

Effectiveness of the Affect-Based Model in Understanding Teachers' Responses to Organizational Change Events

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Abstract— This study explored the experience of structured phonemic awareness activities on the reading skill development of selected Grade 11 learners identified as frustrated readers. Anchored on Constructivist Learning Theory, it examined how learners construct meaning through sound-based interaction and guided practice.

Using a qualitative case study design, the research described the experiences of teachers and learners in implementing structured phonemic awareness activities aimed at improving reading fluency and comprehension. The case study approach was selected for its capacity to provide an in-depth understanding of real classroom practices (Creswell, 2013; Yin, 2018).

Ten senior high school students, aged sixteen to eighteen, were identified as frustrated readers through the Philippine Informal Reading Inventory (Phil-IRI). The intervention utilized the Heggerty Phonemic Awareness Program, implemented for ten minutes per English class over twelve weeks. Data were gathered through classroom observations, semi-structured teacher interviews, and student feedback.

Findings revealed that consistent phonemic instruction enhanced students' decoding, fluency, and confidence, with most learners progressing from the Frustration Level (below 89%) to the Instructional Level (90–96%) in the Phil-IRI post-assessment. The study underscores the effectiveness of short, structured, and daily phonemic awareness instruction in fostering foundational reading skills among struggling learners.

Keywords— affect-based model, organizational change, teachers' responses, emotional experience, change management.

1. INTRODUCTION

Background of the Study

The concept of change within an organization is a complex and, in the majority of instances, a stressful process that must be well managed and with a full understanding of how the organization's workers will respond to the change. It can be considered a practical approach to examine the influence of emotional responses on the attitudes and behavioral change of individuals in the period during which the organizational change occurred. This model suggests that the impact of emotional reactions of the people, as well as the anxiety, excitement, or resistance, can have a strong effect on the overall interest of the individuals in this process of change. The two most important variables that shall be investigated in this study include feelings of workers (affect) and what workers do or how they feel about organizational change. These affective reactions can either be an enabler or a hindrance to the acceptance of change and it is thus significant to explore the significance of the affective reactions in the success or

failure of the organizational endeavors. The investigation of these variables would seek to provide data on the influences of the emotional factors on the outcome of change management programs and would provide a solution to improve strategies that can be employed to address the emotional factors of staff in the event of an organizational change.

The organizational change is more likely to inspire the different emotional responses that can influence the interests and adaptability of the employees. The affective model emphasizes the role of attitude concerning change since negative affect such as fear and anxiety can lead to resistance and positive affect such as enthusiasm can lead to acceptance. The faculty that experienced negative emotions failed to participate in the change of the organization, whereas the faculty with positive affect was more committed (Gorospe & Edaniol, 2022). The reaction of people to changes initiatives depends greatly on the excited or feared emotions (Rafferty, Troth, and Jordan, 2023).

Integrating the behavioral and organizational change theories, the researchers demonstrated that the emotions related to stress and frustration suppress the adaptability and the positive ones including optimism and enthusiasm support the long-term engagement (Kamarova et al., 2024). Moreover, the video-based exercises, which should be a subset of experiential learning methods, enable ensuring that the employees are prepared to welcome change and reduce resistance to change (Varma, 2020). The results demonstrate the significance of feelings in determining the effectiveness of organizational changes and justify the importance of change management plans that would address the affective reactions of the workers.

Change is a dynamic reality of the contemporary workplace and organization, yet the response of people and employees to the change is a varied phenomenon that can or break any change initiative. Albeit classical models of change management recognise the cognitive and behavioural aspect of change, no one has fully addressed the emotional and affective response of the recipients that play an important role in defining how they adapt, rebuff or conform the change. The initial observations and interviews show that many organizations fail to pay attention to the affective component of change and, therefore, they do not correlate their staffing policies and leadership approaches. This study appears to fill this gap in the background of examining the applicability of the affect-based model in capturing the emotional response of employees towards the events of organizational change by the model and provides how organizations can provide more accommodative and supportive organizational change scenarios.

This study aims to determine the usefulness of the Affect-Based Model in the perception of the teacher reactions to the events of the organizational change, with a focus on teacher emotional and cognitive manipulations. Specifically, it will be targeting to determine the demographic aspects of the teachers, how the events in the workplace influence their affective and behavioral responses, and how they adapt to the situation using the model of unfreezing, changing, and refreezing. The paper shall also consider the relationship between the Affect-Based Model and the response of the teachers to the organizational change, and any difference in the influence of the model by the demographic aspects. The findings will contribute to the improved comprehension of the emotional response to

change and introduce information about efficient approaches to managing change in the educational setting.

II. RESEARCH METHODOLOGY

Research Design

This study employed a correlational research design to examine the utility of the affect-based model in explaining teachers' responses to organizational change. Following Creswell (2014), this design determines the degree of association between variables without controlling for them, making it suitable for identifying trends and relationships using standardized measures. The study quantitatively measured teachers' affective experiences (e.g., emotional responses, coping mechanisms) and their responses to organizational change (e.g., readiness, resistance, adaptation). The correlational approach enabled assessment of the strength and direction of relationships through statistical tools such as Pearson correlation and multiple regression analysis.

Research Setting

The study was conducted in Kolambugan, Lanao del Norte, Mindanao, because its culturally diverse and agrarian community provides an ideal setting to examine how teachers respond to organizational changes and adapt to policy and institutional reforms in their schools.

Research Respondents

The study involved 103 teachers from selected schools who had experienced organizational changes such as curriculum, leadership, policy, or structural shifts. Respondents were chosen through purposive sampling to ensure they could provide firsthand insights on their emotional and behavioral responses to these changes. Their diverse teaching backgrounds in terms of years of service, subject area, and grade level allowed for a comprehensive understanding of how affective experiences influence responses to organizational changes.

Research Instrument

The primary instrument used in this study was a structured survey questionnaire designed to assess the effectiveness of the affect-based model in understanding teachers' responses to organizational change. The questionnaire consisted of three parts: Part I collected demographic information such as years of service, subject taught, grade level, and type of school. Part II focused on teachers' affective experiences related to

organizational changes, measuring emotional reactions, perceived event valence, emotional intensity, frequency of affective events, and emotion regulation strategies using a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Part III assessed teachers' responses to change events, including readiness, resistance, commitment, behavioral adaptation, and emotional responses, also measured using the 5-point Likert scale. The items in Parts II and III were grounded in Affective Events Theory and change management literature to ensure theoretical validity and suitability for statistical analysis.

