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The Mediating Effect of Adaptability on the Relationship Between Ethical Climate and Attitudes Towards Change Among Public School Teachers

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ABSTRACT

This study aimed to investigate the mediating effect of adaptability on the relationship between ethical climate and attitudes towards change among public school teachers in Magsaysay North and South District among 310 teachers in Magsaysay South and North District, Division of Davao del Sur. This research used a non-experimental design utilizing stratified random selection technique. The statistical tools used were mean, Pearson r , and path analysis using AMOS. As data sources, reliable research instruments on adaptability, ethical climate and attitudes towards change were used. This study revealed substantial correlations between the ethical climate and public school teachers; attitudes toward change. Utilizing path analysis, the study's findings suggested that the effect of adaptability on the relationship between the ethical climate and attitudes toward change among public school teachers was partially mediated. It cannot, however, completely take into account how the two variables are related.

INTRODUCTION

The implementation of innovations in the educational system is slowed down by teachers' negative attitudes about organizational change (Snyder, 2017). These negative attitudes make it difficult for schools to get ready for change. As a result, if instructors do not implement change with a positive attitude, school reform will only be superficially adopted or even fail. This could reduce the school's success and ability to maintain educational change (Tai & Omar, 2017; Rafedzi *et al.*, 2018). One difficulty in particular is the resistance of certain instructors to organizational change in terms of incorporating technology in the classroom (Dusic, 2018; Varank&Tozoglu, 2018; Zimmerman, 2016). While teachers in the setting of distance learning may be cognizant of the necessity for remote teaching and learning, they may emotionally resist this transition due to things like their attachment to face-to-face teaching or worries that they will be less effective teachers while teaching remotely (Kin & Kareem, 2018; Sokal *et al.*, 2020).

In conjunction, it is essential to understand teachers' attitudes about change in order to recognize their intentions to engage in desired behaviors (Sokal *et al.*, 2020). Also, teachers' attitude towards collaboration is a key element for organizational change. When teachers collaborate to improve their schools, they may collaboratively identify the needs of the school, develop ideas that are laser-focused, and then implement those innovations. Thus, educators take on the role of change agents by introducing novel organizational procedures, fostering a culture of innovation, and fostering common knowledge about change (Fix *et al.*, 2020; Meyer, 2022; Seashore Louis & Murphy, 2017).

Given the importance of teachers' attitudes towards change, the researcher reviewed various studies which revealed the factors which influence attitudes towards change such as ethical climate and adaptability. Slimani *et al.* (2017) emphasized the critical role that ethical climate plays in organizational change. In the same manner, Collie *et al.* (2018) explained that adaptable teachers could effectively navigate the constant change that occurs in the landscape of teaching. Also, the studies conducted by Collie & Martin (2015; 2016), Since it is important for teachers' work both inside and outside the classroom, teachers need to be capable of adapting and manage changes effectively. On the other hand, several authors (Abun *et al.*, 2021; Ramendran *et al.*, 2013) avowed that ethical climate affects adaptability. Employees become more adaptive due to the working climate that strives for fulfilling demands in productivity improvement.

Moreover, previous authors (Omar & Tai, 2018; Tai & Omar, 2017) mentioned that how teachers perceive, react and adapt to change in primary schools still remains unexplored. Hence, further research on this issue should be conducted. Furthermore, the researcher is unaware of any research on the mediating role of adaptability in the relationship between local public school teachers' views about change and the ethical climate in their communities. In light of this, the researcher is curious to know if adaptability mediates the relationship between the ethical climate and teachers' attitudes about change in the Magsaysay North and South District. Despite the fact that there is already research on the connection between and among adaptability, ethical climate and attitudes towards change, those studies dealt only with bivariate relationships and did not cover the interrelationships between and among the three variables in a single study.

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Only few of these researchers were conducted in the educational settings especially on teachers. This study brought new knowledge since it focused on three factors with one acting as the mediating construct. Furthermore, it was determined that this study could create concerns for the intended participants and possibly lead to the development of action plans to enhance teachers' flexibility, ethical climate, and attitudes toward change, necessitating the necessity to carry out this study.

Research Objectives

The primary goal of the study was to determine the significance of adaptability as a mediator in the relationship between the ethical climate and public school teachers' attitudes toward change in the Magsaysay North and South District. Moreover, it had the following objectives:

1. To describe the level of ethical climate among public schools in terms of:
 - 1.1 Egoism,
 - 1.2 Benevolence, and
 - 1.3 Principle.
2. To ascertain the level of attitudes towards change among public school teachers in terms of:
 - 2.1 Attitude of cynicism to change,
 - 2.2 Fear beliefs, and
 - 2.3 Favorable attitude to change.
3. To describe the level of adaptability among public school teachers.
4. To determine the significance of the relationship between:
 - 4.1 ethical climate and attitudes towards change among public school teachers;
 - 4.2 ethical climate and adaptability among public school teachers; and
 - 4.3 adaptability and attitudes towards change among public school teachers.
5. To determine the significance of the mediation of adaptability on the relationship between ethical climate and an attitude towards change.

