Original Research Article

**READINESS FOR ORGANIZATIONAL CHANGE AND TEACHING SUSTAINABILITY OF PUBLIC**

**ELEMENTARY SCHOOL TEACHERS**

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ABSTRACT

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| This study aimed to determine the significant relationship between readiness for organizational change and teaching sustainability among public elementary school teachers. A descriptive-correlational research design was employed, with a sample of 111 teachers from public elementary schools in Mati South Doistrict, Division of Mati City. Data were collected through standardized questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression. The findings revealed that both readiness for organizational change and teaching sustainability were at very extensive levels. Correlation analysis indicated a significant positive relationship between readiness for organizational change and teaching sustainability. Further analysis identified that the domains of readiness for organizational change individual change motivation, individual change capacity, organizational change motivation, and organizational change implementation capacity significantly influenced teaching sustainability, particularly in terms of psychological flexibility, teaching resilience, and sense of purpose. Based on these findings, it is recommended that school administrators strengthen structured change management strategies, enhance teacher well-being programs, and implement policies that foster a change-ready culture. Strengthening these capabilities may further improve teachers' sustainability, ensuring they remain resilient, adaptable, and purpose-driven in their profession. |

*Keywords*: Readiness for Organizational Change, Teaching Sustainability, Educators, Descriptive-Correlational, Education

1. INTRODUCTION

The sustainability of teaching is crucial in ensuring the long-term effectiveness of its teachers in delivering quality education . However, low teaching sustainability has become a pressing concern in various educational settings, affecting both teacher retention and student learning outcomes. Factors such as high workload, lack of professional development opportunities, low salaries, and increasing job-related stress contribute to teacher burnout and early exits from the profession . The inability to maintain sustainable teaching practices negatively impacts not only the individual educators but also the overall education system, creating a cycle of teacher shortages and declining educational quality .

In Korea, low teaching sustainability has been a persistent issue in many countries, particularly in developing nations where teachers face inadequate resources and poor working conditions (Dos Santos, 2021). In Iran, teachers experience extreme job dissatisfaction due to limited professional support, overcrowded classrooms, and insufficient salaries (Atashpanjeh et al., 2020). In developed countries like the United States, concerns about mental health, excessive workload, and lack of autonomy have led to increasing attrition rates, with many educators leaving the profession within the first five years of teaching (Kush et al., 2022).

Readiness for organizational change and teaching sustainability are essential factors in educational institutions, ensuring that schools can adapt to evolving challenges while maintaining long-term instructional effectiveness. Studies on readiness for organizational change emphasize that institutions with high levels of preparedness are more successful in implementing new policies, technologies, and instructional methods (Wang et al., 2023). Research also indicates that teachers' attitudes toward change significantly impact the success of educational reforms, with those who exhibit greater openness demonstrating higher levels of adaptability and innovation (Fuad et al., 2022). Additionally, studies highlight that leadership support and effective communication play crucial roles in fostering readiness, as they help build trust and reduce resistance among educators (Adeoye et al., 2023).

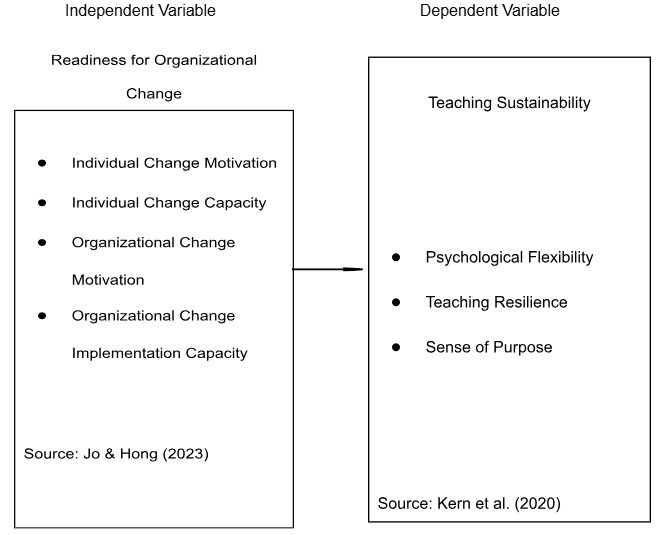
One key area of readiness for organizational change involves individual change motivation, which affects how educators respond to new initiatives and policies. Research shows that teachers who believe in the necessity and benefits of a given change are more likely to engage actively in its implementation (Ali et al., 2023). Studies also reveal that educators with intrinsic motivation and a sense of professional purpose tend to adapt more easily to shifts in curriculum design, assessment methods, and classroom technologies (Chiu et al., 2024). Furthermore, institutions that provide professional development and support systems enhance teachers' confidence in handling change, reducing anxiety and increasing engagement (Ortan et al., 2021).

