

INFLUENCE OF RESHUFFLING SCHOOL HEADS ON TEACHERS' ATTITUDES TOWARDS WORK

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ABSTRACT

This study investigated the effects of changing school heads to the teachers specifically on their work attitudes. It was done in three public high schools in San Miguel, Surigao del Sur, where school heads had been reshuffled more than once in recent years. The researcher used a mix of surveys and interviews to gather information from 54 teachers who experienced these changes. Results showed that when a new school head comes in, it can affect teachers' performance, motivation, and working conditions. Teachers shared those changes in leadership styles, new school policies, and differences in school culture made it hard for them to adjust. Some felt stressed or less motivated, while others managed to adapt depending on how the new school head led the school. The frequent reshuffling also caused problems in continuing school plans and projects. The study suggests that school leaders and the Department of Education should carefully plan leadership changes and support teachers during transitions. This will help avoid confusion and keep the school running smoothly. The findings also give ideas for how schools can better handle leadership reshuffling in the future.

Keyword: school head reshuffling, teacher attitude, leadership change, school leadership, work motivation

1. INTRODUCTION

Transformation often originates from minor adjustments, and the capacity for big change always starts with small changes. In the education sector, change happens frequently, especially when school heads are transferred to another school, which can affect the school's culture, goals, and daily activities. The personality of a new school head plays a vital role in how they manage their responsibilities and lead the school (Kerrisey & Edmondson, 2020). School heads are a source of creating a positive work environment and supporting efficient teaching. They are responsible for running the school and making sure that there is quality teaching and learning. Their leadership style can stimulate to reach goals and guide teachers to carry out school plans successfully (Mukhtar & Fook, 2020). Strong instructional leadership also helps teachers improve their skills, knowledge, and abilities (Shengnan & Hallinger, 2020). Therefore, this study aims to explore how changes in school heads affect the work attitudes of teachers in the three districts of San Miguel who have lived experiences of school head reshuffling.

In recent years, many researchers have studied how a leader's personality and style affect an organization. Kotter et al. (2021) said that change is happening everywhere, and organizations must keep adjusting to survive. Fyn, Kaufman, and Heady (2023) found that when there are changes in leadership, employees may change what they care about in their jobs. This shows that changes in an organization can led to changes in how employees think and what they value at work. These changes depend on the situation and the people in the organization. In schools, the school head plays an important role in making sure that teaching and learning are effective. They also help create a good working environment (Paschal, Nyoni, & Mkulu, 2020).

According to Commonwealth Act No. 578 (1940), school administrators are considered people in authority. Department of Education Order No. 7, s. 1999 says that school heads should be transferred after five years to the same school. This is to bring in fresh leadership and help school heads gain more experience. However, in some cases, school heads are moved before the five years are over. These sudden changes in leadership can affect how teachers feel and work. This happened in some schools in the Municipality of San Miguel, Division of Surigao del Sur namely San Miguel National High School-1st District, San Miguel National Comprehensive High School-2nd District, and Sagbayan National High School-3rd District.

Some studies have not looked closely at how reshuffling affects teachers over time. Schools will understand the absolute impact of it when they know how teachers feel after such changes. Teachers are directly affected when school heads are reshuffled. They are the ones who follow the leader's plans, teach students, and help create a good school environment. Their support is important for the success of any leadership change. Also, job satisfaction is very important for teachers to complete their work, no matter what learning setup is used (Li & Yu, 2022). Because of this, the researcher decided to study how the reshuffling of school heads affects teachers' attitudes toward their work. The study also looks at how school heads see their own impact on teachers. This research aims to understand what affects teachers' attitudes, help school leaders improve their leadership, and explore new styles that may better suit today's needs. It also hopes to strengthen the connection between schools and the community. Lastly, this study could be a starting point for future researchers interested in this topic.

2. METHODOLOGY

2.1. Research Design

This study investigated the influence of reshuffling school heads on teachers' attitudes toward their work. A mixed-methods research design was employed, combining both qualitative and quantitative approaches to gain a comprehensive understanding of the topic. According to Taherdoost (2022), mixed-methods research integrates qualitative and quantitative approaches based on the study's purpose and research questions to provide a more thorough understanding of the subject. Qualitative methods involve collecting firsthand, textual data and analyzing it through interpretive techniques. In contrast, quantitative methods use numerical data derived from observations to describe and explain phenomena.