Validity of Instrument

The questionnaire was validated for content and theoretical relevance through alignment with Affective Events Theory and established change management literature, ensuring that the items accurately measured teachers' affective experiences and responses to organizational change.

Data Gathering Procedure

Data were collected systematically and ethically. Permission was first obtained from school administrators, district supervisors, and the division office through an official request letter stating the study's purpose and procedures. Upon approval, the researcher coordinated with school principals and designated focal persons to distribute the questionnaires. Respondents were oriented on the study's objectives, voluntary participation, and confidentiality, and signed informed consent forms before completing the validated Likert-scale survey. Sufficient time was provided for respondents to answer carefully, with follow-up arrangements made for those unable to complete it immediately. Completed questionnaires were checked for accuracy and completeness, and any gaps were addressed through follow-up. The collected data were

then encoded for statistical analysis. Ethical standards and data confidentiality were maintained throughout the process, and participants were acknowledged for their cooperation.

Ethical Considerations

The study adhered to the ethical principles of the American Psychological Association (2020) to protect respondents and ensure research integrity. Informed consent was obtained, with participants briefed on the study's purpose, procedures, risks, and benefits before voluntary participation. Respondents' identities remained anonymous and their information confidential. The principles of beneficence and non-maleficence were upheld by minimizing potential risks and maximizing benefits, with participants informed of their right to withdraw without consequences. Measures were taken to prevent psychological, emotional, or professional harm, including debriefing when necessary. Data integrity was maintained through honest reporting, and cultural sensitivity was observed to respect respondents' diverse backgrounds. These measures ensured compliance with APA guidelines and promoted an ethical research process.

Data Analysis

The data were analyzed using frequency count and percentage to describe respondents' demographic profiles, while arithmetic mean and standard deviation measured the level and consistency of teachers' affective experiences and responses to organizational change. The Spearman Rank-Order Correlation determined the strength and direction of the relationship between affective experiences and teacher responses, and the Kruskal-Wallis H Test examined significant differences across demographic groups such as years of service, subject area, and grade level.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1.1 Level of Teachers' Affective Experiences Related to Organizational Change in Terms of Emotional Reactions

Indicators	Sd	Mean
1. I felt anxious when new policies were introduced.	1.031	4.043
2. I became frustrated with changes that affected my daily routine.	0.832	4.217
3. I experienced excitement about new teaching strategies introduced.	0.958	4.130
4. I felt hopeful about the impact of change on student learning.	0.865	4.109
5. I became emotionally drained when multiple changes occurred at once.	0.711	4.163
Average Mean	4.133	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.1: Degree of affective experiences on the part of teachers with organizational change as per emotional responses. The average of the scores is 4.133, and this lies within the range of description of High. This implies that overall, teachers have a high level of emotional reactions to the changes that are made in their organizations. Clearly, there is no indifference among teachers when it comes to changes; teachers are part of the changes, which are both positive and negative whenever there is a change in the implementation of policies or strategies. The affective experience is so high that emotional experience explains a lot when teachers perceive, embrace, or oppose organizational change. It also informs us that to achieve ease in adapting to the changes and in maintaining a positive school atmosphere to enable the enhancement of professionalism and teaching in students, the emotional role of teachers must be considered in any change implementation process.

The highest mean score, 4.217, is the statement that I became frustrated with changes that had an impact on my everyday routine, and it belongs to the category of High. This will more likely suggest that a broken routine is always a point of frustration among teachers, and change leaders must slowly introduce new initiatives with adequate support. In this respect, the object "I became emotionally drained when there were several changes at the same time" also demonstrates the high level of emotional strain, as the mean score equals 4.163, which means that it is possible to say that too many or too many changes at the same time may also cause burnout. Positively, teachers were excited ($M=4.130$) and hopeful ($M=4.109$) when their changes in strategies and other means were correlated with better teaching

and outcomes of the student. Although it was a sign of anxiety with the adoption of new policies, with a mean score of 4.043, it may be an indication that there may be uncertainty with change. The findings also indicate that teachers are exposed to an ambivalent and self-confusing set of both trying but discouraging emotions in the process of organizational change, and successful change management must balance between innovative changes and emotional support techniques.

The results of the current research indicate that educators have overwhelming percentages of affective experiences in terms of organizational change, both anxious, frustrated, and emotionally drained, as well as in terms of enthusiasm and hope towards new endeavors. This supports the results that anxiety, frustration, and uncertainty are normal reactions and are relatively usual in major organizational times of transition as a manifestation of the emotional dynamism the individuals experience in managing change (Menchini, 2020).

However, compared to the participants of the former study, who, as a rule, mentioned such emotions as a cause of stress and opposition, the current study demonstrates a more nuanced affective reaction, with positive expectations and hope towards the results of the change, in addition to negative emotions expressed by the teachers (Menchini, 2020). This kind of comparison indicates that emotional disturbance is always an unavoidable part of organizational change, but the educational setting would induce a more adaptive and optimistic response to emotional change than would be found in the corporate or administrative setting in earlier literature (Menchini, 2020).

Table 1.2 Level of Teachers' Affective Experiences Related to Organizational Change in Terms of Perceived Event Valence

Indicators	Sd	Mean
1. I viewed recent changes in school policy as beneficial.	0.943	4.043
2. The changes made me feel optimistic about the school's future.	0.976	4.120
3. I believed the changes were unnecessary. (reverse-coded)	0.878	3.989
4. The organizational changes were improvements over previous systems.	0.897	4.000
5. I considered the changes harmful to teacher performance. (reverse-coded)	0.944	3.978
Average Mean	4.026	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High", 4.21 – 5.00 "Very High"

Table 1.2 demonstrates the degree of affective experiences of teachers with reference to the organizational change in terms of perceived valence of the events. The overall mean of 4.026, which is

understood to be High, indicates that teachers have rather positive attitudes to the organizational changes in their schools. This means that most teachers view these changes to be advantageous, required, and capable of

changing things in the institution. A high perceived positive valence indicates the openness and willingness of the teachers to embrace innovations based on the objectives of school development. One may assume this finding is that teachers who understand the worthiness and the objective in making changes in the organization will respond better and invest in bringing their implementation, thus leading to a successful enactment of reform initiatives.