In the Philippines, low teaching sustainability remains a critical issue, particularly in public schools in Batangas City, where teachers handle large class sizes and face administrative burdens (Manlongat et al., 2021). Many teachers in Cainta, Rizal, struggle with low compensation, inadequate instructional materials, and overwhelming workloads, leading to stress and burnout (Fabella et al., 2023). Additionally, the implementation of various educational reforms in Ormoc City, such as the K-12 curriculum, has added new challenges that further affect teachers’ ability to sustain their professional roles effectively (Malquisto et al., 2023). Despite government efforts to improve teacher welfare through salary increases and training programs, many educators continue to leave the profession, underscoring the need for a more comprehensive approach to support teacher sustainability.

Readiness for organizational change plays a vital role in enhancing teaching sustainability among educators (Wang et al., 2023). When schools and educational institutions foster an environment that is open to change, teachers are more likely to feel supported in adapting to new policies, instructional methods, and professional development opportunities (Weiner, 2020). A high level of organizational readiness for change ensures that teachers receive adequate resources, mentorship, and work-life balance, thereby reducing burnout and improving job satisfaction (Aboobaker & Ka, 2021). Conversely, resistance to change or the lack of institutional support can exacerbate stress and lead to teacher attrition (Miake-Lye et al., 2020). Therefore, promoting a culture of continuous improvement and adaptability within educational organizations is crucial in sustaining the teaching workforce.

The increasing concern over low teaching sustainability, there remains a significant research gap in understanding this issue in specific contexts. Notably, no existing study has examined low teaching sustainability in Davao City, Philippines, particularly in elementary schools within the public education sector. Most studies focus on general teacher attrition or challenges faced by secondary and tertiary educators, leaving a gap in understanding the unique struggles of elementary school teachers in public institutions.

In Mati South District, Division of Mati City, the issue of low teaching sustainability is evident, particularly in public elementary schools, where teachers face difficulties in balancing instructional duties and administrative responsibilities (Amora et al., 2023). Many teachers experience job dissatisfaction due to limited career advancement opportunities, lack of mental health support, and increasing pressure to meet performance standards (Beniga et al., 2024). While there have been local initiatives to address teacher well-being, there is a lack of in-depth research that examines the specific factors contributing to low teaching sustainability in the city’s educational institutions.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between readiness for organizational change and the teaching sustainability of public elementary school teachers in Mati South District, Division of Mati City. Specifically, it sought to answer the following questions:

1. What is the level of readiness for organizational change of public elementary school teachers in terms of:

1.1 individual change motivation;

1.2 individual change capacity;

1.3 organizational change motivation; and

1.4 organizational change implementation capacity?

2. What is the level of teaching sustainability of public elementary school teachers in terms of:

2.1 psychological flexibility;

2.2 teaching resilience; and

2.3 sense of purpose?

3. Is there a significant relationship between readiness for organizational change and teaching sustainability?

4. What domains of readiness for organizational change significantly influence teaching sustainability?

**1.2 Hypotheses**

Ho1: There is no significant relationship between readiness for organizational change and teaching sustainability.

Ho2: None of the domains of the readiness for organizational change do not significantly influence teaching sustainability.

