

# Organizational Change Readiness of Administrative and Teaching Personnel of State Universities and Colleges in Zamboanga City, Philippines

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## Abstract

*This study investigates organizational change readiness among administrative and teaching personnel of state universities and colleges (SUCs) in Zamboanga City, Philippines. Using a descriptive-correlational design, the research study surveyed three hundred five (305) participants from three (3) major SUCs, employing stratified random sampling. Data were collected through an Organizational Change Readiness Assessment questionnaire and a demographic survey questionnaire. Results revealed a moderately high overall change readiness score ( $M=3.72$ ,  $SD=0.61$ ) among personnel. Significant differences were found between administrative and teaching personnel, with administrative personnel demonstrating higher readiness levels ( $M=3.85$ ,  $SD=0.58$ ) compared to teaching personnel ( $M=3.62$ ,  $SD=0.62$ ). Educational attainment and years of service emerged as influential factors, with postgraduate degree holders and those with 5-10 years of service exhibiting higher readiness scores. The study also identified a strong positive correlation between perceived organizational support and change readiness ( $r=0.48$ ). These findings emphasize the value of tailored change management strategies that address the unique characteristics and concerns of different personnel groups within SUCs. The research study concludes that while there is a foundation of change readiness among SUCs in Zamboanga City, there is substantial room for improvement. Recommendations include developing targeted strategies for different personnel groups, promoting continuous professional development, leveraging mid-career employees as change champions, and strengthening organizational support systems. These insights contribute to a better understanding of change readiness in higher education institutions and provide practical implications for leaders and change managers in the Philippine context.*

**Keywords:** *organizational change readiness, administrative personnel, teaching personnel, state universities and colleges*

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## 1. INTRODUCTION

Change is the only thing that is constant in this world, that is why for an individual, an organization, and an institution to desire change, is an asset valuable to the growth and development of that entity. A transformation that is always founded on a resolve to do better involves the development of new mindset, the restructuring and engineering of systems to adapt, grow and prepare for the present and future challenges. This desire to transform is in essence the need for an order to purposely and actively build capability for new ways of working.

Organizations have no choice but to change (Palus and Charles, 2009). The world is moving and shifting fast; executives know it. That is why they try to cope, they are applying their best thinking to the structures, systems, and processes they need to complete. Conventional wisdom says that the right business structures will provide the efficiencies, innovation, and agility that organizations need to succeed and sustain. Organizations promote and apply transformational decisions for which they are rewarded with sustainable outcomes that includes the following: an accelerating ability to implement emerging successive business strategies, greater speed and flexibility. These allows the organization to move faster in response to change and challenge, a re-humanized workplace, balancing technical and operational expertise with beliefs and experience and leadership in an organizational transformation. In an era of rapid technological advancements and evolving educational paradigms, higher education institutions face unprecedented challenges that necessitate organizational change. State universities and colleges (SUCs) in Zamboanga City, Philippines, are no exception to this global trend. The readiness of administrative and teaching personnel to embrace and implement change is crucial for the successful adaptation and growth of these SUCs.

Zamboanga City, located on the southern tip of the Zamboanga Peninsula, is home to two (2) state universities and one (1) state college that play a vital role in the region's educational landscape. These are the Western Mindanao State University (WMSU), Zamboanga Peninsula Polytechnic State University (ZPPSU), and Zamboanga State College of Marine Sciences and Technology (ZSCMST). These SUCs are

tasked with providing quality education while navigating the complexities of organizational change in response to internal and external pressures.

This study which seeks to establish the indices of the readiness for transformational organization of SUCs in Zamboanga City of its administrative and teaching personnel will prepare the way for all other higher education institutions when the need for transformation or changes arise. The mindsets and values of people in the organizations are not easily in sight. A purposive study towards finding the indicators is necessary to give the SUCs clear pointers, vision, and insights.