Among the statements, the highest mean score ($M=4.120$) was the one that indicated that the changes helped me feel optimistic about the future of the school, which is why teachers associate organizational changes with the progress and development of the institution. The expectation that reforms in the school leadership and direction were a good thing that occurred at the time ($M=4.043$)/solidifies their faith in the school leadership and in the direction, changes that were taking place. Conversely, the negative scores of "I thought the changes were unnecessary" ($M=3.989$) and "I felt that the changes were detrimental to the performance of teachers" ($M=3.978$), though high, indicate that some teachers still harbor the feelings of doubt or ambivalence towards what the changes have wrought. And finally, the organizational changes have been an improvement over previous systems. 4.000 means that the teachers on the whole tend to understand the improvement of the school management and the instructional strategies. Overall, these findings indicate that though teachers

have a positive perception of organizational changes as something positive and productive, communication systems, participation, and feedback processes must be sustained to eliminate any doubts inherent in their minds and to make sure that their attitudes towards any future change or reforms that will be adopted are positive.

Findings of the present research indicated that overall, teachers indicated a strong degree of affective experiences of organizational change, that is, they experienced the recent school policy changes favorably, were hopeful about the path that the school has taken, and that the change was positive and an improvement of the existing system. This is in line with the results of Maligsay and Quines (2023) that transformational leadership by school heads can affect affective commitment, which, in its turn, can foster the willingness of teachers to be more accepting and view organizational change in a positive light. It is also interesting to note that the affective element was selected by both studies as significant in the readiness and positive change response among teachers. Nevertheless, the present study directly targeted the affective evaluation of teachers regarding the particular change events, and thus, although Maligsay and Quines (2023) highlighted the mediating influence of the affective commitment that was caused by the leadership style, the overall emotional appraisal of teachers towards change was nonetheless positive.

Table 1.3 Level of Teachers' Affective Experiences Related to Organizational Change in Terms of Emotional Intensity

Indicators	Sd	Mean
1. I experienced strong emotional reactions when changes were announced.	0.866	3.989
2. My emotions felt overwhelming during the implementation of changes.	1.004	3.946
3. I had mild emotional responses to school changes. (reverse-coded)	0.887	4.130
4. My emotional response lasted several days after a change was introduced.	0.850	4.196
5. I reacted intensely to changes that affected my workload.	0.950	4.011
Average Mean		4.054

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High", 4.21 – 5.00 "Very High"

Table 1.3 is the affective experience of the teachers in terms of the intensity of emotions on organizational change. The calculated overall mean of 4.054, which lies in the "High" range of the descriptive means, indicates that teachers are more likely to have strong emotions about the changes that are implemented in the school where they teach. This observation would then imply that the teachers have a detailed and long-term emotional response to any organizational change, given the fact that they strongly commit to their workplace and

professional practices. The high score on the intensity is that teachers are emotionally engaged in their position and, consequently, they are prone to any changes in school functioning, school policies, and challenges. In this respect, school administrators must be aware of the emotional influence that the change initiative may introduce and provide the teachers with the necessary support, communication, and assurance so that the positive engagement can be fostered rather than the emotional burnout.

The most frequently rated statement was the one that stated that my emotional response lasted several days after the introduction of a change ($M=4.196$), which demonstrated that the emotional reactions of teachers to the organizational changes are more likely to persist through the initial implementation period. This is a pointer that change-related events have long-term psychological impacts that may affect motivation and job performance. The statement with the reverse coding, which is that I had mild emotional responses to school changes ($M=4.130$), also confirms that teachers tend to feel very strongly and not mild or neutral reactions. Next, I reacted strongly to changes that influenced my working load ($M=4.011$), indicating that changes in workload are especially emotional, presumably because changes in workload influence the daily responsibilities of a person. The scores of the statements I have had a great emotional response when changes were announced ($M=3.989$), and my emotions were overwhelming when changes were being implemented ($M=3.946$), also show that the change from announcement to implementation may be accompanied by high emotional reactions. Comprehensively, this highlights the need for school leaders to introduce empathy and emotional intelligence in the administration of organizational change, as the degrees of emotional intensity among teachers can

greatly influence their acceptance, morale, and commitment to institutional change implementation.

According to the outcomes of the study, the teachers showed high affective experiences in terms of emotional intensity in relation to organizational change, which implies that the changes in the school environment generated vivid and prolonged emotional responses in teachers. This is not quite unexpected, as previous research indicated that emotional climate in the case of organizational change is a highly crucial variable that can affect teacher attitude and reaction. As an illustration, the research by Helvacı and Yılmaz (2020) discovered that, when the leaders of schools are capable of regulating the mood of the staff and offer them empathetic leadership, teachers demonstrate more positive responses to emotions and reduce cynicism towards change. Conversely, in this study, the reactions of teachers were not always negative despite the high level of emotional intensity; on the contrary, they were emotional responses to the change process. Contrary to the former study, which concentrated on the buffering effect of the emotional management of the principals, the present study relies on the intrinsic affective responses of the teachers as the key factor to the meaning of adaptability and participation in the organizational transition.

Table 1.4 Level of Teachers' Affective Experiences Related to Organizational Change in Terms of Frequency of Affective Events

Indicators	Sd	Mean
1. Organizational changes occur frequently at our school.	0.944	4.022
2. I often encounter emotionally charged events related to school reforms.	0.840	4.109
3. There are many changes that affect me emotionally each year.	0.897	3.978
4. I rarely experience emotionally significant events at work. (reverse-coded)	0.793	4.152
5. I am exposed to frequent changes that require emotional adjustment.	0.982	4.054
Average Mean	4.063	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.4 describes an overview of affective experiences of the teachers regarding organizational change in relation to the frequency of affective events. The total average, 4.063, which was interpreted as High, shows that teachers are often participants in emotionally significant events that follow the organizational changes in their school. It ensures that change can be a recurrent, prominent characteristic in their working surroundings and one that may necessitate teachers to constantly adjust emotionally and psychologically. As the process of affective events is very frequent, the high frequency represents a constantly shifting environment, with

reforms, new policies, and changes in programs. All these may prove useful in increasing the flexibility and endurance of teachers, but may lead to emotional burnout, in case of no proper attention. School leaders must therefore strike a balance between the pace of reforms and the mechanisms that foster emotional stability and well-being among teachers.