2.2. Participants

The respondents of the study were the fifty-four teachers teaching at San Miguel District I: SMNHS, San Miguel District II: SMNCHS, and San Miguel District III: SNHS. They were chosen due to their firsthand experiences when it comes to reshuffling school heads, making them exemplary representatives for this study. The distribution of the respondents across the three different districts (District I, District II, and District III) and three specific schools (SMNHS, SMNCHS, SNHS) are the forty-five respondents for gathering quantitative data who answered the survey questionnaires and nine participants for gathering qualitative data who undergone one-on-one interviews.

2.3. Data Collection Methods

The data gathering process of this study was successfully completed, following the necessary procedure.

Phase 1: The researcher obtained an approved letter of request from the Graduate School, confirming the researcher's affiliation with the university and formally seeking permission to conduct the study. Approval was then granted by the Schools Division Superintendent of Surigao del Sur, followed by similar permissions from the District Supervisors of San Miguel Districts I, II, and III, as well as from the school heads of SMNHS, SMNCHS, and SNHS.

Phase 2: The researcher personally visited the schools to distribute survey questionnaires to 45 teacher-respondents. During these visits, the purpose of the study and the participants' rights were clearly explained. Adequate time was provided for the teachers to complete the surveys, all of which were successfully retrieved.

Phase 3: After the survey phase, one-on-one interviews were conducted with nine selected teachers from the three districts to gain deeper qualitative insights. These interviews explored issues such as adaptation to new leadership styles, routine disruptions, administrative changes leading to conflicts, and the overall impact on school culture and teacher morale.

Phase 4: Asked assistance from the statistician to interpret and analyze the data. All interviews were transcribed and analyzed carefully. Survey responses were processed using statistical tools, while interview data were reviewed for recurring themes.

2.4. Data Analysis

The statistical tools used in the data analysis of the study are the following:

Frequency Count and Percentage. This was used in Problem 1 to find out the number and percentage of participants. Mean and Standard Deviation. These tools were used in Problem 2 and 3 to describe the work attitudes of the teachers and the changes encountered in the school head's reshuffling and the challenges encountered by the respondents on school head's reshuffling.

Pearson Correlation Coefficient. This inferential statistical tool was used to determine the significant relationships between the variables. It is between the profile of the respondents and their work attitudes, between the profile of the respondents and changes encountered during reshuffling, and between work attitudes and the changes encountered. This statistical method was deemed appropriate since the study aimed to examine the degree of relationship between variables that are measured at interval/ratio levels.

3. RESULTS AND DISCUSSION

This chapter addressed the presentation, analysis and interpretation of information collected from the respondents of the study.

3.1 The Profile of the Respondents

Table 1. Profile of the Respondents

Age	Frequency	Percentage
20 – 30	17	37.8
31 – 40	21	46.7
41 – 50	6	13.3
51 – 60	1	2.2
61 – 65	-	-
Total	45	100.0
Sex	Frequency	Percentage
Male	17	37.8
Female	28	62.2
Total	45	100.0
Educational Attainment	Frequency	Percentage
Bachelor's Degree	33	73.3
Master's Degree	12	26.7
Doctorate Degree	-	-
Total	45	100.0
Civil Status	Frequency	Percentage
Single	17	37.8
Married	27	60.0
Widowed	-	-
Separated	1	2.2
Total	45	100.0
Position/Rank	Frequency	Percentage
T -I	14	31.1
T -II	17	37.8
T – III	13	28.9
MT – I	1	2.2
MT – II	-	-
MT – III	-	-
Total	45	100.0
Years in Service	Frequency	Percentage

1 – 5 years	18	40.0
6 – 10 years	19	42.2
11 – 15 years	8	17.8
16 – 20 years	-	-
21 – 25 years	-	-
26 years and above	-	-
Total	45	100.0

Most respondents are between 31 and 40 years old (46.7%), indicating a relatively young and mid-career workforce with potential for long-term service and growth. Only 2.2% fall within the 51–60 age group. In terms of gender, 62.2% are women and 37.8% are men, reflecting the common gender imbalance in the education sector. Regarding educational attainment, the majority hold a bachelor's degree (73.3%), with no respondents holding a doctorate, suggesting a need for further academic advancement to enhance professional competencies.