LITERATURE REVIEW

This section includes readings from the relevant literature, including various books, journals, articles, and internet content by various authors that are pertinent to the current research work. The researcher focuses on the ethical climate, attitudes towards change, and adaptability. The ethical climate as indicated by Cullen and Victor (2008) was taken into account when deciding or choosing which indicators to utilize in the study. The following indicators are egoism, benevolence, and principle. The parameters used to measure the independent variable were these indicators. On the other hand, the attitudes towards change as indicated by Neiva *et al.* (2005) was taken into account when selecting or deciding the indicators to employ in the study. The following indicators are attitude of cynicism to change, fear beliefs, and favorable attitude to change. The parameters used to measure the dependent

variable were these indicators. Further, the adaptability as indicated by Collie and Martin (2016) was used in the study. This functioned as the parameter for measuring the mediating variable.

Ethical Climate

The idea that formal and informal policies and procedures establish expectations for ethical behavior is known as the "ethical climate" and is based on the observation that these factors have a significant impact on both individual and organizational outcomes and behaviors. It is a group's consensus on what constitutes morally upstanding conduct and how such matters ought to be handled (Gumusluoglu *et al.*, 2020; Hefny, 2020).

Further, The workplace's ethical climate reflects its members' subjective perceptions of its ethical components. Employees use it as a perceptual lens to analyze circumstances, which enables them to spot ethical flaws and identify ethical dilemmas. According to studies, there are two aspects of an ethical climate: formal and caring. A caring ethical culture at school demonstrates concern for all school stakeholders impacted by decisions. On the other hand, A formal ethical climate places an emphasis on academic regulations and professional standards and promotes respect for them. In that type of environment, teachers are expected to follow school policies as well as their profession's codes of conduct (Aloustani *et al.*, 2020; Shapira-Lishchinsky&Raftar-Ozery, 2018).

Likewise, A type of organizational work climate known as a "ethical climate" is thought to represent organizational norms, rules, and policies that have moral implications. According to one definition, ethical environment refers to how people in an organization see what constitutes morally upstanding conduct and how such matters ought to be handled. Ethical climate theory was introduced (ECT) in the late 1980s. Based on philosophical and sociological theories, ECT acts as a descriptive map of ethical decision-making and behavior within an organization. More specifically, many ethical organizational climate types were described from a theoretical viewpoint. There are five categories of ethical climates: compassion, independence, law and code, rules, and instrumental. Additionally, ethical climate refers to individual perceptions of the organization that impact attitudes and conduct and serve as a framework for employee behavior. It describes how ethical issues are handled in the workplace. (Koskenvuori *et al.*, 2019; Tehranineshat *et al.*, 2020).

Further, employees' ethical behavior is heavily influenced by leaders in an organization, and the ethical climate reflects the management's prevailing attitude. It was suggested that the ethical climate serves as a predictor of both unethical and counterproductive action. Furthermore, studies have shown that workplace conduct is predicted by the ethical climate. Employee deviant behavior is less likely to be encouraged in an organization with a higher ethical climate. It was discussed that there is

a connection between employee conduct and the culture of an organization, and that this connection extends beyond ethical conduct to deviant or counterproductive behavior (Aryati *et al.*, 2018; Haldorai *et al.*, 2020).

In addition, the relationship between employees' perceptions of the ethical environment and their own attitudes and conduct has been examined in various ethical climate studies. It was argued that environment where workers feel treated honestly and ethically have higher organizational behaviors. On the other hand, employees may find it more difficult to engage in organizational behaviors compared to those who do not have this perspective if they feel that an unethical climate exists. Further, Employees' favorable opinions of the contract between themselves and their employers may be developed by the ethical culture within an organization, which results in strong organizational behaviour (Friend *et al.*, 2020; Lee *et al.*, 2018).

Besides, Saygili *et al.*, (2020) stated that employee impressions of their work environment's ethical climate are influenced by a variety of organizational and environmental factors, including management styles, organizational structure, and environmental regulations. Among other things, leadership plays a crucial role in the growth and creation of an ethical climate. It was asserted that the leadership philosophies and actions of leaders have a considerable impact on how an ethical culture develops throughout the firm, both formally and informally. On the other hand, On the other side, ethical climate influences both decision-making and organizational performance.

Also, according to Yen (2020), an organization's ethical environment is just as significant as its financial performance. A survey of the literature reveals that earlier research mainly examined how the ethical climate affected organizational performance. According to certain studies, job satisfaction and organizational commitment serve as a mediating mechanism between the ethical atmosphere and individual performance.

On the other hand, negative school climates can influence students' perceptions of safety and encourage harmful behaviors like bullying (Bosworth & Judkins, 2014; Salle *et al.*, 2018). In contrast, students who encounter a supportive school environment report fewer instances of verbal, physical, or online bullying (Acosta *et al.*, 2018; Varela *et al.*, 2019) with the establishment of standards of positive behavior (Lawrence, 2017). Less likely to describe bullying as a problem in their schools are students who have supportive peer relationships, clear rules, and a sense of safety (Konishi *et al.*, 2017). Likewise, In addition, it has been discovered that fewer reports of bullying are linked to students' awareness of school policies and their understanding that adults can step in to stop school violence (Laftman *et al.*, 2016).

Several research have discovered a link between the educational environment and students' mental health. (Aldridge & McChesney, 2018; Cowie & Colliety, 2018; Kutsyuruba *et al.*, 2015; Lester & Cross, 2015; Reaves *et al.*, 2018).