The mean score of 4.152 was the highest in the statement, I rarely experience emotionally significant events at work (reversed-coded). This means that among the descriptions of the situation that trigger the

emotional response, teachers tend to experience the situations related to organizational changes. Similarly, I tend to experience emotionally related events when I focus on school reforms (M=4.109) indicates that when teachers get frequent school reforms and changes, involving a great deal of touching and caring about the improvement of the institution, it is an indication that they are prone to strong emotions. The above is supported by the statement that I am often affected by changes that need emotional adjustment (M=4.054), indicating that the teachers are always placed in a situation where they must emotionally adapt to the constant change of policy and practices. At the same time, the fact that Organizational changes happen often at our school (M=4.022) and there are many changes that affect me emotionally each year (M=3.978) has caused the emphasis that change is a part of the professional life of teachers. On the whole, these results imply that educators operate in the most dynamic environment, whereby they are expected to be constantly emotionally charged and adapting to all changes. That is why school administrators need to come up with the relevant communication strategy, professional training programs, and psychological support on time to assist teachers in managing the

emotional burden that comes with the frequent changes in organizations.

The current results showed that educators scored high in relation to the affective experience of organizational change, which implies that they often experience emotionally arousing experiences and have to adjust to new changes happening in schools regularly. This finding is congruent with a study of affective reactions of teachers, which play a significant role in influencing their behaviours to bring about change (Zayim Kurtay & Kondakci, 2019). Both emphasize that emotional experience is a significant component of teacher perception and reaction to organizational change. Nonetheless, although the present study emphasized the frequency and the intensity of the emotional experiences associated with organizational change, the past research has emphasized more affective responses in terms of their transformation into some behavioral and attitudinal shifts towards acceptance or resistance of organizational change (Zayim Kurtay & Kondakci, 2019). In this way, even though they both speak of the role of emotions in the process of educational change, the former one does it more descriptively, whereas the latter brings behavioral connotations of the affective reactions.

Table 1.5 Level of Teachers' Affective Experiences Related to Organizational Change in Terms of Emotion Regulation Strategies

Indicators	Sd	Mean
1. I try to remain calm when facing change-related stress.	1.100	3.913
2. I reframe changes positively to manage my emotions.	0.868	4.087
3. I avoid expressing my emotions about school changes.	0.860	4.098
4. I seek support from colleagues to deal with my feelings.	0.972	4.033
5. I try to suppress negative emotions during change.	0.908	4.185
Average Mean	4.063	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.5: Affective experience of teachers about organizational change: emotion regulation strategies. The mean of 4.063, which falls within the descriptive range of High, indicates that the teachers, in most instances, apply various types of strategies in controlling their emotions when it comes to organizational change. It would imply that teachers possess great skills in emotional regulation to have them ready, adapt positively, and be professionally resilient to the issues surrounding reforms or policy change. This means that teachers know how to deal with the affective reaction to enable them to remain in performance and well-being despite the continuous changes in schools. Therefore, the development of emotional intelligence with the

assistance of the environment would make teachers also more capable of handling emotionally challenging change situations.

The highest mean of 4.185 was gained in the indicator "I attempt to deny negative feelings in change," which shows that negative feelings are usually managed by the teachers through control or minimization of the outward negativity. As much as this can be useful in ensuring that one is kept within the profession, the over-suppression may also result in emotional strain when it is constant and long-lasting. The indicator that supports this trend is that the teacher prefers to withhold the expression of their feelings on the changes in schools (M = 4.098),

which also indicates the preference to contain their emotional reaction instead of expressing it. To a more adaptive aspect, the item of I reframe changes positively to cope with my feelings ($M = 4.087$), and I get the support of colleagues to cope with my feelings ($M = 4.033$) can indicate that many of the teachers employ cognitive and social coping strategies to keep their perspectives balanced. Lastly, the fact that the elements of change-related stress can be managed by me ($M = 3.913$) despite the reasonably high score (but still, high) may be considered as evidence that teachers can be emotionally stable, but stress management is a matter of continuous concern. These results, in a nutshell, are an indication that teachers do moderately control their emotions when the organization is changing, which is primarily done by suppression and positive reframing. This ability can be further developed by school leaders who can open up channels of communication and emotional support networks, and provide emotional resilience and well-being professional development courses.

The results of the current research revealed that the teachers studied indicated a high degree of affective

experience in the sphere of emotion regulation strategies during the organizational change that can be associated with emotional ability to stay calm, positively reframe the situation, and inhibit negative emotions.

This goes hand in hand with the related literature that claims that effective emotion regulation builds stronger levels of work engagement and teaching effectiveness (Namaziandost, Heydarnejad, and Azizi, 2023). Both articles conclude that individuals who are able to control their emotions and use them to their advantage are better placed to adapt to the needs of a profession. Nevertheless, despite the current research shedding light on emotion regulation as an event in terms of response to a change related to organizational change, the study related to it is concerned with facilitating engagement in higher learning (Namaziandost et al., 2023). The difference, however, although both are centered on emotional management, is that the current study has contextualized it within an organizational change framework, whereas the related literature has contextualized it in a context of an instructional practice and teacher performance framework.

Table 1.6 Summary of the Level of Teachers' Affective Experiences Related to Organizational Change

Components	Mean	Interpretation
Emotional Reactions	4.133	High
Perceived Event Valence	4.026	High
Emotional Intensity	4.054	High
Frequency of Affective Events	4.063	High
Emotion Regulation Strategies	4.063	High
Average Mean	4.068	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.6 gives a review of the affective experiences of the teachers regarding organizational change in five elements. The average of the total mean (4.068), which can be interpreted as High, indicates that overall, teachers are not very weak in terms of their affective response towards the organizational changes in schools. This would mean that teachers are emotionally attached and responsive to institutional changes, either positive or negative, as a result of change events taking place. It has also shown that the level of affective experience is very high with emotions playing a significant role in perceptions, attitudes and behavior of teachers towards reforms. This implies that emotional awareness and emotional support response should be part of any plan to keep teachers motivated, flexible, and goal-oriented in the course of the organizational transition.