2. methodology

**2.1 Research Design**

This study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research systematically collects numerical data and applies statistical techniques to ensure objective, measurable, and reliable results (Ghanad, 2023). By using standardized survey instruments, the study quantified variables related to organizational change readiness and teaching sustainability, allowing for an accurate assessment of their relationship (Wang et al., 2023).

A non-experimental framework were adopted, focusing on naturally occurring relationships between variables without manipulating conditions (Aarsman et al., 2024). Unlike experimental research, which sought to establish causality, non-experimental research observes and describes how variables interact in real-world educational settings (Harrison, 2024).

The descriptive correlational approach was selected to explore and describe the association between organizational change readiness and teaching sustainability. This approach allowed the study to measure the strength and direction of relationships among factors such as psychological flexibility, teaching resilience, and sense of purpose (Golestanibakht et al., 2022). Rather than establishing causation, the study aimed to determine whether and to what extent these variables are related, providing insights into how institutions and educators foster sustainable teaching practices amid organizational change (Osman et al., 2023).

In the context of this study, the descriptive-correlational research design was considered suitable as it aimed to describe the extent of organizational change readiness and teaching sustainability among educators. It also sought to identify the significant relationship between organizational change readiness and the teaching sustainability of public elementary school teachers in Mati South District, Division of Mati City.

**2.2 Research Respondents**

This study was conducted in Mati South District, Division of Mati City. The study included 15 schools in Mati South District. There were 111 teachers involved as respondents of the study out of a population of 154, determined using Slovin’s Formula with a 0.05 margin of error, who rated the Readiness for Organizational Change and Teaching Sustainability of public elementary school teachers. The study was conducted during the 2024-2025 school year. In selecting the respondents, the researcher employed simple random sampling utilizing the lottery sampling or fishbowl technique. Numbers were assigned to the respondents in the population and assembled in a container large enough to allow the rolled pieces of paper to move freely in all directions when shaken. The researcher then picked out the desired number of participants for the study.

The inclusion criteria were as follows: teachers had to be currently employed in a public elementary school within Mati South District, Division of Mati City during the 2024-2025 school year and have at least one year of teaching experience. Teachers were excluded if they did not meet these requirements. Specifically, the study excluded anyone not employed in a public elementary school in Mati South District, Division of Mati City during that period, those with less than a year of teaching experience, and those who were on temporary leave or under administrative review, as these situations might have skewed the representation of active teachers' experiences. Furthermore, school administrators and guidance counselors were also excluded because their primary duties involved supervision and student support rather than direct classroom instruction.

**2.3 Research Instrument**

The first section of the questionnaire measured readiness for organizational change using an adapted version of the Readiness for Organizational Change Scale (ROCS) by Holt et al. (2007), as cited by Jo and Hong (2023). This section included key indicators such as individual change motivation, individual change capacity, organizational change motivation, and organizational change implementation capacity. The original scale demonstrated a Cronbach’s alpha coefficient of 0.710, supporting its reliability. In this study, the adapted scale achieved a Cronbach’s alpha value of 0.954, confirming its consistency.

The second section assessed teaching sustainability, using an adapted version of the Teaching Sustainability Scale (TSS) by Kern et al. (2020). This section included indicators such as psychological flexibility, teaching resilience, and sense of purpose. The original scale had an overall Cronbach’s alpha coefficient of 0.750, indicating high reliability. In the present study, the instrument demonstrated excellent reliability, with a Cronbach’s alpha value of 0.954.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# Permission to conduct the study. The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission were requested from the Dean of the Graduate School. Once granted, the request were forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# Collection of Data Information. The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# Collection and Statistical Computation. After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses will be systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, correlation and multiple linear regression analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to determine the extent of readiness for organizational change and teaching sustainability among educators.

Pearson r-moment correlation analysis was applied to assess the strength and direction of the relationship between readiness for organizational change and teaching sustainability.

Regression analysis was conducted to identify which specific domains of readiness for organizational change including individual change motivation, individual change capacity, organizational change motivation, and organizational change implementation capacity significantly influence psychological flexibility, teaching resilience, and sense of purpose among educators.