In terms of civil status, 60% are married, which may contribute to greater job satisfaction and work commitment. The most common rank is Teacher II (37.8%), while only 2.2% hold the position of Master Teacher I, with no respondents in higher Master Teacher ranks. This indicates that most are still early in their professional journey. A significant portion (42.2%) has 6–10 years of teaching experience, with none exceeding 15 years, highlighting the need for professional development and leadership training. These findings align with Francisco (2020), who observed similar demographic and professional profiles among public school teachers in Plaridel, Philippines.

3.2 Work Attitudes of the Respondents

Table 2. Work Attitude of the Respondents

Capacity/Performance	Weighted Mean	Adjectival Rating
Teachers' attitudes toward work improve after the reshuffling of school heads.	3.49	Agree
The reshuffling of school heads leads to a decline in teacher's morale and motivation.	2.93	Neutral
Teachers experience increased stress due to the reshuffling of school heads.	3.38	Neutral
Teachers feel more supported in their roles after the reshuffling of school heads.	3.44	Agree
The reshuffling of school heads creates challenges that impacted teachers' ability to perform the tasks effectively.	3.78	Agree
Mean	3.40	Agree
Motivation/Commitment		
Teachers sometimes experience a less motivated due to uncertainty caused by frequent reshuffling of school heads.	3.27	Neutral
There is a chance that teachers' commitment to their work diminishes when faced with continuous changes in school leadership.	3.49	Agree
Stability in school leadership positively affect teachers' motivation and commitment to their roles.	3.76	Agree
Frequent changes in school leadership lead to a decrease in teachers' commitment to their work.	3.27	Neutral
Mean	3.44	Agree
Work Conditions		
Reshuffling of school heads significantly affect teachers' attitudes toward their work conditions.	3.29	Neutral
The reshuffling of school heads has positively affected the overall work environment in the school.	3.18	Neutral
The reshuffling of school heads creates a more positive work environment for teachers.	3.58	Agree
Teachers experience increased job satisfaction following the reshuffling of school heads.	3.44	Agree
Reshuffling of school heads lead to a decline in teachers' morale regarding their work conditions.	3.64	Agree

Mean	3.43	Agree
Over-all Mean	3.43	Agree

The findings in Table 2 show that in the Capacity/Performance category, the highest mean of 3.78 indicates teachers agreed that reshuffling school heads creates challenges affecting their performance. This suggests that leadership transitions may cause confusion or require adjustments that hinder task completion. The lowest mean, 2.93, reflects neutrality regarding reshuffling's impact on morale and motivation, implying varied emotional responses among teachers—some remain unaffected, while others stay motivated despite the changes.

In the Motivation/Commitment and Work Conditions categories, the highest means were 3.76 and 3.64, respectively. These figures suggest that stable leadership boosts motivation and morale, while reshuffling can negatively affect the work environment. Meanwhile, the lowest means—3.27 and 3.18—indicate teachers were neutral on whether reshuffling reduces commitment or improves the work environment, highlighting differing perceptions. Consistent with Fitria et al. (2020), effective and stable leadership fosters motivation through clear expectations. Thus, schools should implement effective leadership transition strategies, promote open communication, and provide professional development to maintain teacher morale and commitment during changes.