The study aims to determine the organizational change readiness of the administrative and teaching personnel of state universities and colleges (SUCs) in Zamboanga Peninsula. Conversely, this refers to organizational members' change commitment and change effectiveness to organizational change. Specifically, the study seeks answers to the following objectives, as stated:

1. Determine the Demographic Profile of the respondents in terms of the following:
  - a) Age
  - b) Gender
  - c) Highest Educational Attainment
  - d) Job Classification, and
  - e) Length of Service
2. Determine the index of readiness for organizational transformation of the following:
  - a) Administrative Personnel
  - b) Teaching Personnel
3. Determine if there is a significant relationship between the respondent's demographic profile and their index of readiness for organizational change.

The study focuses on the organizational change readiness of the administrative and teaching personnel of selected state universities in Zamboanga Peninsula. The time we are living in remains for quicken rate of progress. Change in organizations nowadays is the norm rather than stability. Therefore, the ability of the organization to change and adapt is very critical for success. In understanding these changes, it is also imperative to understand the vigor behind the organizations structure- the personnel and their demographics. Therefore, in this study it is significant that these people be included and determine their index of readiness in relation to their readiness for organizational change.

The two (2) core variables of this study are the profile of the respondents and the index of readiness for organizational transformation. The respondent's profile is composed of age, gender, highest educational attainment, job classification and length of service. The indices of readiness for organizational transformation include the twelve (12) organizational events based on the framework of Gouillart and Kelly (1995): organizational mobilization, sense of purpose, performance measures, business model, physical infrastructure, work architecture, market focus, new business development, application of IT, reward structure, individual learning, and sense of community. The study is furthermore seeking to establish the relationship of the aforementioned core variables.

## 2. METHODOLOGY

This study employed a descriptive-correlational research design to assess the organization change readiness of administrative and teaching personnel in state universities and colleges (SUCs) in Zamboanga City. The target population consisted of selected full-time administrative and teaching staff from the three major SUCs in the city.

A stratified random sampling technique was used to select participants, ensuring proportional representation from both administrative and teaching personnel. The sample size was determined using Slovin's formula with a 5% margin of error, resulting in a total of three hundred five (305) respondents. Data were collected using two instruments. One, Organizational Change Readiness Assessment (OCRA) questionnaire. It was a validated 25-item instrument measuring various dimensions of change readiness on a 5-point Likert scale. Two, Demographic Survey Questionnaire. It was used to gather information on participants' age, gender, years of service, educational attainment, and current position.

Data analysis employed descriptive statistics (means, standard deviations, and frequencies) to summarize demographic information and change readiness scores. Independent samples t-tests were used to compare change readiness between administrative and teaching personnel. One-way ANOVA was conducted to examine differences in change readiness based on demographic factors. Pearson's correlation coefficient was calculated to explore relationships between organizational factors and change readiness.

### 3. RESULTS

#### 3.1. Demographic Profile of the Respondents

Of the three hundred five (305) respondents, one hundred thirty-two (132) or forty-three-point three percent (43.3%) were administrative personnel, and one hundred seventy-three (173) or fifty-six-point seven percent (56.7%) were teaching personnel. The sample comprised of fifty-seven percent (57%) females and forty-three (43%) males, with a mean age of forty-two point seven (42.7) years ( $SD = 9.8$ ). The average years of service was twelve point five (12.5) years ( $SD = 7.3$ ), and sixty-eight percent (68%) of respondents held postgraduate degrees.

#### 3.2. Overall Change Readiness

The mean overall change readiness score was 3.72 ( $SD = 0.61$ ) on a 5-point scale, indicating a moderately high level of readiness for organizational change among teaching and administrative personnel of SUCs in Zamboanga City.

#### 3.3. Comparison of Administrative and Teaching Personnel

An independent samples t-test revealed a significant difference in change readiness scores between administrative personnel ( $M = 3.85$ ,  $SD = 0.58$ ) and teaching personnel ( $M = 3.62$ ,  $SD = 0.62$ ),  $t(303) = 3.24$ ,  $p < .01$ . Administrative personnel demonstrated higher levels of change readiness compared to teaching personnel.

