

Change Management Strategies and Educational Innovation in Sta. Maria West District

James Cobourn B. Ejercito

Publication Date: 2025/06/11

Abstract: This descriptive-correlational study surveyed 100 public elementary school teachers from Sta. Maria District using a structured questionnaire adapted from established literature. The instrument measured perceptions of change management strategies—communication, teacher involvement, resource provision, and evaluation feedback—and the extent of educational innovation, including innovative teaching methods and technological adoption. Data were analyzed using descriptive statistics, Pearson correlation, and multiple linear regression. Descriptive analysis revealed that the overall extent of change management strategies was rated as Extensive, while educational innovation was also rated as Extensive. The findings indicate a moderate, statistically significant positive correlation between change management strategies and educational innovation, with approximately 21.3 percent of the variance in innovation explained by change management practices. Moreover, regression analysis demonstrated that teacher involvement, provision of necessary resources, and evaluation/feedback mechanisms significantly predicted educational innovation, whereas communication and dissemination of information did not emerge as a significant predictor. Aligning institutional change management efforts with these key factors can lead to more effective teaching practices, improved learning experiences, and sustainable reform within s. Sta. Maria West District.

Keywords: *Change Management Strategies, Educational Innovation, Teacher Involvement, Sta. Maria West District*

How to Cite: James Cobourn B. Ejercito (2025) Change Management Strategies and Educational Innovation in Sta. Maria West District. *International Journal of Innovative Science and Research Technology*, 10(5), 4285-4289.
<https://doi.org/10.38124/ijisrt/25may1979>

I. INTRODUCTION

The dynamics of educational institutions are constantly evolving, driven by the need to adapt to changing societal demands, technological advancements, and pedagogical innovations. As academic institutions navigate through these changes, effective change management strategies become crucial to facilitate the successful implementation of educational innovations. This study aims to investigate the relationship between change management strategies and educational innovation in academic institutions, exploring the extent to which various strategies influence the adoption and integration of innovative practices in teaching and learning.

Within the local setting of Davao City, recent studies shed light on the unique dynamics of change management and educational innovation in the region. For example, Garcia et al. (2020) highlight the importance of tailored change management strategies to address the specific needs and challenges faced by academic institutions in Davao City. Similarly, Santos and Reyes (2019) underscore the critical role of collaborative leadership and strategic planning in fostering a culture of innovation among educational stakeholders in the locality.

This study, titled “Change Management Strategies And Educational Innovation In Sta. Maria West District” aimed to examine the relationship between the implementation of change management strategies and educational innovation in Sta. Maria West District. Utilizing a descriptive-correlational research design, the study collected quantitative data through a survey administered to teachers working in public elementary schools. The questionnaire, developed based on established literature, measured teachers’ perceptions of change management practices and the extent of educational innovation in their institutions. Data analysis included descriptive statistics, correlation, and regression techniques to identify significant relationships and predictors of educational innovation.

In conclusion, this study highlights the crucial role that change management strategies play in driving educational innovation within Sta. Maria West District. By exploring the relationship between change management practices and the adoption of innovative teaching methods, the research provides valuable insights into how academic institutions can effectively navigate educational reforms. The findings emphasize the importance of tailored strategies that align with the specific needs of schools and teachers, as well as the significance of collaborative leadership and strategic planning. As educational institutions continue to evolve, understanding the dynamics between change management

and innovation will be vital in fostering an environment that supports continuous improvement and enhances student learning outcomes.

II. METHOD

The research design for this study is a descriptive correlational research design utilizing the survey method. This design was chosen for its suitability in examining the relationship between variables of interest, namely the implementation of change management strategies and educational innovation in academic institutions. As noted by Creswell and Creswell (2017), a descriptive correlational research design allows researchers to explore and describe the relationships between variables without manipulating them. In this study, the aim is to investigate the extent of change management strategies' implementation and its correlation with educational innovation within academic institutions.

The sampling procedure for this study involved 100 elementary school teachers as the respondents from Sta. Maria West District. The researcher utilized Slovin's formula to determine the number of respondents. In this case, all elementary school teachers in Sta. Maria West District were invited to participate in the study, ensuring that the sample represents the entire population of interest.