3.3 Changes Encountered by the Respondents on School Head's Reshuffling

Table 3. Changes Encountered by the Respondents on School Head's Reshuffling

Leadership Style	Weighted Mean	Adjectival Rating
Leadership style of reshuffled school heads significantly impacts teachers' attitudes towards their work.	3.91	Agree
Teachers perceive reshuffling as disruptive to the school's stability and functioning.	3.40	Agree
Teachers generally respond well to consistent and transparent communication from school heads.	3.91	Agree
The attitude of teachers toward work are affected by the leadership style of the school head after a reshuffling.	3.98	Agree
There is an improvement in administrative efficiency following the appointment of new school heads through reshuffling.	3.60	Agree
Mean	3.80	Agree
Administrative Policies		
Administrative policies of the new school heads is more effective than the previous ones.	3.33	Neutral
There are noticeable changes in the school's extracurricular activities and programs after the reshuffling of the school head.	3.93	Agree
Administrative policies significantly altered due to the reshuffling of school heads.	3.64	Agree
New administrative policies introduced by the school heads positively impact teachers' work-life balance.	3.80	Agree
Reshuffling of school heads cause dissatisfaction among the teaching staff regarding leadership changes.	3.16	Neutral
Mean	3.57	Agree
School Culture		
School culture significantly changes when a new head of the school is appointed.	3.87	Agree
New school head improve communication and collaboration among the teaching staff.	3.51	Agree
Consistent and stable school head lead to a more cohesive and supportive staff culture.	3.71	Agree
New school heads' policies contribute to a better work environment for teachers.	3.40	Agree
Reshuffle in school leadership contribute to a sense of uncertainty and unrest among the teaching staff.	3.36	Neutral
Mean	3.62	Agree
Over-all Mean	3.67	Agree

In the Leadership Style category, the highest mean score of 3.98 indicated strong agreement among teachers that leadership style significantly influences their attitudes toward work. Effective leadership contributes to higher productivity and job satisfaction, while the lowest mean of 3.40 reflected agreement that reshuffling can disrupt school stability. These results highlight both the positive and negative impacts of leadership changes, especially when transitions are abrupt or poorly managed. This supports Hadijah's (2024) findings that transformational leadership enhances motivation, while inconsistent changes can lead to stress and disengagement. In the Administrative Policies category, a mean of 3.93 showed agreement that reshuffling enhances extracurricular activities, suggesting that new leaders often bring fresh initiatives that benefit school morale. Meanwhile, the lowest mean of 3.16 indicated neutrality toward dissatisfaction with leadership changes, implying general teacher openness to new policies despite some reservations. Similarly, in the School Culture category, the highest mean of 3.87 indicated agreement that reshuffling changes school culture, while the lowest mean of 3.36 showed moderate indifference to uncertainty brought by such changes. These findings align with research by Mardalena et al. (2024) and Oreg and Berson (2022), both of which emphasize that consistent policies, effective communication, and gradual transitions are key to minimizing disruption and resistance during leadership changes.

3.4 Challenges Encountered by the Respondents in the Reshuffling of School Heads

Table 4. Challenges Encountered by the Respondents in the Reshuffling of School Heads

Theme	Sub-theme
Challenges in Adapting to Leadership and Management Changes in School	Difficulty in Adjusting to New Policies and Rules
	Adaptability of Leadership Style
	Instability of Teacher Performance and School Culture
Impact of Leadership Changes on School Routines and Processes	Disruptions Due to Policy and Leadership Transition
	Uncertainty on School Operations and Workload Management
	Instability in Teacher Morale and Student Experience Due to Constant Reshuffling
Leadership's Influence on School Improvement Priorities	Shifting Leadership Priorities Undermine SIP Continuity
	Delays and Disruptions in SIP Execution
	Lack of Structured Transition Planning and Policy Continuity
Impact of Leadership Changes on Teacher Morale and Staff Well-being	Conflicts Arising from Differences in Teaching Pedagogies and Methodologies
	Resistance to Policy Changes
	Communication Gaps and Exclusion from Decision-Making Processes
Reshuffling on Performance and Culture	Effects of School Head
	Instability in Leadership Direction and School Policies
	Leadership Changes Negatively Impact Teachers' Morale and Emotional Well-being.
	Uncertainty in Leadership Hinders Career Growth and Job Security.

Interviews with teachers revealed several recurring challenges during the reshuffling of school heads. A major concern is the difficulty in adjusting to new leadership and management styles. Sudden changes in policies, routines, and expectations disrupt school culture and hinder consistent classroom instruction and staff collaboration. These transitions often create uncertainty, overwhelm teachers, and affect overall school operations and workload management. Another significant issue is the negative impact on school improvement priorities and teacher morale. Frequent leadership changes disrupt the continuity of School Improvement Plans, delay implementation, and cause confusion due to the absence of structured transition planning. Teachers also face conflicts in teaching practices, resistance to unfamiliar policies, and poor communication, all of which lower morale and trust in leadership. The lack of participation in decision-making and unclear leadership direction further raises concerns about job stability and professional growth, reducing staff motivation and school effectiveness.