A systematic review of the literature, adolescent psycho-social well-being and preventive behaviors are associated with positive relationships with teachers and peers that include respect, connection, support, positive attitudes toward diversity, and the absence of intimidation or victimization, as well as a lower prevalence of mental health problems and risk behaviours (Aldridge & McChesney, 2018). In a similar vein, a meta-analysis by Reaves *et al.* (2018) focused on longitudinal studies investigating the relationship between school climate and behavior and found that follow-ups of between 6 months and 2 years revealed relationships between school climate and problematic behaviors, particularly between characteristics of the institutional environment, interpersonal relationships within the school, and the presence of behavioral problems.

The first indicator of ethical climate is egoism. Egoism describes a condition in which individuals act in accordance with their moral principles and personal interests. It shows actions that prioritize one's personal interests. The individual's ethical reasoning process will be dominated by the assessment of what is best for them. The level of knowledge among people will rise as a result of explicit and covert knowledge exchange. Employees with more expertise are more concerned with group interests and are more likely to put aside their egos in order to perform better. Egoistic tendencies may decline as a result of less competition within the organization. It is anticipated that a climate of low egoism will serve as a useful mediator between knowledge sharing and creative work practices (Derin *et al.*, 2021; Suryani *et al.*, 2021).

Moreover, the loci of analysis for the egoism criteria define the specific "self" in whose best interests one is required to act. The egoism criteria (the maximization of self-interest) are employed for the demands of one's own self, such as personal gain, in the self-interest (egoism-individual) climate. The corporate culture of egoism-local solely considers what is best for the business, which is to make profit. Finally, in the efficiency environment (egoism-cosmopolitan), the criteria are used in the benefit of the economic system or the greater societal welfare (Jermsittiparsert *et al.*, 2019; Nair & Sivakumar, 2018).

The second indicator is benevolence. Employees make comprehensive interest-based decisions for the welfare of all of their co-workers in a charitable environment, and organizational norms encourage maximizing the interests of a specific social group. People are more considerate to one another, attentive to one another, and consistent among themselves in benevolent organizations. People connect more positively in workplaces where information sharing is extensive and intense, thus there will be a greater appreciation of altruism there (Derin *et al.*, 2021; Lata *et al.*, 2022; Nedkovski *et al.*, 2017).

The ethical atmosphere of charity is such that all control criteria are centered on maximizing advantages for both internal and external stakeholders, including partners, investors, and employees. All decisions in organizations

where the benevolence ethical inclination is dominant must benefit the greatest number of individuals, both inside and outside the organization (Hyun *et al.*, 2021; Yen, 2020).

The last indicator is principle. Following or interpreting rules, laws, and standards is another aspect of having principles. Employee behavior is motivated by concerns for others' well-being in organizations with a principled culture, however this is mostly achieved through the application and interpretation of rules and codes. Collective agreement on appropriate attitudes and behaviors is also made easier by this. In environments with strong moral values, contracts between firms and their personnel are strengthened. Thus, boosting explicit and tacit knowledge exchange within a company can increase transparency and increase adherence to all applicable standards. This will encourage employees to act morally (Derin *et al.*, 2021; Nedkovski *et al.*, 2017).

Meanwhile, principle climate exemplifies the desire to act morally by disregarding the results and their impacts on others as well as the significance of the rules, laws, and standards that are required to be adhered to in a social unit. When faced with an ethical choice in this environment, employees typically want to follow the organization's policies and norms (Burton *et al.*, 2017; Saygili *et al.*, 2020).

Based on the above literature, ethical climate refers to the shared perceptions of procedures and policies of schools. Egoism, which is defined as a condition in which teachers act after taking their own moral principles and interests into account, is one indicator of the ethical climate in a classroom. In a benevolent climate, teachers make thorough interest-based decisions for the welfare of all of their coworkers and the school. Being principled also refers to how teachers apply or interpret the rules, laws, and standards.

Attitudes towards Change

Life is a process of constant change. Economic, social, cultural, political, societal, and technical developments are a part of the era in which we live. The state of organizations is likewise one of transition. Because of this, organizations work hard to provide services, solve issues, and adjust to change. To make the change process successful, appropriate techniques and approaches must be used. Moreover, in order to effectively manage the change, leaders and managers need to have the necessary expertise and information (Helvacı, & Cavdar, 2017; Helvacı & Kilicoglu, 2018).

Moreover, in organizations and companies alike, change is inevitable and will continue to happen. Change is a sort of adaptation that helps an organization perform better by adapting to its environment. Currently, change is required to maintain the organization's success and existence (Arifin, 2020; Singh & Gupta, 2016).

Further, Organizations require integrated ways to promote systematic, constructive change, reduce change resistance, and deal with the effects of the changes achieved.

According to a claim, organizational factors (also known as external factors) and individual factors are the main causes of organizational change (internal factors). It is difficult to make changes in an organization because there are many parties and factors involved. Employee attitudes regarding organizational change are one issue that should be taken into account while implementing change (Arifin, 2020; Amit, 2018; Singh & Gupta, 2016).

Educational institutions, school systems, or schools are under pressure to reform in this era of profound change. A school, which is typically thought of as an open system, has a more fragile structure and is vulnerable to pressures for internal and external reform. Organizational change in schools refers to any modification, advancement, enhancement, reorganization, or adjustment of the procedures or subjects covered by the educational system. It was also emphasized that efforts and procedures for educational change aim to influence how our schools approach teaching and learning. The goal of changing school structure is to plan for innovation while taking internal and external change factors into consideration, not to strive to solve every problem that schools face (Beycioglu & Kondakci, 2020).