The largest mean of the components was the Emotional Reactions ($M=4.133$); it can be concluded that teachers have a strong emotional impact towards organizational change anxiety, frustration, excitement and hope. Next in line are the means of Frequency of Affective Events ($M=4.063$) and Emotion Regulation Strategies ($M=4.063$), which indicate that the respondents are often faced with emotional eventualities in their line of work and have effective coping strategies e.g., emotional control, reframing to deal with these events. The close trend ranks Emotional Intensity ($M=4.054$) high, which means that the emotional response of teachers to change is usually profound and prolonged. Finally, the Perceived Event Valence ($M=4.026$) demonstrates that, on the whole, teachers are positive in their perspective on the organizational changes, believing that they are

good and should be aimed at school improvement. All these findings together mean that although teachers are emotionally responsive to change, they also exhibit a balanced and constructive response in their interpretations and management of their experiences. School leaders can thus be best placed to further encourage open communication, emotional support systems, and participatory decision making, which would enable teachers to keep being positive even in the midst of constant organizational change.

Findings of the present study revealed that teachers rated the level of affective experiences of organizational change as high, which expressed the generally positive emotions, the high level of emotional involvement, and the successful regulation of the events of organizational change. It is in line with the previous results, which emphasized that teachers who have a high level of

emotional intelligence and a positive perception of leadership are able to maintain a more positive attitude and emotional stability during organizational transitions (Mukhtar and Fook, 2020). The two studies focus on the significance of the role of emotions in the adaptiveness of teachers and openness to change. But whereas earlier studies were concerned with the influence of leadership styles and emotional intelligence on change-related attitudes (Mukhtar and Fook, 2020), the current paper was concerned with the affect-based model by focusing on specific emotional dimensions, like emotional reactions, perceived event valence, and emotion regulation strategies. That illustrates the fact that although both studies focus on the emotional nature of organizational change, the present study offers some more detail based on the inner affective mechanisms that determine the behavioral reactions of teachers.

Table 2.1 Level of Teachers' Responses to Organizational Change Events in Terms of Readiness for Change

Indicators	Sd	Mean
1. I am open to changes implemented in the school.	0.819	4.120
2. I prepare myself for upcoming changes.	0.863	4.076
3. I am willing to adapt to new school policies.	0.878	4.033
4. I look for ways to contribute to change initiatives.	1.021	4.022
5. I am mentally ready to embrace changes in the workplace.	0.852	4.054
Average Mean		4.061

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.1: Level of Teachers' Response to Organizational Change Events in Descriptive Manner of Readiness to Change. The general mean of 4.061, calculated and lying within the descriptive range, indicates that, generally, teachers are very well prepared for changes in their schools in the form of organizational change events. This implies that overall, educators are reformative, changeable, and psychologically prepared to accept new programs/ activities. The High level of readiness is an indication of a very positive organizational culture that is encouraging towards growth, adaptability, and continuous improvement. It also implies that teachers find change as necessary to the success of institutional objectives as well as teaching efficacy, which is needed to maintain innovation and high-quality education.

The largest mean was recorded under the statement I am open to changes implemented in the school (M=4.120), and there are signs that teachers possess a very positive and accepting view of new policies or practices that were implemented by the administration. This

transparency is a significant basis for the successful execution of change. The fact that the item I prepared myself to upcoming changes (M=4.076) also demonstrates that the teachers are already busy preparing themselves for the reforms, and their mentality is characterized by professional adaptability. Indeed, the results of I am mentally prepared to make changes in the workplace (M=4.054) and I would be willing to adapt to new school policies (M=4.033) indicate that teachers are prepared and flexible in terms of mental readiness to face changes in the set of expectations that they face in their work. Finally, I seek opportunities to participate in change efforts (M=4.022) is an indicator of the level of initiative and cooperation among teachers in assisting in the growth of organizations. In general, these results indicate that the teachers are not only accepting change but also actively participating in the processes of change, which is a required component of the success and sustainability of educational changes. Even with the clear communication, capacity-building activities, and participatory approaches that make the teachers

treasured and engaged in the change process, school leaders can also further entrench this predisposition.

The study results indicated that the teachers were highly prepared to change, indicating openness, readiness to change, and psychological readiness to embrace the change in the organization in the school. These results support previous research findings and the conceptualizations that individual readiness was a component of system readiness to change in the school and educational institutions. The research and the literature suggest that a proactive attitude and positive mindset of teachers play a role in bringing change in

schools. Nevertheless, although the literature has expressed a lot in the context of organization structure and leadership contribution to foster collective readiness (Wang, Olivier, and Chen, 2020), in this current research, the personal affective and cognitive responses of teachers in response to change events have been given more attention. This difference in priorities can imply that even though on a personal level, teachers are willing and capable of changing, long-term sustainability of the change might demand an integrated strategy that is a combination of personal motivation and a robust system, as well as active leadership.

Table 2.2 *Level of Teachers' Responses to Organizational Change Events in Terms of Resistance to Change*

Indicators	Sd	Mean
1. I resist changes that disrupt my usual work routine.	0.878	4.011
2. I avoid implementing changes I disagree with.	0.960	4.054
3. I express doubt about the success of new policies.	0.943	4.043
4. I feel reluctant to follow new teaching procedures.	0.785	4.283
5. I prefer things to stay the same in my school.	1.016	4.011
Average Mean	4.080	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.2 reveals the degree of teacher reactions to the organizational change events in resistance to change. The calculated aggregate mean of 4.080 and interpreted as high, indicates that teachers are characterized by a high level of resistance to modifications in their workplace. This would suggest that the teachers who are intellectually aware of the necessity of organizational changes still experience some discomfort, hesitations, or unwillingness of the new policies and practices. The score would indicate that the greatest change obstacle would be the emotional and psychological obstacle within the organization when the score in resistance to change is high. Uncertainty, fear of losses, breaking of routine, or loss of confidence in the viability of the new initiatives is the norm that brings resistance. This, therefore, indicates that there is a requirement for effective change management strategies on the side of the school administrators by being transparent, participating in the decision-making process, and offering emotional support to mitigate resistance to change and create a culture of cooperation.