3. results and discussion

**3.1** **Extent of Readiness for Organizational Change among Public Elementary School Teachers**

Table 1. *Extent of Readiness for Organizational Change among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Individual Change Motivation | 0.70 | 4.35 | Very Extensive |
| Individual Change Capacity | 0.82 | 4.34 | Very Extensive |
| Organizational Change Motivation | 0.61 | 4.32 | Very Extensive |
| Organizational Change Implementation Capacity | 0.72 | 4.31 | Very Extensive |
| **Overall** | **0.79** | **4.33** | **Very Extensive** |

Presented in Table 1 is the summary of the indicators in the extent of readiness for organizational change among public elementary school teachers, including individual change motivation, individual change capacity, organizational change motivation, and organizational change implementation capacity, based on the mean scores and standard deviations.

The indicator individual change motivation has the highest mean of 4.35, categorized as "very extensive," suggesting that teachers are highly motivated and confident in adapting to organizational changes. Individual change capacity closely follows with a mean of 4.34, also categorized as "very extensive," indicating that teachers possess the necessary skills, knowledge, and resources to implement changes effectively. Meanwhile, organizational change motivation received a mean of 4.32, highlighting that teachers collectively view organizational change as beneficial. Lastly, organizational change implementation capacity had the lowest mean of 4.31, still categorized as "very extensive," suggesting that while the organizational structure supports change, there may be areas for further improvement in implementation strategies. The overall mean of 4.33 is described as "very extensive," indicating that teachers perceive their readiness for organizational change as highly developed across these indicators.

This suggests that teachers are actively engaged in both individual and collective efforts to adapt to change. They demonstrate confidence in their ability to manage new tasks, possess the necessary skills and resources to support change, and share a collective commitment to improving organizational processes. This creates a school environment where change is embraced as an opportunity for growth rather than a disruption.

The overall standard deviation of 0.79 indicates that responses were relatively consistent across participants, reflecting a shared perception of high readiness for organizational change.

This finding reinforces the study of Wang et al. (2023), which highlights that teacher motivation and institutional readiness are key determinants of successful organizational change in schools. Their study suggests that when teachers are motivated and equipped with the necessary skills, they are more likely to implement change effectively. Additionally, Omoseebi et al. (2024) emphasized that a shared positive perception of organizational change fosters collaboration, making transitions smoother and more effective. Furthermore, Evans (2024) found that a well-structured and resource-supported approach to change increases teacher engagement and ensures sustainable implementation.

**3.2 Extent of Teaching Sustainability among Public Elementary School Teachers**

Table 2. *Extent of Teaching Sustainability among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Psychological Flexibility | 0.79 | 4.33 | Very Extensive |
| Teaching Resilience | 0.81 | 4.35 | Very Extensive |
| Sense of Purpose | 0.77 | 4.35 | Very Extensive |
| **Overall** | **0.76** | **4.34** | **Very Extensive** |

Presented in Table 2 is the summary of the indicators in the extent of teaching sustainability among public elementary school teachers, including psychological flexibility, teaching resilience, and sense of purpose, based on the mean scores and standard deviations. The results show that sense of purpose and teaching resilience received the highest mean of 4.35, categorized as "very extensive," while psychological flexibility received the lowest mean of 4.33, still categorized as "very extensive." The overall mean of 4.34 is described as "very extensive," indicating that teachers possess a high level of sustainability in their profession across all three indicators.

This suggests that public elementary school teachers exhibit a strong sense of purpose, a high level of resilience, and the ability to adapt to challenges. Their deep commitment to their profession, capacity to overcome stressors, and ability to maintain effective teaching despite difficulties highlight their sustainability in the field. These characteristics contribute to long-term professional engagement, job satisfaction, and overall well-being, ensuring that teachers continue to provide quality education despite evolving challenges.

The overall standard deviation of 0.76, being relatively low, indicates that the responses were consistently aligned across the sample.