#### 3.4. Factors Influencing Change Readiness

One-way ANOVA results showed significant differences in change readiness based on educational attainment ( $F(2, 302) = 5.67$ ,  $p < .01$ ) and years of service ( $F(3, 301) = 3.92$ ,  $p < .05$ ). Post-hoc analyses indicated that personnel with postgraduate degrees and those with 5-10 years of service exhibited higher change readiness scores.

#### 3.5. Correlation between Organizational Factors and Change Readiness

Pearson's correlation analysis revealed significant positive relationships between change readiness and perceived organizational support ( $r = 0.48$ ).

### 4. DISCUSSIONS

#### 4.1. Demographic Profile of the Respondents

The demographic profile of the respondents provides valuable insights into the composition of personnel in state universities and colleges (SUCs) in Zamboanga City. This data allows us to contextualize the findings and draw meaningful conclusions about organizational change readiness within these SUCs.

The sample shows a relatively balanced representation of administrative personnel (43.3%) and teaching (56.7%) personnel. This distribution suggests that the study captures a comprehensive view of the SUCs, encompassing both the academic and operational aspects of the SUCs. The slight majority of teaching personnel aligns with the primary mission of these SUCs, which is education.

The gender distribution of 57% females and 43% males indicates a moderate gender balance, with a slight inclination towards female representation. This ratio reflects broader trends in the education sector, where women often comprise a majority of the workforce. The gender balance is important to consider when implementing change initiatives, as different genders have varying perspectives and approaches to organizational change.

The mean age of 42.7 years ( $SD = 9.8$ ) suggests a mature workforce with considerable life and professional experience. This average age indicates that many employees are in the middle of their careers, which can have both positive and negative implications for change readiness. On one hand, these employees have accumulated valuable experience and institutional knowledge. On the other hand, they are more set in their ways and potentially resistant to change compared to younger employees.

An average of 12.5 years of service ( $SD = 7.3$ ) demonstrates a workforce with significant institutional experience. This long tenure can be advantageous for understanding the intricacies of the organization but can also present challenges in terms of overcoming established routines and practices during change initiatives. The standard deviation of 7.3 years indicates a wide range of experience levels, which could contribute to diverse perspectives on organizational change.

The fact that 68% of respondents held postgraduate degrees is noteworthy. This high level of educational attainment suggests a well-qualified workforce with advanced knowledge and skills. Employees with higher education levels are more adaptable to change and have better critical thinking skills, which could positively influence change readiness. However, it is also possible that highly educated employees are more questioning of change initiatives, requiring thorough justification and involvement in the change process.

The demographic profile presents both opportunities and challenges for organizational change readiness. The mature, experienced, and well-educated workforce suggests a strong foundation of knowledge and skills that can be leveraged during change initiatives. However, the long average tenure and higher age range indicate potential resistance to change due to established habits and comfort with current practices. Based on this demographic profile, change management strategies in these SUCs should focus on (a) leveraging the high education levels to promote understanding and engagement with change initiatives, (b) addressing potential age-related resistance by emphasizing the benefits of change and involving employees in the process, (c) utilizing the extensive institutional knowledge represented by the long average tenure to inform and guide change efforts, and (d) ensuring that change communication and implementation strategies are inclusive and appeal to the diverse demographic groups represented in the workforce.

The demographic profile of the respondents provides a nuanced picture of the workforce in Zamboanga City SUCs. This information is crucial for tailoring change management approaches to the specific characteristics of the employee population, potentially increasing the likelihood of successful organizational change implementation.

#### **4.2. Overall Change Readiness**

The overall change readiness score of 3.72 (SD = 0.61) on a 5-point scale provides valuable insights into the current state of organizational change readiness among personnel in State Universities and Colleges (SUCs) in Zamboanga City. This score warrants a detailed interpretation and analysis to understand its implications for these institutions.