The largest mean score of 4.283 was obtained on the statement stating that I feel reluctant to follow new teaching procedures, indicating that the teachers are the most resistant when the changes are faced directly to their classroom practices or their teaching routines. This

implies that educators require additional training, orientation, or reassurance to be capable of adapting to new pedagogies. This is then followed by "I do not apply any changes I do not agree with" (M=4.054) as a sign of selective compliance, or when teachers might not comply with the full reforms because they are seen to be impractical and irrelevant. The statement indicating skepticism concerning new policy, such as "I express doubt about the success of new policies" (M=4.043), may be due to past experiences of poor implementation of changes or their sustainability. In the meantime, the statement about the resistance to the changes that break my work routine (M=4.011) and my school favoring the way things are (M=4.011) indicated that one would like to work in a stable and predictable environment. All these results are pointing in a similar direction, which means that resistance of teachers does not always mean resistance to progress but is rather a normal reaction to uncertainty and disturbance. In that way, the school leaders should focus on establishing trust, offering constant professional development, and explaining the advantages of change as a tool that would lead to higher acceptance and engagement rates among teachers.

Based on the findings of this research, it is observable that the disposition among teachers to resist any change in their schedules, questioning of new policies, and

preference for work practices to be stable are normally signs that these teachers are too resistant to any form of organizational change. This proves the idea that resistance to change is not just a personality trait but a situational and organizational phenomenon in an organizational setting, as claimed by Sverdlik and Oreg (2022). In line with this, resistance in this case is determined to arise when the introduction of change contravenes the norms and comfort areas. Even though

the authors explain the phenomenon of resistance as a multilevel one, namely the influence of the attitudes on group and organizational culture on the development of the responses of the individuals, the present research focuses more on the response of the individuals, emotional and behavioral, as a reflection of personal attitude of the diffidence towards new initiatives instead of social interactions within school organization.

Table 2.3 Level of Teachers' Responses to Organizational Change Events in Terms of Commitment to Change

Indicators	Sd	Mean
1. I support the changes introduced in my school.	0.740	4.130
2. I am committed to the goals of recent reforms.	0.875	4.130
3. I encourage others to adapt to the changes.	0.943	3.957
4. I actively participate in implementing changes.	0.816	4.087
5. I invest effort in making new changes successful.	0.917	4.087
Average Mean	4.078	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High

Table 2.3: Teacher response towards organizational change event: Level of commitment to change. The average score of 4.078, which could be deciphered as High, suggests that teachers tend to respond to the change in their schools by being highly committed to supporting and implementing the change. It implies that even in the case of possible difficulties, opposition, or other organizational problems related to institutional change, the attitude of teachers towards these changes remains very positive and cooperative. This level of dedication implies that they share the collective vision that something needs to be done in order to improve the schools, their professional development, and better student performance, and have the ability to match their personal and professional ambitions with the vision of change that their respective schools have, making them a key component and active participant in any effective implementation of change in schools.

The most frequent and large mean scores were observed concerning the following statements: I support the changes that have been made in my school ($M=4.130$), and I am committed to the goals of the recent reforms ($M=4.130$), which means that teachers have a high degree of loyalty and commitment to the direction of the school actions. Not only are they tolerant of reforms, but active to support their goals. The indicators like I actively engage in change implementation ($M=4.087$), I would invest efforts in making new changes successful ($M=4.087$) relate to the proactive involvement of teachers and their willingness to make the reforms

successful, demonstrating the sense of ownership and responsibility in changing the situation. The expression, I encourage others to adapt to the changes ($M=3.957$) is a little lower and hence positioned at the "High" category, is instead of indicating that teachers themselves (regardless of their personal commitment) are less confident in their ability to inspire others or lead the change processes. On the whole, these findings indicate that it is a very important resource that must be exploited to the aim of making an organizational change permanent. School leaders can consolidate by reinforcing common objectives, rewarding hard work, establishing a culture of collaboration, and making teachers feel appreciated and empowered as influencing factors in organizational success.

The findings of the current research revealed that the commitment of the teachers to change was high; that is, overall, teachers are favorable and engaged and work towards school reforms. It can also be applied to the findings of a prior study that made it clear that positive attitudes, perceived control, and supportive social norms within the school environment are critical factors that contribute to the commitment of teachers to changes (Karakus, 2022). The similarity of these two studies is that, as the organizational changes are felt to be congruent with meaningful experiences, the urge to support and be involved in the said organizational changes is also ensuing. But whereas in the former research the intentions and persistent dedications of teachers were found to be formed due to external factors

like institutional backing and management conduct, in the current study, the outcomes are rather more inclined towards an internalized preparedness and proactive engagement of teachers. It implies that affective attachment towards change among teachers in the

current context can be more generated by the influence of intrinsic motivation and professional responsibility than by outside factors and organizational circumstances, as compared to the previous study.

Table 2.4 Level of Teachers' Responses to Organizational Change Events in Terms of Behavioral Adaptation

Indicators	Sd	Mean
1. I adjust my teaching methods to align with new policies.	1.237	3.554
2. I modify my classroom practices when required.	0.996	3.913
3. I change my behavior to fit into new systems.	0.863	4.196
4. I quickly adapt to new expectations.	0.971	4.054
5. I follow through with the changes consistently.	0.971	4.054
Average Mean	3.954	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High

Table 2.4: Level of Teachers' Response to Organizational Change Events With respect to Behavioral Adaptation The mean of 3.954, which can be interpreted as a high one, shows that teachers are generally highly able to adjust their behaviors and practices to suit the demands of organizational changes. This implies that a majority of teachers are accommodating and they can change their professional routine according to new policies, systems, or expectations that the school administration may introduce. The great intensity of its behavioral adjustment indicates the disposition of the teachers to adapt to changes in the institution, a key aspect in ensuring that the implementation of the change in education is an accomplishment and a long-term process. This might also indicate that the teachers possess the behavioral competency required, as well as cognitive and emotional readiness to convert change into actions in the classrooms and professional roles.