This finding aligns with the study of Dreer (2024), which emphasizes that teachers with a strong sense of purpose exhibit greater job satisfaction and career longevity. Similarly, Mullen et al. (2021) highlight that resilience and adaptability are critical in sustaining teachers’ motivation and preventing burnout. Furthermore, Alam (2021) asserts that teachers with intrinsic motivation and psychological flexibility are more likely to remain committed to their profession, ultimately benefiting both students and educational institutions.

**3.3 Significant Relationship Between Readiness for Organizational Change and Teaching Sustainability Among Public Elementary School Teachers**

Table 3. *Significant Relationship Between Readiness for Organizational Change and Teaching Sustainability Among Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Readiness for Organizational Change | 4.33 | 0.79 |  |  |  |  |  |
|  |  |  | 0.76 | 0.58 | High | 0.000 | Reject Ho1 |
| Teaching Sustainability | 4.34 | 0.76 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between readiness for organizational change and teaching sustainability among public elementary school teachers. The relationship between readiness for organizational change and teaching sustainability has a correlation coefficient of 0.76 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between readiness for organizational change and teaching sustainability. The R² value of 0.58 suggests that approximately 58% of the variation in teaching sustainability can be explained by readiness for organizational change. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that readiness for organizational change is significantly related to teaching sustainability.

This suggests that teachers who perceive their schools as highly prepared for change and who demonstrate individual and organizational motivation and capacity for change are more likely to sustain their teaching careers. Schools that foster a culture of adaptability, innovation, and structured change implementation contribute significantly to the long-term sustainability of teaching. By enhancing change readiness at both individual and institutional levels, schools can create a supportive environment where teachers remain engaged, resilient, and committed to their profession.

This finding aligns with the study conducted by Scherer et al. (2020), which highlights that schools with strong change readiness mechanisms enable teachers to better cope with challenges, adapt to educational reforms, and sustain their teaching careers. Similarly, Journell (2023) emphasized that organizational support for change implementation positively influences teacher resilience, motivation, and job satisfaction, ultimately enhancing long-term teaching sustainability. Furthermore, Walsh (2022) found that schools that prioritize change motivation and capacity-building help teachers develop a proactive mindset, reducing burnout and increasing career longevity.

**3.4. Domains of Readiness for Organizational Change That Significantly Influence Teaching Sustainability Among Public Elementary School Teachers**

**Table 4.** *Domains of Readiness for Organizational Change That Significantly Influence Teaching Sustainability Among Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.69 | 0.76 |  | 7.32 | 0.000 | Significant |
| Individual Change Capacity | 0.78 | 0.59 | 0.50 | 4.40 | 0.000 | Significant |
| Individual Change Motivation | 0.80 | 0.61 | 0.52 | 4.45 | 0.000 | Significant |
| Organizational Change Motivation | 0.83 | 0.64 | 0.55 | 4.52 | 0.000 | Significant |
| Organizational Change Implementation Capacity | 0.86 | 0.68 | 0.58 | 4.60 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** | | | | | | |
| Teaching Sustainability = 3.69 + 0.78 (Individual Change Capacity) + 0.80 (Individual Change Motivation) + 0.83 (Organizational Change Motivation) + 0.86 (Organizational Change Implementation Capacity)  R = 0.770; R² = 0.592; F = 74.85; p-value = 0.000 | | | | | | |
|  | | | | | | |

Presented in Table 4 is the regression analysis of how different domains of readiness for organizational change—individual change motivation, individual change capacity, organizational change motivation, and organizational change implementation capacity significantly influence teaching sustainability among public elementary school teachers. The regression model reveals that all four indicators positively contribute to teaching sustainability. Specifically, organizational change implementation capacity (with a Beta of 0.86) has the strongest relationship with teaching sustainability, followed by organizational change motivation (Beta of 0.83), individual change motivation (Beta of 0.80), and individual change capacity (Beta of 0.78). The t-statistics for each indicator (4.60 for organizational change implementation capacity, 4.52 for organizational change motivation, 4.45 for individual change motivation, and 4.40 for individual change capacity) and the p-values (all 0.000) confirm that these relationships are statistically significant.