In particular, employee attitudes toward organizational change are always influenced by prior experiences, information available to them, and their own cognitive processes. The perception of trust in the management, or more specifically, the perception of the competence, goodness, and integrity of the management, plays an important role in accepting change. This is a key factor that needs to be taken into account because of its significant impact on the attitudes of the employees in the process of change. Employees actively contribute to the creation and provision of a solution to change rather than being passive recipients of change. Further, in the study of organizational transformation, the role of the individual is being examined more and more. It was emphasized that knowing whether or not change initiatives were successful or unsuccessful depends on how people emotionally react to the change. Its results demonstrated a link between a person's experience of change at work and the frequency of reported unpleasant feelings, which can impair trust, decrease engagement, and negatively impact performance (Grama & Todericiu, 2016; Pereira *et al.*, 2019).

The first indicator of attitudes towards change is the attitude of cynicism to change. A number of unfavorable traits, including apathy, resignation, alienation, loss of optimism, lack of confidence in others, distrust, disillusion or poor performance, interpersonal difficulties, absenteeism, and tiredness, have been linked to cynicism. It may also be interpreted as an act of self-preservation on the side of the workers, a strategy for dealing with perplexing or depressing circumstances. Organizational cynicism, which is peculiar to organizational change and denotes a genuine lack of faith in change leaders, can also be the cause of change initiatives that are not transparent or wholly successful. When it comes to organizational

change, cynicism is a response to past failures that includes a lack of optimism for future endeavors and the belief that those driving the change are ineffective and lazy. Management is believed to have failed in its duty to always look for ways to boost performance. Change-specific cynicism is an indication of the intention to resist organizational change (Aljawarneh&Atan, 2018; Grama &Todericiu, 2016; Jiang *et al.*, 2019).

Moreover, various authors (Aljawarneh&Atan, 2018; Durrah *et al.*, 2019) established the notion that organizational transformation efforts are the most typical targets of cynicism. More specifically, he defines cynicism as an attitude motivated by the futility of change since it could operate as a barrier to organizational transformation. He also offers strategies for preventing organizational cynicism, including employee participation in self-interested decisions, bolstering managerial legitimacy, and avoiding abrupt changes. According to him, cynicism about organizational change is a combination of pessimism about the likelihood of organizational change toward those who are in charge of the change and are thought to be inattentive or lazy, as well as an attitude that encompasses both the change itself and the change's leaders.

The second indicator is fear beliefs. Change becomes extremely personal due to fear. People start to worry about their long-term career plans, families, and jobs. Most people can't hear or think as clearly when they're terrified. When fear starts to set in, it is considerably more difficult for them to process crucial information. The team's ability to maintain focus and productivity may be seriously hampered by this significant distraction. And you need them to be more focused than ever at times of change (Gleeson, 2018).

In addition, It comes as no surprise that academics have long researched fear in relation to organizational settings. These studies have looked at how people react to change, particularly when it results in organizational failure, organizational climate, and knowledge transfer. Researchers have looked at the impacts of fear on coping mechanisms, workplace aggression, and decision-making(GonanBozac&Kostelix, 2021; Jordan, 2020).

In conjunction, Lebel (2017) explained how fear might lead to proactive avoidance behaviors. It was discovered that when fear is experienced, the individual may react proactively to shield themselves from the triggers that caused the fear. An employee who finds that an organizational change is taking place, for instance, could proactively approach a manager to learn more about the change so they can position themselves with the knowledge or abilities to adapt to it to their benefit. Lebel argues that emotion regulation, for instance, being appropriate and measured in the way you approach the managers a key part of that process. According to Moscarello and Hartley (2017), controllability plays a role in whether fear leads to proactivity from a neuroscience perspective. They discovered that people are more inclined to adopt a proactive stance in order to try to resolve the ambiguity

when they feel they have some control over the situation, whether through experience or competence.

The last indicator is the favorable attitude to change. Employee attitudes regarding organizational change are based on employees' evaluations of changes, both favorable and negative. Positive employee attitudes about change can be evident in the employees' openness to and ready for it, whereas unfavorable attitudes can be reflected in their resistance to and cynicism against it. The development of the company will be hindered by employees having a negative attitude about change as opposed to those who have a favorable attitude toward it (Arifin, 2020; Rajapakshe, 2021; Singh & Gupta, 2016). Similarly, Employee attitudes are a reflection of their broad values and beliefs, which improve individual assessments and preferences and have a significant impact on the decisions they make in the course of their daily work. This can have a cascading effect on the organization's productivity as a whole. Employee attitudes regarding organizational change are sometimes described as a certain uniformity of a person's feelings, perspectives, and propensities to act toward particular elements of his or her environment. In order to accomplish its organizational goals and objectives, management must take into account the attitude of its workforce and how they react to change (Adeniji *et al.*, 2016; Caballero &Guhao, 2020).

Considering the literatures above, teachers' attitudes regarding organizational change is an important variable to be explored at school. The attitudes towards change of teachers may include attitude of cynicism to change which shows an attitude of pessimism concerning future endeavors as a result of the past attempts of change. Also, fear beliefs is another indicator. Worries about their work, families, and long-term professional goals may arise in teachers. This may be a significant diversion that impairs the teachers' team's ability to concentrate and continue working. On the other hand, teachers may have favorable attitude to change. Teachers' attitudes about organizational change are based on employees' psychological tendencies and their evaluations of changes, both positive and negative.