The greatest mean score was obtained in the statement I change my behavior so that I can fit in new systems (M=4.196), and this indicates that teachers are flexible in their working habits and attitudes; they adjust to new sets of operational patterns at school. The flexibility is high professional flexibility and alignment with organizational objectives. Correlatively, other measures like: I promptly adjust to new expectations (M=4.054) and I stick to the changes consistently (M=4.054) identify the sustaining dimension of teachers in the application of new dictates or procedures with a balanced response of compliance and initiative. Although the statements like "I can change my classroom practice when necessary (M=3.913) are indicative of teachers' readiness to change the

instructional practices, the latter gives a reflection of variability, perhaps based on the nature or the degree of change. Meanwhile, the lowest mean, I adjust my teaching approaches to keep up with new policy (M=3.554), but falls within the range of High, which assumes that there are teachers who have problems with the application of policy changes into the classroom, which is most likely due to the lack of training or resources. On the whole, these results have demonstrated that teachers are behaviorally adaptive and possibly require continuous professional development and policy guidelines to have complete alignment between organizational objectives and classroom practice.

Findings showed that, in instances of organizational changes, there was an elevated level of adaptability in the behavior of teachers, such that they could readily adapt the instructional methods, alter the classroom behavior, and align behavior with new systems and expectations. This finding is consistent with the past studies that have indicated that management of organizational change highly depends on the regulation of negative feelings and teacher adaptability (Zayim Kurtay, 2020). Both papers highlighted that the more positive emotions are demonstrated by the teachers and the more open to change they are, the more proactive behavioral adaptation they demonstrate, which makes the change easier on the educational institution level. Nevertheless, whereas this current study is concerned with the behavioral component, that is, the action and consistency in changing among teachers, other studies put more emphasis on the emotional processes behind these behaviors- that is, anxiety, enthusiasm, or resistance that ultimately results in adaptation (Zayim

Kurtay, 2020). As such, the results of this research paper are deemed to supplement the above view to show how

emotional preparedness is translated into concrete behavioral change towards organizational change.

Table 2.5 Level of Teachers' Responses to Organizational Change Events in Terms of Emotional Reactions to Change

Indicators	Sd	Mean
1. I feel positive about the future during change.	0.726	4.163
2. I experience emotional discomfort during school reform.	0.880	4.174
3. I am emotionally stable even during drastic changes.	0.984	4.011
4. I feel uncertain and nervous during transitions.	1.043	3.902
5. I manage emotional ups and downs during school changes.	0.949	3.652
Average Mean		3.980

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High

As shown in Table 2.5, the average score of 3.980 in the overall means implies that the emotions of teachers towards the events of organizational change are at a high level. It implies that overall, teachers have positive and adaptive emotional responses to any change that they may undergo in their school environment.

This finding shows that the majority of teachers can cope with their emotions during transition stages, which is also significant to their professional stability and productivity. High emotional adaptability is an indicator that the teachers are not only aware of their emotional conditions but can also manage them so as to sustain constant interest and endurance in the presence of change. The discovery also supports the applicability of the affect-based model that emphasizes the importance of emotions in determining the willingness and reactions of people towards organizational change.

Among these indicators, the highest average is that which has the statement in the form of I experience emotional discomfort during school reform which has a mean of 4.174, whereas I feel positive about the future during change has a mean of 4.163.

This indicates that though teachers are fully conscious of the challenges and emotional stress that are caused by school reforms, as far as the future is concerned, they are hopeful. This relevancy is enhanced by the indicator "I am emotionally stable even during drastic changes" with a score of 4.011, which identifies the controlling power of the emotions by the teachers themselves. And on the other hand, I feel uncertain and nervous during transitions was rated low but high 3.902, and I manage emotional ups and downs during school changes with a high rating of 3.652-the highest low rating, which means

that sometimes, teachers struggle to cope with their fears and emotional swings during transitions. Comprehensively, the results suggest that emotions of teachers during change are negative with positive tinges; however, the general feeling is stability and a positive attitude to change, which suggests that emotional resilience is a significant variable in bringing successful company change.

The study results indicate that the extent of emotional response to change in the organization is high among teachers; the teachers usually exhibit their emotions in a positive manner, although uncertainty and certain discomfort are the salient factors.

This is congruent with the literature that in the process of approaching organisational change, emotional reactions have an anchoring influence on the way people adjust to it; a positive affective state can increase willingness and receptivity to engagement, and negative affective states, including anxiety and fear, can prevent it (Neiva, Amorim-Ribeiro, and Macambira, 2022).

The present research is slightly different from the findings of the prevalence of emotional instability in the initial phases of change- here, teachers were quite balanced in their emotional response, as they were positive and held on to their emotions despite the continued reform.

It could, therefore, be supposed that in the educational setting, negative emotional effects related to the transition period, which is characteristic of organizational transformational processes, could be mitigated by emotional resilience in the teacher and their professional dedication (Neiva et al., 2022).

Table 2.6 Summary of the Level of Teachers' Responses to Organizational Change Events

Components	Mean	Interpretation
Readiness for Change	4.061	High
Resistance to Change	4.080	High
Commitment to Change	4.078	High
Behavioral Adaptation	3.954	High
Emotional Reactions to Change	3.980	High
Average Mean	4.031	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.6 data show that the overall mean of 4.031, which can be understood as High, indicates that teachers in most cases respond positively to organizational change events. This is because both of them are psychologically and behaviorally prepared for any changes in their schools. This general quality is high, indicating that teachers are open, adaptable, and dedicated to handling reforms and changes in the school system. These findings definitely indicate that an affect-based model is suitable in the case of an argument that positive emotional involvement and attitude towards change are significant factors of successful organizational transition. It is also indicative of the competence and ability of the teachers to maintain stability and productivity regardless of the changing educational atmosphere.

The highest mean of 4.080 was recorded in Resistance to Change close enough followed by the mean of the commitment to Change at 4.078, and the final mean of 4.061 of Readiness to Change. It can therefore be understood that, as much as teachers have a certain degree of resistance, such resistance is constructive; probably they are cautious in evaluation as opposed to uncompromising opposition. High commitment and readiness indicate that teachers are not yet relieved of the goals of the institution; they are psychologically prepared to change in case there is a need to do so. The high range of Emotional Reactions to Change and Behavioral Adaptation had the same results, with means of 3.980 and 3.954, respectively, showing that the teachers are doing well regarding their emotional responses and adjustment to behavioral patterns in response to new systems and expectations. The data

indicate that teachers can balance the aspects of emotional stability, adaptability, and professional commitment and, therefore, successfully react to the organizational change events.