3.5 Significant Relationship Between the Profile of the Respondents and the Work Attitude of Teachers

Table 5. Significant Relationship Between the Profile of the Respondents and the Work Attitude of Teachers

Variable Tested		Computed r	p-value	Conclusion
Age	Capacity/Performance	0.137	0.369	Not Significant
	Motivation/Commitment	0.312	0.037	Significant
	Work Conditions	0.208	0.170	Not Significant
Sex	Capacity/Performance	-0.248	0.101	Not Significant
	Motivation/Commitment	-0.251	0.096	Not Significant
	Work Conditions	-0.273	0.069	Not Significant
Educational Attainment	Capacity/Performance	-0.168	0.270	Not Significant
	Motivation/Commitment	0.090	0.556	Not Significant
	Work Conditions	-0.085	0.579	Not Significant
Civil status	Capacity/Performance	0.150	0.327	Not Significant
	Motivation/Commitment	0.153	0.316	Not Significant
	Work Conditions	0.135	0.376	Not Significant
Position/rank	Capacity/Performance	0.078	0.609	Not Significant
	Motivation/Commitment	0.063	0.680	Not Significant
	Work Conditions	-0.033	0.827	Not Significant
Years in Service	Capacity/Performance	0.112	0.465	Not Significant
	Motivation/Commitment	0.351	0.012	Significant
	Work Conditions	0.197	0.195	Not Significant

*Significant if p-value is less than .05

An analysis of correlation coefficients and p-values revealed significant positive relationships between teachers' age and length of service and their motivation and commitment to work, with older and more experienced teachers showing greater dedication (age: $r = 0.312$, $p = 0.037$; service length: $r = 0.351$, $p = 0.012$). In contrast, variables such as gender, educational background, civil status, and professional rank showed no significant influence, as their p-values exceeded the 0.05 threshold. These results emphasize the impact of experience over other demographic factors in shaping teachers' work attitudes, suggesting the need for support programs that address individual professional needs rather than general demographic traits. This aligns with the findings of Sunitha and Kalaivani (2023), who also reported that age and years in service positively influence motivation and commitment among secondary school teachers.

3.6 Significant Relationship Between the Profile of the Respondents and Changes Encountered During School Head's Reshuffling

Table 6. Significant Relationship Between The Profile Of The Respondents And Changes Encountered During School Head's Reshuffling

Variable Tested		Computed r	p-value	Conclusion
Age	Leadership Style;	0.103	0.500	Not Significant
	Administrative Policies	0.240	0.112	Not Significant
	School Culture	0.099	0.519	Not Significant
Sex	Leadership Style;	-0.094	0.540	Not Significant
	Administrative Policies	-0.107	0.486	Not Significant
	School Culture	0.048	0.756	Not Significant
Educational Attainment	Leadership Style;	-0.076	0.620	Not Significant
	Administrative Policies	0.048	0.752	Not Significant
	School Culture	0.161	0.291	Not Significant
Civil status	Leadership Style;	-0.133	0.385	Not Significant
	Administrative Policies	-0.014	0.928	Not Significant
	School Culture	-0.011	0.942	Not Significant
Position/rank	Leadership Style;	0.069	0.652	Not Significant
	Administrative Policies	0.021	0.890	Not Significant
	School Culture	0.006	0.968	Not Significant
Years in Service	Leadership Style;	0.293	0.021	Significant
	Administrative Policies	0.076	0.622	Not Significant
	School Culture	-0.043	0.781	Not Significant

Significant if p-value is less than .05

The results indicated that among the various demographic variables, only years of service showed a statistically significant relationship with perceived changes in leadership style, specifically within the capacity/performance domain ($r = 0.293$, $p = 0.021$), suggesting that more experienced teachers are more perceptive of and responsive to leadership transitions due to their broader basis for comparison. No significant relationship was found between demographic factors and perceived changes in administrative policies under the motivation/commitment domain, implying that such reactions may be more individual or situational rather than demographically influenced. Similarly, there was no significant correlation between teachers' profiles and their attitudes toward changes in school culture, indicating a generally uniform perception of the work environment. However, the notable link between years of service and leadership style suggests that experienced teachers can offer valuable insights during transitions, aiding school leaders in maintaining continuity and fostering a supportive atmosphere, consistent with findings by Huang and Wang (2021).