Adaptability

The ability to adapt is crucial since it enables successful coping with life's inevitable changing situations. Indeed, recent studies on teenagers and workers have found a link between adaptability and significant academic and non-academic outcomes. The study found that academic success, school delight, life satisfaction, a sense of meaning and purpose, and academic buoyancy are all positively correlated with adaptability. It was also discovered that those who were more adaptive tended to have lower entity views and higher incremental beliefs regarding intelligence (Holliman *et al.*, 2019; Loughland& Alonzo, 2018).

Relatively, it was stated that adaptability is equally crucial for instructors because teaching entails managing

continual change and adjusting to it. The effectiveness of teachers' work in the classroom, staff room, and elsewhere depends on their capacity for adaptation. For instance, changing the pace of the class, adapting the activities for different students, and looking for fresh resources are all necessary to ensure that students comprehend or apply key concepts. Teachers must be flexible in order to deal with unforeseen circumstances in classroom management. This could involve controlling emotions like irritation, rage, or humor, showing patience, or coming up with creative solutions. They must also work well with others in changing circumstances, such as when their job description changes, they need resources to teach a new course, or they need support to cope with a challenging or new student (Collie *et al.* 2018; Collie *et al.*, 2020).

In consonance, teachers' roles are dynamic and constantly evolving. Teachers must adjust to the diverse and varying needs of their students, *get along* with new coworkers, parents, and employers, actively manage changes in the daily routine and shifting activities, and incorporate new professional learning or curriculum into their teaching strategies. The capacity to adjust to these changes is a vital trait for effective and healthy professional functioning. This is known as adaptability, which has been characterized as people's ability to modify their thinking, actions, and emotions in response to shifting, novel, or unpredictable conditions (Collie & Martin, 2017; Collie *et al.*, 2018).

Further, teachers must frequently adjust to new or unpredictable demands and conditions since teaching is a profession that is prone to change. As a result, we contend that flexibility is a key quality in teachers. Although limited, the literature on this subject has offered evidence to support this. Some of this work has taken flexibility in terms of teaching methods into consideration. (Collie & Martin, 2017; Vaughn & Parsons, 2016).

For example, various authors (Brühwiler & Vogt, 2020; Hardy *et al.*, 2019) established the significance of adapting instruction to meet the needs of various groups and individuals in the classroom on micro levels, or small changes right away, and macro levels, or larger-scale program changes based on assessments. It also established that support should be continuously adjusted to match learners' evolving needs. In order to improve effective instruction, it was explored how micro adjustments in literacy instruction occurred. Examples of how this occurred included altering how lesson objectives were met, creating examples, and incorporating mini-lessons. Performed a parallel study demonstrating a favorable correlation between teachers' own instructional quality and students' accomplishment when they were able to recommend alternate planning and instructional methods in response to vignette and video samples of others' instruction.

According to the tripartite model, the ability to control one's thoughts, feelings, and behavior in order to appropriately react to novel, shifting, or unclear circumstances is

referred to as adaptability. For instance, if a teacher is given the opportunity to teach a new class, adaptability may involve the teacher trying to control his or her thoughts to consider connections he or she can make with this new group of students, controlling behavior by asking for advice from those who have previously taught this class, and controlling emotions such as potential anxiety or excitement to ensure they are best able to plan effectively for the new class (Collie & Martin, 2016; Gazol *et al.*, 2018).

In parallel, career adaptability is a measure of teachers' resilience and healthy psychological resources. The ability to maintain a fulfilling career through self-regulatory psychological resources of preparedness to handle expected and unpredictable activities and situations in work roles and to fit into work roles is known as career adaptability. Similar to this, professional adaptability is defined as the psychological ability to deal with change, move past events that have an impact on career ambitions, and feel at ease with work responsibilities. Career adaptability can be seen of as a psychological asset, or a component of resilience, that shields instructors from the negative consequences of stressful situations. Research on career adaptability in teachers refers to its role in encouraging and innovative conduct in teachers at work. Teachers' self-efficacy, which in turn affects their professional optimism, effectiveness as a teacher, and intentions to remain in the profession, is positively correlated with career adaptability (McLennan *et al.*, 2017; Ran *et al.*, 2020; Zee & Koomen, 2016).

Given the studies being reviewed by the researcher as presented above, it can be noted that teachers' capacity to be adaptable is important as they face organization change in school. Literature presented that teachers are expected to respond to the different and changing needs of students. As a result, we contend that adaptability is an important trait of teachers. Particularly, career adaptability is utilized to measure the resilience and positive psychological capital of teachers.

Correlation between Measures

Studies indicated the relationships between and among ethical climate, attitudes towards change and adaptability. The first correlation between the two variables ethical climate and attitudes towards change is explained by the proposition of Slimani *et al.* (2017) who pointed out that organizational climate plays a vital role in organizational change. The organization's context must make all people associated with any future regulatory changes information. The organizational climate should educate all employees on the change process to effectively implement new organizational objectives.

Further, the second correlation between ethical climate and the adaptability was asserted by Abun *et al.* (2021), who explained that employees become more adaptive due to the working climate of an organization where everyone is expected to strive for effectiveness in the midst of changing external environment. In addition, Ramendran

et al. (2013) said that employees display organizational adaptability if they see their organization having a work climate that strives for fulfilling demands in productivity improvement.