The findings of the present research proved that it is true that teachers can respond to events related to organizational change at a high level and in all dimensions, that is, about readiness, resistance, commitment, behavioral adaptation, and emotional reactions, whereby it is evident that the attitudes of the teachers are regarded as positive and can adjust well in their respective schools. This is also compatible with the research on the ability of teachers to cope with organizational change as a part of organizational resilience in the schools where these teachers are employed, and found that the more favorable and adaptive environment in the schools, the more positive responses by teachers to the change (Yildizoglu & Cemaloglu, 2023). Nevertheless, even though the current study has demonstrated the high degree of preparedness and willingness to change, the associated literature has also explored the negative effect of organizational change fatigue, in which the long-term or improperly managed change may lead to emotional exhaustion and the lack of engagement (Yildizoglu and Cemaloglu, 2023). These two studies, therefore, both point to the significance of organizational support and teacher adaptability, but vary in their focus, with this research study focusing on the positive affective and behavioral responses to change, whereas the literature on this topic cautions the overreliance on change where no proper institutional resilience exists.

Table 3. Test of Significant Relationship Between Affective Experiences and Teachers' Responses to Organizational Change

Test Variables	Correlation Coefficient	P value	Decision
Affective Experiences and Teachers' Responses to Organizational Change	0.074	0.483	retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 3 data indicate that the calculated correlation coefficient is 0.074 with a p-value of 0.483, that are above the 0.05 level of significance. This finding means that affective experiences and teacher responses to organizational change do not have a significant relationship. Thus, the null hypothesis (H_0) is accepted.

This observation implies that the emotional lives or affective conditions of teachers do not greatly impact their reaction to the modification of the school environment. Emotions can affect the personal attitude, but simultaneously, research indicates that professional values, organizational culture, administrative support, or individual resilience can be more effective determinants that the teacher is more adaptive and participative in the organizational changes. The outcome also shows that teachers can possibly disconnect their emotional responses to their professional duties by maintaining performance and collaboration amidst emotional challenges that arose out of changes.

The correlation coefficient and corresponding p-value that were obtained show that affective experiences do not have a significant relationship with the response of teachers to organizational change. This opposes previous findings that described that emotions play a key role in explaining how individuals and groups of people react to organizational change. In fact, Bouckennooghe et al. (2023) reported that affective experiences (primarily positive or negative) are significant predictors of openness, resistance, and engagement in the course of change. Quite the contrary, this research provides evidence of a probability in which the responses of the teachers to the change is likely to be shaped more by the cognitive or contextual rather than the emotional parameters. Although the previous results indicated that the affective responses are multidimensional, the current result suggests that in the context of the research, the emotional components do not have a significant impact on behavioral or attitudinal reaction to the organizational change amongst teachers.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

1. Most Level of Teachers' Affective Experiences Related to Organizational Change. The results showed that teachers' affective experiences were generally high. Emotional reactions scored a mean of 4.133, perceived event valence had a mean of 4.026, emotional intensity registered 4.054, the

frequency of affective events was 4.063, and emotion regulation strategies also scored 4.063. The overall average of 4.068 indicates a high level of affective experiences among the teachers.

2. Level of Teachers' Responses to Organizational Change Events. Teachers' responses to organizational change were also found to be high. Readiness for change had a mean of 4.061, resistance to change scored 4.080, commitment to change was 4.078, behavioral adaptation registered 3.954, and emotional reactions to change scored 3.980. The overall average of 4.031 reflects a high level of responsiveness to organizational change events.
3. Relationship Between Affective Experiences and Teachers' Responses. The relationship between teachers' affective experiences and their responses to organizational change was very weak and not statistically significant, with a Spearman correlation coefficient of 0.074 and a p-value of 0.483. Hence, the null hypothesis was retained, indicating no significant relationship between affective experiences and teachers' responses to organizational change.

Conclusions

According to the findings, it is possible to conclude that elementary school teachers, on the whole, have high affective engagement during the organizational change and have high level of responsiveness to the changes, which is expressed in their preparedness, devotion, behavioral adjustment, and emotional response. Nevertheless, the connection between the affective experiences of teachers and organizational change responses was also determined to be extremely weak and statistically insignificant in spite of these high levels suggesting that the degree or frequency of their emotions and emotion regulation mechanisms have no significant effect on their reaction to organizational change events.

Recommendations

1. **School Administrators.** School leaders are advised to note that although teachers tend to have high affective involvement and attentiveness to organizational change, such emotional encounters do not automatically fail to provide predictable reactions. The administrators must therefore adopt change plans that will actively put into consideration considerations of individual needs of teachers, offer effective communication, and avail a

form of consistency in support of flexibility and eradicate uncertainty throughout the process of organizational change.

2. **Teachers.** It is recommended that the teachers should consider their own affective reactions towards the organizational changes and learn their personal coping mechanisms, including emotion management skills, social support, and active involvement in change processes. Developing an understanding of their emotional responses will assist teachers in reacting better to change and engaging in professional commitments.
3. **Educational Policymakers.** Intra-organizational change is one of the times that policymakers should look at incorporating affective and behavioral support mechanisms in educational policies. Teachers can be better equipped to deal with the changes and to ensure instructional effectiveness, with the help of policies that deal with professional development, counseling, and mentoring programs.
4. **Human Resource Managers in Education.** The HR professionals are expected to develop training programs and interventions that will develop positive attitudes towards organizational change. Change management workshops, emotional intelligence, and resilience-building workshops can increase the ability of teachers to adjust to new initiatives and be highly committed to teaching.
5. **Researchers and Academicians.** It is suggested that future researchers should investigate the input of affective experiences in learning institutions further by possibly considering other variables that affect teacher reactions towards change, including school culture, leadership, or outside pressures, to give a better understanding of how change takes place in schools.
6. **Students and Learners.** Students are indirectly encouraged to take advantage of the flexibility and stability of teachers. Schools can also provide teachers with the opportunity to cope with the organizational changes effectively, which ensures that the quality of teaching is maintained at the same level, thus providing a more favorable and effective learning environment.

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