indicated a significant difference in responses between millennial and Gen X, with Gen X respondents scoring higher in their assessment of behavioral response (p-value=0.007). The findings suggest that as the personnel age, they become more mature, and prioritize stability and comfort over change. Moreover, technological advancement may necessitate institutions and individuals to become increasingly adaptable. NtShangase (2022)

Generation Xers tend to be more skeptical and prioritize work-life balance and career options. Change management strategies need to be tailored to accommodate the different expectations of each generation. Meanwhile, millennials tend to view change as an opportunity and are generally comfortable with it. In is supported by Lugtu (2019) where concluded that in the context of digital and cultural transformation, Gen Xers exhibit higher resistance to change compared to millennial and Baby Boomers. On the other hand, Neal (2019) found that more than half of global leadership roles are held by gen Xers, who are effective in promoting collaboration and breaking down organizational silos to drive innovation.

TABLE VI: PERSONNEL'S RESISTANCE TO CHANGE IN LOCAL COLLEGES WHEN GROUPED ACCORDING TO PROFILE

| Profile Variables | $\lambda^2$ c / U | p-value | Interpretation |
|---|---|---|---|
| *Sex* | | | |
| Cognitive Response | 12769.500 | 0.918 | Not Significant |
| Affective Response | 12593.500 | 0.740 | Not Significant |
| Behavioral Response | 11930.500 | 0.221 | Not Significant |
| *Age* | | | |
| Cognitive Response | 0.446 | 0.931 | Not Significant |
| Affective Response | 3.515 | 0.319 | Not Significant |
| Behavioral Response | 12.227 | 0.007 | Significant |
| *Position* | | | |
| Cognitive Response | 11.772 | 0.003 | Significant |
| Affective Response | 14.762 | 0.001 | Significant |
| Behavioral Response | 17.542 | 0.000 | Significant |
| *Educational Attainment* | | | |
| Cognitive Response | 6.504 | 0.165 | Not Significant |
| Affective Response | 10.138 | 0.038 | Significant |
| Behavioral Response | 11.809 | 0.019 | Significant |
| *Years in Service* | | | |
| Cognitive Response | 4.837 | 0.436 | Not Significant |
| Affective Response | 4.127 | 0.531 | Not Significant |
| Behavioral Response | 9.603 | 0.087 | Not Significant |

Legend: Significant at p-value<0.05.

TABLE VII: RELATIONSHIP AMONG VARIABLES

| Key Result Area | Composite Mean | VI | Rank |
|---|---|---|---|
| Adaptability & Acceptance | 0.652** | 0.000 | Highly Significant |
| Adaptability & Resistance | 0.537** | 0.000 | Highly Significant |
| Acceptance & Resistance | 0.729** | 0.000 | Highly Significant |

** Correlation is significant at the 0.01 level.

To sum it up, it shows a strong positive relationship between adaptability and acceptance, moderate positive relationship and shows statistically significant relationship between adaptability and resistance, and a very strong positive relationship and shows statistically significant relationship between acceptance and resistance. This implies that personnel possess the ability and capacity to adapt and adjust to changes in the workplace. While personnel are resistive to whatever changes that might take place within the organization, but with the continuous support to these personnel to take part on these changes, they will sooner or later be used to it and able to adapt to such changes. In addition, personnel have given great importance on when to resist and to accept changes in the organization.

Moreover, all variables have p-value of less than 0.001 indicates strong positive relationship between variables. It shows the level of enthusiasm that the individuals have for change and their willingness to take part in ongoing organizational transformation and change efforts. According to Laszlo (2004), acceptance is just the first step, and

adaptation is a longer and more difficult process. Based on the study of Herrity (2022), having adaptability skills is crucial for being a competitive job candidate and a strong professional, as it demonstrates a willingness to learn new things and take on new challenges. Being adaptable also means being able to respond promptly to changing ideas, responsibilities, expectations, trends, strategies, and other processes in the workplace.

Lastly, Sutarni *et al*. (2022) found that resisting change has a detrimental effect on change management, whereas being adaptable to change has a positive effect on it. Schools are less likely to resist changes, and are instead willing to participate in the changes, and implement programs that support them
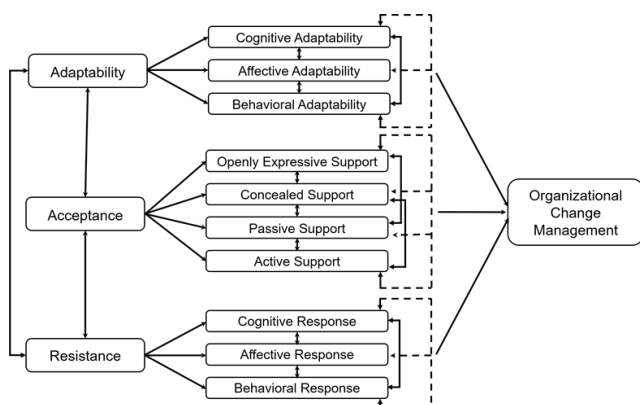


Fig. 1. Proposed Organizational Change Management Framework to Local Colleges in the Province of Batangas, Philippines.