The third correlation between adaptability and attitudes towards change was stated by Collie *et al.* (2018), who mentioned that adaptable teachers could effectively navigate the constant change that occurs in the landscape of teaching. Teachers' adaptability helps them become more engaged and capable of facilitating and implementing changes in the school organization. Also, Collie & Martin (2015; 2016) explained how adaptation is important for teachers as well. Responding to and managing ongoing change are key aspects of teaching. For teachers to be effective in the classroom and beyond, they must have the ability to adapt. By changing the instructional pace, customizing exercises for different students, or looking for other materials to better explain or illustrate key points, teachers must respond to students' unique and changing needs. In order to manage unexpectedly changing events in the classroom, teachers must adapt. Under varying circumstances, teachers must also interact with their peers effectively. For instance, when a work function changes, they need resources to teach a new section of the curriculum or support them in dealing with a brand-new or difficult student.

In conjunction, additional research demonstrating the relationship between ethical climate, adaptability, and attitudes toward change. The climate at work is related to organizational change. Organizational climate should educate all employees on the change process (Slimani *et al.*, 2017). Also, with teachers' adaptability, they become more engaged and capable of facilitating and implementing changes in the school organization (Collie *et al.*, 2018). This is further enhanced through the interaction between ethical climate and adaptability at work; as Abun *et al.* (2021) explained, employees become more adaptive due to the working climate of an organization.

Based on the aforementioned research, it can be concluded that the three important variables of this study namely; ethical climate, attitudes towards change, and adaptability have significant relationship according to previous authors. Studies established the link between climate at work and organizational change attitudes and adaptability. Other studies also indicated how adaptability is linked to organizational change attitudes. Furthermore, the presentation and discussion of various literatures in the preceding section have aided in highlighting the study's key variables, including the ethical climate, attitudes toward change, and the adaptability of teachers. These provided evidence in support of the study's outcomes and conclusions.

METHODOLOGYS

The descriptive correlational research technique was employed in this study's non-experimental quantitative research design to gather data, ideas, facts, and information pertinent to the topic.

The strength of a relationship between two or more variables was controlled through a descriptive non-experimental correlational design (Goertzen, 2017). The correlation approach is the most effective design for this study's objectives and for determining whether the hypothesis is true. Now, H_0 and H_a are accepted if the significance value is more than .05. Testing hypotheses establishes whether correlations are likely to be strong or weak (Creswell & Poth, 2012).

Moreover, this study tested mediation to look at the three variables. In other words, it evaluated the interactions between the mediator and criterion factors as well as the mediator and predictor variables (Baron and Kenny, 1986). The influence of a third factor or mediator can be used to explain the relationship between an independent variable and an observable outcome, according to a simple mediation model. When the mediator's influence has been taken into account and the direct relationship between the independent variable and the outcome is no longer significant, the relationship is said to be fully mediated. When the mediator explains some but not all of the relationship between the independent variable and the outcome, this is referred to as partial mediation. The degree of mediation is referred to as the indirect effect (Baron & Kenny, 1986). Consequently, mediation analysis includes logistic or polynomial regression in addition to linear regression (Shrout & Bolger, 2002).

The study is interested in examining the connections between ethical climate and adaptability, as well as the connections between adaptability and attitude towards change; the connection between ethical climate and work attitude towards change; and the mediating effect adaptability on the relationship between ethical climate and attitude towards change among public schools in Magsaysay South and North District.

RESULTS AND DISCUSSION

Level of Ethical Climate among Public Schools

The first objective of this study was to determine the level of level of ethical climate among public schools as perceived by the teachers themselves, which was measured through a survey questionnaire with the following indicators: egoism, benevolence, and principle. The information on the ethical climate in public schools is shown in Table 1. Computations yielded a grand mean of 3.97 or high with a standard deviation of 0.42, indicating that the ethical climate among public schools is often manifested.

Data reveals that the domains of ethical climate among public schools that yielded the highest mean scores, as shown in Table 1, is the benevolence with a mean rating of 4.11 or high and a standard deviation of 0.52 means it is often manifested. Further, principle is the second-highest domain with a mean score of 3.95 or high and a standard deviation of 0.49, which is often manifested. Lastly, the domain egoism got the nethermost mean score, albeit still high, got a mean score of 3.85 with a standard deviation of 0.46, which is often manifested.

Table 1: Level of Ethical Climate among Public Schools in Magsaysay North and South District

Indicators	SD	Mean	Descriptive Level
Egoism	0.46	3.85	High
Benevolence	0.52	4.11	High
Principle	0.49	3.95	High
Overall	0.42	3.97	High

Level of Attitudes towards Change among Public School Teachers

A survey questionnaire with the following indicators was used to measure the second goal of this study, which was to ascertain how open public school teachers were to change: attitude of cynicism to change, fear beliefs, and favorable attitude to change.

Table 2 shows the data on the level of attitudes towards change among public school teachers. The calculations produced a grand mean of 3.59 or high with a standard deviation of 0.49 indicates that the teachers’ attitudes towards change is often manifested.

From this result, the domain of teachers’ attitudes towards change that yielded the highest mean score, as shown in Table 2, is favorable attitude to change with a mean rating of 3.90 or high and a standard deviation of 0.50, which means it is often manifested. This is followed by the domain fear beliefs, with a mean score of 3.53 or high and a standard deviation of 0.61, which means it is often manifested. Attitude of cynicism to change was the lowest domain, albeit still moderate, gained a mean score of 3.34 with a standard deviation of 0.71 which is sometimes manifested.