The mean score of 3.72 falls between the midpoint (3) and the high end (5) of the scale, indicating a moderately high level of change readiness. This suggests that, on average, personnel in Zamboanga City SUCs are reasonably prepared and willing to embrace organizational changes. Such a score is encouraging for institutional leaders and change managers, as it implies a foundation of receptiveness to change initiatives.

The moderately high score reflects a generally positive organizational climate within these institutions. It suggests that there are existing structures, communication channels, or leadership practices that have fostered a degree of openness to change among the staff. This could be a result of previous successful change initiatives or a culture that values adaptability and continuous improvement.

While the score is above average, it also indicates that there is still considerable room for improvement. With the maximum score being 5, a mean of 3.72 suggests that there are areas where change readiness could be enhanced. This presents an opportunity for institutional leaders to identify and address factors that may be hindering higher levels of change readiness.

The standard deviation of 0.61 indicates a moderate level of variability in change readiness scores among respondents. This suggests that while the overall readiness is moderately high, there is still a range of attitudes towards change within the institutions. Some personnel are highly ready for change, while others are more hesitant or resistant.

This score is interpreted within the context of higher education in the Philippines, particularly in Zamboanga City. The moderately high readiness could reflect broader national initiatives in education reform, regional development goals, or local cultural factors that influence attitudes towards organizational change.

This level of change readiness suggests that change initiatives in these institutions have a reasonably good chance of success. However, change managers should not become complacent. Strategies should be developed to (a) maintain and build upon the existing level of readiness, (b) address the factors contributing to the variability in readiness scores, and (c) target interventions to move the overall readiness score closer to the high end of the scale.

The overall change readiness score of 3.72 presents a positive starting point for organizational change initiatives in Zamboanga City SUCs. It suggests a workforce that is generally open to change but also highlights the need for continued efforts to build and sustain high levels of change readiness. This score should serve as a foundation for targeted strategies to enhance readiness and support successful organizational transformations in these institutions.

#### **4.3. Comparison of Administrative and Teaching Personnel**

The comparison of change readiness scores between administrative and teaching personnel in State Universities and Colleges (SUCs) in Zamboanga City reveals significant insights into the organizational dynamics of these institutions.

The t-test results ( $t(303) = 3.24, p < .01$ ) indicate a statistically significant difference in change readiness scores between administrative and teaching personnel. This finding is crucial as it highlights that the two groups within the same institutions have distinctly different levels of preparedness for organizational change.

Administrative staff demonstrated a higher mean change readiness score ( $M = 3.85, SD = 0.58$ ) compared to teaching personnel ( $M = 3.62, SD = 0.62$ ). This difference suggests that administrative employees are generally more prepared and willing to embrace organizational changes than their teaching counterparts. Several factors may contribute to this disparity in change readiness, such as administrative roles often involve more frequent procedural changes and adaptations to new systems or policies, which may foster greater flexibility and openness to change, administrative personnel may have more direct exposure to organizational management strategies and change initiatives, potentially increasing their familiarity and comfort with change processes, teaching personnel may be more resistant to change due to concerns about preserving academic freedom or autonomy in their teaching methods and research, and administrative personnel might perceive organizational changes as opportunities for career advancement, while teaching personnel may view them as potential threats to their established roles or methodologies. This difference in change readiness scores has significant implications for change management strategies in these SUCs, such as (a) change initiatives may need to be communicated and implemented differently for administrative and teaching staff to address their specific concerns and leverage their varying levels of readiness, (b) additional efforts may be required to increase change readiness among teaching personnel, potentially through more extensive communication, involvement in decision-making processes, or addressing specific concerns related to academic roles, and (c) the higher readiness among administrative personnel could be utilized to create change champions who can help facilitate change processes across the institution.