The survey questionnaire was validated and pilot-tested. The first part of the survey instrument is dedicated to capture respondents' perceptions regarding various aspects of change management processes within their educational settings. Through this instrument, the research seeks to delve into the effectiveness of communication and dissemination of information about changes, the degree of teacher involvement in the change process, the adequacy of resources provided to support change initiatives, and the presence of evaluation and feedback mechanisms for assessing the impact of implemented changes. Statements in the questionnaire were adapted from the works of Fisher and Prey (2010).

In conclusion, this study employs a descriptive correlational research design to examine the relationship between change management strategies and educational innovation in Sta. Maria West District. By utilizing a well-structured survey method and a representative sample of 100 elementary school teachers, the study provides valuable insights into the perceptions of educators regarding the effectiveness of change management practices. The findings will contribute to understanding how various aspects of change management—such as communication, teacher involvement, resource allocation, and feedback mechanisms—impact the adoption and success of educational innovations. This research underscores the importance of well-executed change management strategies in fostering a culture of innovation and improving educational outcomes within academic institutions.

III. RESULTS AND DISCUSSIONS

The first theme explored the extent of implementation of change management strategies in academic institutions in terms of communication and dissemination of information about changes. Overall, the indicator achieved a mean of 4.34 (SD=0.68), rated as Very Extensive. This means that implementation of change management strategies in academic institutions often manifested, implying that the institution's efforts in communicating changes are both robust and consistently applied.

The second theme explored the extent of implementation of change management strategies in academic institutions in terms of involvement of teachers in the change process. Overall, the indicator reached a mean of 4.26 (SD=0.66), described as Very Extensive. This means that implementation of change management strategies in academic institutions always manifested, indicating that teachers are deeply integrated into the change process, reflecting strong participatory practices.

The third theme explored the extent of implementation of change management strategies in academic institutions in terms of provision of necessary resources for change. Overall, the indicator yielded a mean of 4.03 (SD=0.55), described as Extensive. This means that implementation of change management strategies in academic institutions often manifested, implying that the provision of resources generally supports the effective implementation of change, yet certain areas could be improved.

The fourth theme explored the extent of implementation of change management strategies in academic institutions in terms of evaluation and feedback mechanisms for the change initiatives. Overall, the indicator generated a mean of 3.73 (SD=0.72), rated as Extensive. This means that the implementation of change management strategies in academic institutions often manifested, implying that evaluation and feedback mechanisms are in place but may benefit from further refinement and consistency.

The fifth theme explored the extent of implementation of change management strategies in Sta. Maria West District. Overall, the extent of educational innovation (M=3.89, SD=0.77) falls under the category of Extensive. This means that implementation of change management strategies in academic institutions often manifested, implying that although there is a significant level of innovation in teaching and technology adoption, there remains potential for further development.

The institutions generally demonstrated an Extensive level of implementation, with various indicators (communication, teacher involvement, resources, and evaluation) ranging from Extensive to Very Extensive. This suggests that supportive structures and practices are in place to manage and facilitate organizational change effectively.

Overall, the institutions displayed an Extensive level of educational innovation, with the integration of innovative teaching methods rated as Very Extensive and the adoption of technological advancements rated as Extensive. This pattern indicates a strong emphasis on pedagogical innovation, while technology use is present but has room for further enhancement.

A moderate positive correlation was identified, indicating that higher levels of change management implementation are associated with greater educational innovation. Approximately 21.3% of the variance in educational innovation can be attributed to change management strategies, and the relationship was found to be statistically significant, prompting the rejection of the null hypothesis.

Sta. Maria West District has largely established a supportive environment for change, with robust communication, strong teacher involvement, adequate resources, and systematic evaluation mechanisms. This overall Extensive implementation suggests that these foundational elements are effectively guiding the institution's efforts toward meaningful and sustainable organizational improvements. Educational innovation within Sta. Maria West District is on solid footing, especially regarding the adoption of innovative teaching methods. While technology integration is present, these results hint that further enhancement in the technological domain could heighten the overall level of educational innovation. Ultimately, the Extensive rating suggests that the current trajectory is positive, with ample opportunity to refine and expand innovative practices.