Table 2: Level of Ethical Climate among Public Schools in Magsaysay North and South District

Indicators	SD	Mean	Descriptive Level
Attitude Of Cynicism To Change	0.71	3.34	Moderate
Fear Beliefs	0.61	3.53	High
Favorable Attitude To Change	0.50	3.90	High
Overall	0.49	3.59	High

Level of Adaptability among Public School Teachers

The study’s third goal was to assess the level of adaptability among public school instructors. Shown in Table 3 are the data on the level of adaptability among public school teachers. Data shows that teachers’ adaptability gets an overall mean of 4.12 or high, with a standard deviation of 0.461. This means that the level of adaptability among public school teachers is often manifested.

From this result, the following aspects of teachers’ adaptability are arranged from highest to lowest. The three highest items were being able to draw on positive feelings and emotions (e.g., enjoyment, satisfaction) to help me through new situations at work with a mean score of 4.21 or high and standard deviation of 0.62 which is it is often manifested. The second-highest item being able to revise the way I think about a new situation to help me

through it in the classroom with a mean score of 4.13 or high with a standard deviation of 0.62 which means it is often manifested. This is followed by the items being able to revise the way I think about a new situation to help me through it at work with a mean score of 4.13 or high with a standard deviation of 0.67 which means it is often manifested. On the other hand, the lowest two items were being able to think through a number of possible options to assist me in a new situation in the classroom with a mean score of 4.09 or high with a standard deviation of 0.61 which means it is often manifested. Lastly, the item being able to change the way I do things if necessary to assist me in a new situation that arises in the classroom with a mean score of 4.13 or high with a standard deviation of 0.65 which means it is often manifested.

Table 3: Level of Adaptability among Public School Teacher in Magsaysay North and South District

Items	SD	Mean	Descriptive Level
Being able to think through a number of possible options to assist me in a new situation at work.	0.66	4.10	High
Being able to revise the way i think about a new situation to help me through it at work.	0.67	4.13	High
Being able to adjust my thinking or expectations at work to assist me in a new situation if necessary.	0.61	4.13	High
Being able to seek out new information, helpful advice, or useful resources to effectively deal with new situations at work.	0.62	4.13	High
Being able to develop new ways of going about things (e.g., a different way of doing something or finding information) to help me through in uncertain situations at work	0.63	4.13	High
Being able to change the way i do things if necessary to assist me in a new situation at work.	0.66	4.12	High

Being able to reduce negative emotions (e.g., fear) to help me deal with uncertain situations at work.	0.66	4.12	High
Being able to minimize frustration or irritation so i can deal with it best when uncertainty arises at work.	0.65	4.10	High
Being able to draw on positive feelings and emotions (e.g., enjoyment, satisfaction) to help me through new situations at work.	0.62	4.21	Very High
Being able to think through a number of possible options to assist me in a new situation in the classroom.	0.61	4.09	High
Being able to revise the way i think about a new situation to help me through it in the classroom.	0.64	4.14	High
Being able to adjust my thinking or expectations in the classroom to assist me in a new situation if necessary.	0.60	4.12	High
Being able to seek out new information, helpful advice, or useful resources to effectively deal with new situations in the classroom.	0.61	4.12	High
Being able to develop new ways of going about things (e.g., a different way of doing something or finding information) to help me through in a new situation that arises in the classroom.	0.61	4.11	High
Being able to change the way i do things if necessary to assist me in a new situation that arises in the classroom	0.65	4.08	High
Being able to reduce negative emotions (e.g., fear) to help me deal with uncertain situations in the classroom.	0.66	4.10	High
Being able to minimize frustration or irritation so i can deal with it best. When uncertainty arises in the classroom	0.64	4.11	High
Overall	0.46	4.12	high

Significance of the Relationship between Ethical Climate and Adaptability among Public School Teachers

Finding out whether or whether the ethical climate has a substantial impact on instructors’ flexibility was another goal of this study. Table 5 displays the computations’ outcomes. According to the table, the overall r-value for

the relationship between teachers’ levels of adaptability and the ethical climate in schools is 0.500 with a p value of 0.05. According to the findings, teachers’ adaptability is strongly correlated with the ethical atmosphere of their institutions. Consequently, the null hypothesis is disproved.

Table 4: Significance of the Relationship between Ethical Climate and Attitudes Towards Change among Public School Teachers in Magsaysay North and South District

Ethical Climate	Attitude towards Change			Overall
	attitude of cynicism to change	fear beliefs	favorable attitude to change	
Egoism	.536*(0.000)	.537*(0.000)	.443*(0.000)	.631*(0.000)
Benevolence	.100(0.080)	.279*(0.000)	.547*(0.000)	.349*(0.000)
Principle	.317*(0.000)	.411*(0.000)	.574*(0.000)	.517*(0.000)
Overall	.361*(0.000)	.472*(0.000)	.612*(0.000)	.517*(0.000)

**Significant at 0.05 significance level.*

Significance of the Relationship between Adaptability and Attitudes towards Change among Public School Teachers

This present study also aimed to determine whether or not the adaptability of teachers has a significant relationship with their attitude towards change. The results of the computations are shown in Table 6. As shown in the table, the overall r-value on the correlation between the level of

teachers’ adaptability and the level of teachers’ attitude towards change is 0.380 with $p < 0.05$, which means that the teachers’ adaptability is significantly associated with their attitudes towards change. Hence, the null hypothesis is rejected.