The regression equation, Teaching Sustainability = 3.69 + 0.78 (Individual Change Capacity) + 0.80 (Individual Change Motivation) + 0.83 (Organizational Change Motivation) + 0.86 (Organizational Change Implementation Capacity), reveals that the overall model explains 59.2% of the variance in teaching sustainability (R² = 0.592). Additionally, the model's F-value of 74.85 and its p-value of 0.000 indicate that the model is statistically significant.

These results highlight that organizational change implementation capacity, organizational change motivation, individual change motivation, and individual change capacity play crucial roles in enhancing teaching sustainability among public elementary school teachers. Schools that actively prepare for change, support teachers in navigating reforms, and foster a culture of continuous improvement contribute significantly to teachers' ability to adapt, persist, and sustain their careers.

Teachers who work in schools with high readiness for change—where both individual and organizational motivation and capacity for change are strong—are better equipped to sustain their careers despite challenges. Schools that promote professional development, encourage adaptability, and implement well-structured change initiatives significantly enhance teacher resilience, job satisfaction, and long-term engagement.

This finding is consistent with the research of Paul et al. (2020), who emphasized that teachers who feel supported in organizational change processes experience less stress, greater adaptability, and stronger professional commitment. Similarly, Smith and Gillespie (2023) found that a school's ability to effectively manage and implement change initiatives directly influences teachers' ability to sustain their careers and remain engaged in their profession. Furthermore, Aini (2023) highlights that schools that successfully transition through change phases create a stable and supportive environment where teachers can thrive.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, readiness for organizational change among public elementary school teachers is always observed, demonstrating a strong institutional culture that supports individual and organizational change. The consistent presence of individual change motivation, individual change capacity, organizational change motivation, and organizational change implementation capacity suggests that schools provide a supportive environment for adaptability, professional growth, and institutional transformation.

Secondly, teaching sustainability is always observed, indicating that teachers exhibit psychological flexibility, teaching resilience, and a strong sense of purpose in their profession. This highlights the importance of an adaptive institutional culture in ensuring that teachers remain motivated and effective in their roles despite evolving challenges.

Thirdly, a significant relationship exists between readiness for organizational change and teaching sustainability, emphasizing the role of change readiness in enhancing teachers' ability to stay resilient, adaptable, and purpose-driven. Schools that prioritize change readiness through motivation, capacity-building, and structured implementation efforts contribute significantly to sustaining teachers’ psychological flexibility, resilience, and sense of purpose.

Finally, among the four dimensions of readiness for organizational change, organizational change implementation capacity had the strongest influence on teaching sustainability. This suggests that teachers who experience structured and well-managed organizational changes are more likely to develop psychological flexibility, maintain teaching resilience, and sustain their sense of purpose. Schools that effectively implement change initiatives, provide strong leadership support, and create clear change strategies enhance teachers' ability to sustain their teaching careers.

This study is anchored in Theory of Planned Behavior (TPB), Organizational Readiness for Change (ORC) Theory, and Conservation of Resources (COR) Theory to examine the relationship between readiness for organizational change and teaching sustainability among educators.

The Theory of Planned Behavior (TPB), developed by Ajzen (1991), explains that individuals' behaviors are influenced by attitudes, subjective norms, and perceived behavioral control. In the context of this study, teachers' readiness for organizational change is shaped by their motivation to change, their perceived ability to adapt, and their belief that their organization supports change. These factors ultimately contribute to their psychological flexibility, resilience, and sense of purpose in teaching.

The Organizational Readiness for Change (ORC) Theory, introduced by Bohman et al. (2008), highlights that organizational members' collective motivation and capability determine their ability to implement change effectively. This study aligns with ORC Theory by showing that teachers' readiness for change, both individually and at the institutional level, significantly impacts their ability to sustain their psychological flexibility and resilience. Schools with high organizational readiness facilitate smoother transitions, reduce resistance to change, and create a supportive environment for teachers.