The findings indicate that well-executed change management strategies are not merely passive or supportive elements but actively drive educational innovation. The moderate, statistically significant positive relationship between these strategies and innovation underscores that robust teacher involvement, adequate resource provision, and effective evaluation and feedback mechanisms serve as catalysts for enhancing cutting-edge teaching and learning environments. This evidence provides a clear directive: by advancing and refining change management efforts, educational institutions are likely to realize tangible improvements in the quality of educational outcomes.

In conclusion, the findings of this study suggest that effective change management strategies play a pivotal role in fostering educational innovation within academic institutions. To ensure the sustainability and scalability of these innovations, Department of Education officials, school heads, and teachers must work collaboratively, focusing on continuous professional development, resource allocation, and effective communication. By embracing new teaching methodologies, utilizing technology, and involving all stakeholders in the process, schools can create a dynamic and responsive learning environment that meets the evolving

needs of students. Future research on the relationships between change management and educational innovation will further deepen our understanding of how these practices influence the broader educational landscape, providing valuable insights for policy and practice.

REFERENCES

- [1]. Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- [2]. Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2016). *Creating and sustaining professional learning communities* [Online]. Routledge. Available: <https://www.taylorfrancis.com/books/9781317265003>
- [3]. Bryk, A. S., Gomez, L. M., & Grunow, A. (2016). *Learning to improve: How America's schools can get better at getting better* [Online]. Harvard Education Press. Available: <https://hepg.org/hepg-home/books/learning-to-improve>
- [4]. Bryk, A. S., Gomez, L. M., & Grunow, A. (2021). *Getting ideas into action: Building networked improvement communities in education* [Online]. Harvard Education Press. Available: <https://hepg.org/hepg-home/books/getting-ideas-into-action>
- [5]. Bryk, A. S., Gomez, L. M., & Grunow, A. (2021). *Getting ideas into action: Building networked improvement communities in education*. Stanford University Press.
- [6]. Clarke, W. M., & Hyde, A. (2019). Change management in higher education: A study of academic and administrative leaders' perspectives. *Higher Education Research & Development*, 38(1), 158–172. <https://doi.org/10.1080/07294360.2018.1535850>
- [7]. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- [8]. Darling-Hammond, L., & Richardson, N. (2016). *Flattening the hierarchy of evidence for effective education* [Online]. American
- [9]. *Educator*, 39(1), 17-23. Available: https://www.aft.org/sites/default/files/ae_winter2016_darling-hammond.pdf
- [10]. Darling-Hammond, L., & Richardson, N. (2019). Teacher learning: What matters? *Educational Leadership*, 66(5), 46-53.
- [11]. Davies, R. S., & West, R. E. (2019). Technology integration in schools. In M. J. Spector, B. B. Lockee, & M. D. Childress (Eds.), *Handbook of research on educational communications and technology* (5th ed.). Springer. https://doi.org/10.1007/978-3-030-10576-1_43
- [12]. Davis, N. (2023). *Education 3.0: Embracing technology to give every child the best start in life* [Online]. Routledge. Available: <https://www.taylorfrancis.com/books/9781135091068>
- [13]. DuFour, R., DuFour, R., Eaker, R., & Many, T. (2016). *Learning by doing: A handbook for professional learning communities at work* (3rd ed.) [Online]. Solution Tree. Available:

- <https://www.solutiontree.com/free-resources/learning-by-doing-third-edition.html>
- [14]. Elmore, R. F., & Burney, D. (2016). Investing in teacher learning: Staff development and instructional improvement in community school district #2, New York City [Online]. Consortium for Policy
- [15]. Research in Education. Available: <https://www.urban.org/sites/default/files/publication/25031/412899-Investing-in-Teacher-Learning-Staff-Development-and-Instructional-Improvement-in-Community-School-District-2-New-York-City.PDF>
- [16]. Fisher, D., & Frey, N. (2010). Classroom innovations that work: Research-based strategies for the classroom (2nd ed.) [Survey instrument]. Retrieved from <https://www.ascd.org/Publications/Books/Overview/Classroom-Innovations-That-Work-Research-Based-Strategies-for-the-Classroom-2nd-edition>
- [17]. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). How to design and evaluate research in education (9th ed.). McGraw-Hill Education.
- [18]. Fullan, M. (2007). The new meaning of educational change (4th ed.). Teachers College Press.
- [19]. Fullan, M. (2016). The new meaning of educational change (5th ed.). Teachers College Press.
- [20]. Fullan, M. (2017). The principal: Three keys to maximizing impact. Wiley. Available: <https://www.wiley.com/en-us/The+Principal%3A+Three+Keys+to+Maximizing+Impact-p-9781119422300>
- [21]. Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Corwin.
- [22]. Fullan, M., & Quinn, J. (2016). Coherence: The right drivers in action for schools, districts, and systems [Online]. Corwin. Available: <https://us.corwin.com/en-us/nam/coherence/book250548>
- [23]. Fullan, M., & Quinn, J. (2016). Coherence: The right drivers in action for schools, districts, and systems [Online]. Corwin. Available: <https://us.corwin.com/en-us/nam/coherence/book250548> (Duplicate Entry)
- [24]. Fullan, M., & Quinn, J. (2020). Coherence: The right drivers in action for schools, districts, and systems (2nd ed.). Corwin.
- [25]. Garcia, A., et al. (2020). Leadership communication styles and change management: Insights from academic institutions. *Journal of Educational Leadership*, 17(3), 78-92.
- [26]. Halbert, J., Kaser, L., & Timperley, H. (2024). A framework for transforming learning in schools: Innovation and the spiral of inquiry [Online]. NZCER Press. Available: https://www.nzcer.org.nz/system/files/Framework%20for%20Transforming%20Learning%20in%20Schools%20WEB_0.pdf
- [27]. Hall, G. E., & Hord, S. M. (2015). Implementing change: Patterns, principles, and potholes (4th ed.). Pearson.
- [28]. Hallinger, P. (2019). Bringing leadership to learning: Teacher leadership for the 21st century [Online]. Springer. Available: <https://www.springer.com/gp/book/9783319788102>
- [29]. Hargreaves, A., & Fullan, M. (2012). Professional capital: Transforming teaching in every school. Teachers College Press.
- [30]. Harris, A., & Jones, M. (2020). Leading professional learning with impact: Evidence-based practices to improve outcomes. *School Leadership & Management*, 40(3-4), 218-223. <https://doi.org/10.1080/13632434.2019.1686995>
- [31]. Hattie, J. (2017). Visible learning: Feedback [Online]. Routledge. Available: <https://www.taylorfrancis.com/books/9781315307553>
- [32]. Jerald, C. D., & Van Heusden, D. (2019). Building trust to promote educational improvement. Carnegie Foundation for the Advancement of Teaching. Retrieved from <https://www.carnegiefoundation.org/resources/publications/building-trust-to-promote-educational-improvement/>
- [33]. Johnson, T., et al. (2019). Professional development and teacher readiness for change: Implications for school improvement. *Journal of Educational Leadership*, 16(2), 89-104.
- [34]. Johnson, T., et al. (2019). Resource allocation and organizational culture: Drivers of change management success in higher education. *International Journal of Educational Management*, 34(3), 321-335.
- [35]. Koehler, M. J. (2024). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054. Available: https://www.researchgate.net/publication/22929926_Technological_Pedagogical_Content_Knowledge_A_Framework_for_Teacher_Knowledge
- [36]. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? [Online]. *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70. Available: <https://www.citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogical-content-knowledge/>
- [37]. Kools, M., & Stoll, L. (2019). What makes a school a learning organisation? A guide for policy makers, school leaders and teachers. OECD. <https://doi.org/10.1787/9789264309751-en>
- [38]. Leithwood, K., & Seashore Louis, K. (2022). Linking leadership to student learning (2nd ed.). Jossey-Bass.
- [39]. Martin, F., Polly, D., Coles, S., & Wang, C. (2020). Examining higher education faculty use of current digital technologies: Importance, competence, and motivation. *International Journal of Teaching and Learning in Higher Education*, 32(1), 73-86. Retrieved from <http://www.isetl.org/ijtlhe/>
- [40]. McKnight, K., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2019). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 51(3), 194-211. <https://doi.org/10.1080/15391523.2019.1612037>
- [41]. Moolenaar, N. M., Daly, A. J., & Liou, Y.-H. (2020). Networked leadership in action: Relationship brokers in changing district and school contexts. *Journal of*