In addition, when the overall adaptability of teachers was correlated to each domain of teachers’ attitude towards change, to wit: attitude of cynicism to change, fear beliefs,

Table 5: Significance of the Relationship between Adaptability and Attitudes towards Change among Public School Teachers in Magsaysay North and South District

Attitude to Wards Change	Attitude towards Change			
	Attitude of Cynicism to Change	Fear Beliefs	Favorable Attitude to Change	Overall
Overall	.155*(0.006)	.305*(0.000)	.532*(0.000)	.380*(0.000)

**Significant at 0.05 significance level.*

and favorable attitude to change in which results of the computation yielded the r-values of 0.155, 0.305, and 0.532, respectively, with p-values of less than 0.05, which can be all interpreted as significant.

Significance of the Mediation of Adaptability on the Relationship between Ethical Climate and Attitudes towards Change among Public School Teachers

The outcome of the Path Analysis showed that path EC (X) to AD (M); AD (M) to ATC (Y); and EC (X) to ATC (Y) are significant; this leads to a computation of partial mediation; as a result, AD partially mediates the link between EC and ATC. Additionally, Figure 3 representation of the mediation computation's indirect channels, which revealed the direct path, showed that there is a 0.61-unit increase in teachers' attitudes

toward change for every unit increase in the ethical climate. Also, data showed that for every unit increase in Ethical Climate, there is a corresponding 0.55 unit increase in Adaptability of teachers. At the same time, for every unit increase in Adaptability of teachers, there is a corresponding 0.13 unit increase in Attitude towards Change of teachers. This suggests that Ethical Climate can affect the teachers' Attitude toward Change for reasons other than Adaptability. It cannot be said that teachers' adaptability is the only factor in how the ethical climate affects their attitude toward change because it is only a partial mediator.

X = Ethical Climate (Ec)

Y = Attitude Towards Change (Atc)

M = Adaptability (Ad)

Table 6: Significance of the Mediation of Adaptability on the Relationship between Ethical Climate and Attitudes towards Change among Public School Teachers in Magsaysay North and South District

Path	Estimates				
	Unstandardized	Standardized	SE	C.R.	P
EC - AD	.610	.516	.063	9.692	***
AD - ATC	.130	.122	.057	2.285	.022
EC - ATC	.553	.500	.055	10.150	***

Result: Partial Mediation (Since Paths Ec (X) To Ad (M); Ad (M) To Atc (Y); And Ec (X) To Atc (Y) Are Significant)

Relationship between Ethical Climate and Attitudes towards Change among Public School Teachers

This further shows that Ethical Climate has both direct and indirect effects on teachers' Attitudes Toward Change,

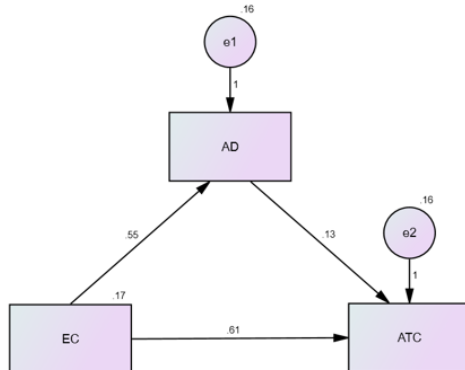


Figure 3: Model Fit on the Significance of the Mediation of Adaptability on the

with Partial Mediation. The direct effect is not mediated, whereas the indirect effect is transmitted through EC-AD-ATC. This further implies that the teachers' attitude towards change can be heightened by ethical climate in school and can be augmented by passing through an improved teachers' adaptability. Consequently, teachers' adaptability mediates the ethical climate in school for better teachers' attitude towards change. These findings suggest that the rejection of the null hypothesis.

CONCLUSIONS

The following conclusions are reached based on the study's findings:

The relationship between the ethical climate and

attitudes toward change among public school teachers is significantly mediated by teachers' adaptability. It can be explained that improving teachers' attitudes towards change can be attained through an ethical climate that mediates teachers' adaptability. Hence, the association between the moral environment and teachers' attitudes toward change can be explained by their level of adaptability. Furthermore, the overall level of the ethical climate is high. Its indicators reveal the following results: high for egoism, benevolence, and principle. In terms of teachers' attitudes towards change, it attained an overall high level. Its indicators reveal the following results: moderate for the philosophy of cynicism to change, high for fear beliefs, and high for a favorable attitude to change. Likewise, the overall level of teachers' adaptability is high. Moreover, this study revealed that ethical climate is significantly linked to teachers' attitudes toward change and adaptability. On the other hand, teachers' adaptability is mainly related to their attitudes toward change.

Moreover, this study supports the significance of improving teachers' attitudes toward change by augmenting the school's ethical climate and teachers' adaptability. Handling teachers' attitudes toward change during any school organizational change initiative can significantly affect school outcomes. If teachers' attitudes are positive, this adherence and openness to changes will expedite progress and sustain the program's accomplishments. Hence, teachers' positive attitudes can drive their work engagement, productivity, and performance and ultimately positively impact school outcomes. Also, this affirmed the Theory of Planned Behavior of Fishbein & Ajzen (1975), which stated that individual attitude toward change is influenced by support

from other significant people around them (including ethical climate). Also, adaptability (behavioral indicator) is included, which was found to influence attitude towards change.

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