The Conservation of Resources (COR) Theory, proposed by Hobfoll (1989), suggests that individuals strive to acquire, maintain, and protect valuable resources. In this study, teachers' teaching sustainability depends on their ability to conserve key resources, such as institutional support, professional development opportunities, and a stable work environment. When schools effectively implement organizational changes, they provide teachers with the resources necessary to maintain psychological flexibility, teaching resilience, and a strong sense of purpose.

Finally, all domains of informative expedient learning practices significantly influence professional ontogeny, with image having the strongest impact. This highlights the essential role of shaping a shared vision and long-term educational goals in enhancing teachers' professional development. Establishing a strong informative expedient learning environment not only strengthens teachers’ competencies but also ensures their continuous engagement in professional ontogeny, ultimately fostering a more dynamic, accountable, and student-centered educational system. Additionally, it implies that by prioritizing a strong professional identity, educators can maintain a high level of motivation, self-efficacy, and commitment to lifelong learning, ultimately benefiting both teachers and students.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, given the very extensive level of readiness for organizational change among teachers, it is recommended that school administrators further strengthen these practices by institutionalizing structured change management strategies. Schools may offer regular training programs on change management, leadership development, and professional resilience to help teachers navigate organizational transformations effectively. Additionally, administrators may implement structured communication channels to ensure that teachers are well-informed and engaged in the change process.

Secondly, considering that teaching sustainability is very extensive among teachers, administrators may enhance teacher well-being programs to support long-term sustainability in the profession. Schools may introduce psychological flexibility training, stress management workshops, and resilience-building initiatives to help teachers cope with workplace stress and change-related challenges. Additionally, institutions may provide career development pathways that allow teachers to explore leadership roles or advanced specializations while maintaining a strong sense of purpose in their profession.

Thirdly, recognizing the significant relationship between readiness for organizational change and teaching sustainability, it may be beneficial for school administrators to strengthen policies that foster a change-ready culture. Schools may implement initiatives such as collaborative decision-making processes, innovation grants for teachers, and structured feedback mechanisms to ensure that change efforts are aligned with teachers' needs. By involving teachers in change planning and execution, schools can enhance engagement and commitment to organizational transformations, thereby sustaining their psychological flexibility, resilience, and sense of purpose.

Finally, in light of the significant influence of the dimensions of readiness for organizational change particularly organizational change implementation capacity on teaching sustainability, administrators may develop targeted interventions to enhance structured change implementation. This may include establishing clear change roadmaps, providing ongoing training for change leaders, and implementing pilot programs before full-scale change initiatives. Schools may also promote a culture of shared leadership, where teachers are empowered to take an active role in shaping and implementing organizational changes. These efforts may ensure that organizational change readiness translates into sustained psychological flexibility, resilience, and a strong sense of purpose in teaching.

Future researchers may explore the long-term effects of readiness for organizational change on teaching sustainability across different educational settings. They may also examine how each domain of change readiness interacts with specific aspects of psychological flexibility, teaching resilience, and sense of purpose. Additionally, future studies may assess the role of leadership styles, institutional policies, and external factors (such as education reforms) in shaping the relationship between organizational change readiness and teaching sustainability.

Consent (where ever applicable)

This study was conducted in full alignment with established ethical standards to uphold the safety, dignity, and rights of all participants. Before beginning data collection, the researcher secured all necessary permissions, including approval from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical practices implemented were based on the framework of Pregoner et al. (2025), ensuring adherence to current guidelines for conducting research involving human subjects in educational contexts. Participation in the study was completely voluntary, and participants were clearly informed about the study’s purpose, scope, and their right to decline or withdraw at any time without facing any consequences. Informed consent was obtained to confirm their understanding and agreement to take part in the study. To ensure privacy, no personal identifiers were collected, and all data were treated with strict confidentiality. The information gathered was used exclusively for scholarly purposes. These measures ensured that the research was carried out with transparency, ethical responsibility, and professional integrity.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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