- Educational Administration, 58(6), 612–627. <https://doi.org/10.1108/JEA-02-2020-0038>
- [42]. OECD. (2020). Back to the future of education: Four OECD scenarios for schooling. OECD Publishing. <https://doi.org/10.1787/178ef527-en>
- [43]. Puenteadura, R. (2020). SAMR: A brief introduction [Online]. Available: <http://www.hippasus.com/rrpweblog/archives/2014/06/29/SAMRBriefIntroduction.pdf>
- [44]. Reyes, M., & Cruz, R. (2019). Leadership support and teacher involvement in change processes: Perspectives from Philippine educational institutions. *Educational Change and Reform*, 28(2), 189-204.
- [45]. Reyes, M., & Cruz, R. (2019). Organizational culture and communication practices during change: Perspectives from Philippine educational settings. *Educational Change and Reform*, 26(2), 215-230.
- [46]. Reyes, M., & Cruz, R. (2020). Time allocation and teacher adjustment to change: Perspectives from Philippine educational institutions. *Educational Change and Reform*, 27(3), 345-360.
- [47]. Reyes, M., & Garcia, B. (2020). Evaluation and feedback mechanisms in driving sustainable change: Lessons from Philippine academic institutions. *Educational Change and Reform*, 25(4), 567-582.
- [48]. Roblyer, M. D., & Doering, A. H. (2014). Integrating educational technology into teaching (7th ed.) [Online]. Pearson. Available: <https://www.pearson.com/store/p/integrating-educational-technology-into-teaching/P100001311387>
- [49]. Rogers, E. M. (2023). Diffusion of innovations (5th ed.). Free Press.
- [50]. Salazar-Clemeña, R. M., & Almonte-Acosta, S. A. (2007). Developing research culture in Philippine higher education institutions: Perspectives of university faculty. UNESCO Forum on Higher Education, Research and Knowledge.
- [51]. Santos, A., et al. (2021). Collaborative resource provision for change initiatives: Insights from academic institutions. *Educational Leadership Quarterly*, 18(4), 432-448.
- [52]. Santos, A., et al. (2022). Training and resources for teacher involvement in change processes: Evidence from academic institutions. *Educational Innovation Quarterly*, 29(4), 567-582.
- [53]. Sarason, S. B. (2015). Revisiting "The culture of the school and the problem of change" [Online]. Teachers College Press. Available: https://www.researchgate.net/publication/281964425_Revisiting
- [54]. The_Culture_of_the_School_and_the_Problem_of_Change
- [55]. Sarason, S. B. (2016). Revisiting "The culture of the school and the problem of change". Teachers College Press.
- [56]. Spector, M. J. (2024). Foundations of educational technology: Integrative approaches and interdisciplinary perspectives [Online]. Routledge. Available: <https://www.taylorfrancis.com/books/9781135616561>
- [57]. Trochim, W. M., & Donnelly, J. P. (2019). The research methods knowledge base (3rd ed.). Atomic Dog Publishing.
- [58]. Tyack, D., & Cuban, L. (2015). Tinkering toward utopia: A century of public school reform [Online]. Harvard University Press. Available: <https://www.hup.harvard.edu/catalog.php?isbn=9780674049576>
- [59]. West, M. A. (2016). Effective teamwork: Practical lessons from organizational research (3rd ed.) [Online]. Wiley-Blackwell. Available: <https://www.wiley.com/en-us/Effective+Teamwork%3A+Practical+Lessons+from+Organizational+Research%2C+3rd+Edition-p-9781118905636>
- [60]. West, M. A. (2022). Effective teamwork: Practical lessons from organizational research (3rd ed.). Wiley-Blackwell.