As seen in the figure, the framework begins from the three variables such as adaptability, acceptance and resistance. A line from adaptability emphasis on the three dimensions to determine the level of adaptability of personnel. The concept adaptability was broadened to include cognitive and affective reactions to change and variability, aligning it with emerging tripartite frameworks such as cognitive, affective, and behavioral (Nejad *et al*., 2021). On the other hand, Innocent (2021) discovered that when employees were able to disconnect themselves from their former work role and routines and focus on the demands of the new job, they learnt the new work role faster and performed better.

The second box represents acceptance with lines going to the four dimensions specifically openly expressive, concealed, passive and active support. The arrows from the paradigm signify the type of support being given by the personnel in the organization as far as the changes are concerned. In the study conducted by Marques (2016) concluded that acceptance grows as the changed situation loses its threats. There are multiple dimensions being distinguished in considering employees' acceptance of change such as open expressively support, which shows enthusiasm and ownership; concealed support, employees tend to surrender to the change and comply; active support, embracing of the changes and cooperate; and passive support, employees are in agreement and accept the change.

The third box represents the resistance to change of personnel. The line directed to the three dimensions are identified as determinants of resistance to change. The arrow from this paradigm going to provide interventions for change management in the organization. The responses to changes

will trigger the organizations of what would be the actions to be taken so as not to overpower the personnel but rather to guide them and eliminate resistance to such changes. According to Doney (2022), employee resistance can have severe negative effects on an organization's efforts to adapt and change. Therefore, it is important to understand the reasons why employees resist changes and how to manage this resistance to achieve successful outcomes. Employee resistance is linked to poor employee results, which can lead to increased employee turnover, under performance and failure of the organization. Likewise, Johannsdottir *et al*. (2015) showed the significance of leadership in organizational change and positive attitudes among employees towards the implementation of environmental sustainability strategies.

Finally, the arrows from adaptability, acceptance and resistance towards each variable represent the relationship and interconnection between them. It is crucial to express the goal and benefits of the change to employees since they may reject it if their sentiments and contributions are not taken into consideration. On the other hand, employees adjust to the change and become familiar with the new procedures. They must develop a sense of purpose and understand the necessity of the changes. The success of the changes is ultimately highlighted by the tangible results of the workers' diligent effort. Change is inevitable, but it frequently elicits negative reactions and promotes resistance among employees. Knowledge of the causes of resistance improves the chances of making appropriate managerial decisions during the change management process and avoiding change rejection. This study identified employee acceptance of change, reduced resistance to it, increased work engagement, and strengthened organizational commitment (Vveinhardt & Sedziuviene, 2022).

## VI. CONCLUSION

The respondents were highly adaptable to changes in local colleges in terms of cognitive adaptability, affective adaptability, and behavioral adaptability. In terms of acceptance, the respondents rated highly acceptable all its dimensions in terms of openly expressive, concealed, passive, and active support. The respondents strongly agreed on personnel's resistance to change in local colleges in terms of behavioral response, affective response, and cognitive response. Significant differences exist in administrators' adaptability to change in local colleges in terms of behavioral adaptability when grouped according to position, while no significant difference when grouped by sex, age, educational attainment, and years in service. On the other hand, there were significant differences in teaching personnel's acceptance to change in local colleges on openly expressive support and passive support when grouped according to the position. There was a significant difference in personnel's resistance to change in local colleges on behavioral response in terms of age when the respondents belong to the Gen X group. Significant and strong positive relationship exists between adaptability and acceptance; a significant and moderate positive relationship between adaptability and resistance; and a significant and very strong positive

relationship between acceptance and resistance. Dimensions of change were determined by adaptability in terms of cognitive, affective, and behavioral adaptability; on acceptance in terms of openly expressive, concealed, passive and active supports, and, on resistance in terms of cognitive, affective and behavioral responses. A framework was formulated that served as a guide in the change management framework of local colleges in the province of Batangas.

### A. Recommendations

Local colleges may consider the empowerment, involvement of personnel, and constant communication with them when the time has come to decide on matters related to organizational change management. The local colleges may consider different approaches and strategies in the implementation of change in the institution, specifically on the different aspects and dimensions of change. A culture of openness and collaboration with the personnel promotes employees' empowerment, and provides strong motivational approaches with resiliency to reach the institutional objectives towards change. The local college may devise an intensive plan for the execution of the changes in the organization, where goals, timelines, and applicable actions are laid down to achieve the desired outcomes.

The Board of Trustees and the administration could provide transitional and developmental training for the personnel to adapt and accept the changes in the organization, and to eliminate resistance.

The proposed framework may be reviewed and considered in imposing changes in the institution and strengthening organizational change management in general. For future researchers, further studies of Organizational Change Management may be considered using the efficacy and essentials of OCM.

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