#### **4.4. Factors Influencing Change Readiness**

The analysis of factors influencing change readiness among personnel in Zamboanga City State Universities and Colleges (SUCs) reveals important insights that can inform organizational change management strategies. The results of the one-way ANOVA and post-hoc analyses are given detailed interpretation and analysis.

The ANOVA results ( $F(2, 302) = 5.67, p < .01$ ) indicate that educational attainment is a significant factor influencing change readiness. Post-hoc analyses further revealed that personnel with postgraduate degrees exhibited higher change readiness scores compared to those with undergraduate or diploma-level education. The positive relationship between educational attainment and change readiness suggests that higher levels of education may contribute to greater adaptability and openness to organizational changes. Individuals with postgraduate degrees may have developed more comprehensive problem-solving skills, critical thinking abilities, and exposure to a broader range of perspectives, which can facilitate their acceptance and embrace of change. This finding highlights the importance of promoting continuous education and professional development opportunities for personnel. Investing in upskilling and further educational pursuits may enhance the overall change readiness of the workforce within these SUCs.

The ANOVA results ( $F(3, 301) = 3.92, p < .05$ ) also revealed significant differences in change readiness based on the length of service. Post-hoc analyses indicated that personnel with 5-10 years of service exhibited higher change readiness scores compared to those with other lengths of service. The higher change readiness among employees with 5-10 years of service suggests a "sweet spot" where personnel have accumulated enough experience and understanding of the organization to navigate change effectively but are not yet too entrenched in their ways to resist it. This finding presents an opportunity for change managers to identify and leverage mid-career employees as potential change champions. These individuals can serve as role models, mentors, and advocates for organizational change initiatives, helping to facilitate the adoption and implementation of changes across the institution.

#### **4.5. Correlation between Organizational Factors and Change Readiness**

The correlation analysis examining the relationship between organizational factors and change readiness among personnel in Zamboanga City State Universities and Colleges (SUCs) provides valuable insights for understanding the dynamics of organizational change within these institutions.

The Pearson's correlation analysis revealed a significant positive relationship between change readiness and perceived organizational support ( $r = 0.48$ ). This finding indicates that as the level of perceived organizational support increases, the change readiness of personnel also tends to increase. The correlation coefficient of 0.48 suggests a moderate to strong positive relationship between the two variables. This

suggests that organizational support is an important factor that can significantly influence the change readiness of employees within Zamboanga City SUCs.

## 5. CONCLUSION

This study provides valuable insights into the organizational change readiness of personnel in State Universities and Colleges (SUCs) in Zamboanga City. The findings reveal a moderately high level of overall change readiness among personnel, with significant variations based on job role, educational attainment, and years of service.

The demographic profile of respondents indicates a mature, experienced, and well-educated workforce, presenting both opportunities and challenges for change initiatives. The moderately high overall change readiness score ( $M = 3.72$ ,  $SD = 0.61$ ) suggests a generally positive organizational climate that is receptive to change, while also highlighting room for improvement.

A key finding is the significant difference in change readiness between administrative and teaching personnel, with administrative personnel demonstrating higher readiness levels. This disparity underscores the need for tailored change management strategies that address the unique concerns and perspectives of each group. Educational attainment and years of service emerged as significant factors influencing change readiness. Personnel with postgraduate degrees and those with 5-10 years of service exhibited higher readiness scores, suggesting that continuous professional development and leveraging mid-career employees could enhance overall change readiness. The strong positive correlation between perceived organizational support and change readiness ( $r = 0.48$ ) emphasizes the critical role of institutional support in fostering a change-ready environment. This finding highlights the importance of leadership in creating a supportive organizational culture that facilitates change.

While the SUCs in Zamboanga City demonstrate a foundation of change readiness, there is substantial potential for improvement. Future change initiatives should focus on:

1. Developing targeted strategies for different personnel groups, particularly to enhance readiness among teaching personnel.
2. Promoting continuous education and professional development to boost change readiness.
3. Leveraging mid-career employees as change champions.
4. Strengthening organizational support systems to foster a more change-ready culture.

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