3. 7 Significant Relationships Between Work Attitude of the Respondents and the Changes Encountered by the Respondents on School Head's Reshuffling

Table 7 Significant Relationship Between Work Attitude Of The Respondents And The Changes Encountered By The Respondents On School Head's Reshuffling

Variable Tested		Computed r	p-value	Conclusion
Capacity/ Performance	Leadership Style;	0.347	0.020	Significant
	Administrative Policies	0.526	0.000	Significant
	School Culture	0.476	0.001	Significant
Motivation/ Commitment	Leadership Style;	0.284	0.059	Not Significant
	Administrative Policies	0.516	0.000	Significant
	School Culture	0.308	0.040	Significant
Work Conditions	Leadership Style;	0.262	0.082	Not Significant
	Administrative Policies	0.545	0.000	Significant
	School Culture	0.389	0.008	Significant

*Significant if p-value is less than .05

The correlation coefficients and p-values indicate that reshuffling school heads significantly affects teachers' work attitudes, particularly in the areas of performance, motivation, and work conditions. Positive and statistically significant correlations were observed between teacher performance and changes in leadership style ($r = 0.347$, $p = 0.020$), administrative policy ($r = 0.526$, $p = 0.000$), and school culture ($r = 0.476$, $p = 0.001$). Similarly, motivation and commitment were significantly associated with changes in administrative policy ($r = 0.516$, $p = 0.000$) and school culture ($r = 0.308$, $p = 0.040$), though not with leadership style ($r = 0.284$, $p = 0.059$). For work conditions, strong positive correlations were found with administrative policies ($r = 0.545$, $p = 0.000$) and school culture ($r = 0.389$, $p = 0.008$), suggesting that favorable governance and climate improvements enhance working environments. Overall, the findings imply that reshuffling school leaders can positively influence teachers' attitudes when it brings about constructive changes in leadership, policies, and school culture, aligning with literature emphasizing the role of transformational leadership in fostering motivation and a supportive school climate.

4. CONCLUSIONS

Based on the findings of the study, most of the teachers were young with lesser years of teaching experience. This shows that the teaching workforce in the study area is in a stage of growth and development. The insight here is that younger teachers may be more sensitive to changes in leadership because they are still forming their teaching habits and professional confidence.

Also, teachers maintained a positive attitude toward their work, but their level of motivation and comfort was clearly affected by leadership changes. Some became less enthusiastic or unsure, especially when there was no clear communication or direction. Indeed, school heads play a big role in shaping how teachers feel about their work. This

indicates that leadership transitions will be handled with care, as a smooth and supportive approach helps maintain teacher motivation and performance.

Furthermore, teachers went through changes in the management of the school, such as leadership, school policies, and daily operations. The changes tended to impact their capacity to adapt, cooperate, and work with confidence. Through this, teachers are highly affected by leadership behavior and choices. New school principals observe the current school culture and practices prior to implementing drastic changes, in order to avoid overwhelming the teachers and allow them to concentrate on teaching.

In addition, teachers had a number of challenges including adapting to new regulations, ambiguous styles of leadership, stress, and ruptured routines. They also suffered when new principals did not follow through on ongoing projects. Frequent reshuffling causes instability and teacher burnout. School leaders carry out transparent transition plans, provide emotional and professional support, and engage teachers in decision-making to limit the adverse impacts of reshuffling.

Additionally, teachers' work attitudes were not influenced by their age, gender, years of service, or rank. All teachers, regardless of prior background, reacted similarly to change in leadership. This indicates that support and development programs for leadership can be comprehensive and not directed at specific groups, so all teachers get equal attention during a transition.

And all teachers went through the same changes regardless of their origin. This implies that reshuffling does not influence one category of teacher more than another. The realization is that reshuffling has school-wide consequences. This means any plan to assist teachers through leadership transitions must include the entire faculty, not some particular group, so that no teacher is left out or unsupported.

Finally, teachers' work attitude was directly affected by the turnaround they went through during reshuffling, such as the quality of the new school head's leadership, communication, and imposition of new regulations. The lesson learned is that teachers' performance and motivation have a direct correlation with how changes in leadership are handled. This means that leadership reshuffling must be well-planned, and new school heads must be properly oriented and trained on how to deal with transition in an open, fair, and participative manner.

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