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The Influence of The Principal's Leadership Agility, Teacher Competence and Work Environment in Readiness F for Change Through Employee Engagement Mediation The Don Bosco School Panca Dharma Foundation Jakarta

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Abstract: Changes in the Minister of Education have directly led to shifts in the national curriculum. The implementation of the new curriculum began gradually in 2023, requiring teachers to be ready to adapt. However, certain conditions indicate that this readiness is not yet fully evident. This study aims to examine the effect of principal leadership agility, teacher competence, and work environment on readiness for change, mediated by employee engagement at Don Bosco School, Panca Dharma Foundation, Jakarta. A quantitative associative method was used, with data collected through questionnaires from 181 teachers. Hypothesis testing was conducted using SEM-PLS (Partial Least Square) 3.0, with hypothesis acceptance based on t-statistics compared to the t-table value of 1.645 at a 0.05 significance level (one-tailed). Findings reveal that principal leadership agility, teacher competence, and work environment influence readiness for change by 60.10%, while 39.9% is influenced by other variables. These factors also affect employee engagement by 71.40%, with 28.6% attributed to other factors. Recommendations include encouraging principals to strengthen leadership skills and engage staff in strategic decision-making. School management is advised to maintain a supportive work environment to enhance teacher involvement and adaptability.

Keyword: Leadership Agility, Teacher Competence, Work Environment, Employee Engagement, Readiness for Change.

INTRODUCTION

Education plays a pivotal role in shaping the quality of a nation's human capital. As the cornerstone of national development, education serves not only to transfer knowledge but also to build character, foster creativity, and prepare individuals to navigate and contribute meaningfully to a rapidly changing world. Teachers, as key agents in this process, hold a

professional status as mandated in Law Number 14 of 2005, which emphasizes their role in implementing the national education system. They are tasked with guiding students to grow into intelligent, competent, and responsible citizens. With such an essential role, teachers must continuously adapt to shifts in educational paradigms and policies, especially as global trends and local regulations increasingly demand innovation and flexibility in pedagogical practices.

In recent years, educational institutions in Indonesia have faced a series of transformations, most notably with the gradual implementation of the *Merdeka Curriculum* which began in 2023. This curriculum emphasizes student-centered learning and requires substantial changes in instructional approaches. As such, the success of its implementation largely depends on the readiness of teachers to adapt and evolve. The concept of *readiness for change* refers to an individual's or organization's willingness and capacity to undergo transformation effectively (Vakola in Metwally et al., 2019). Without adequate readiness, even the most progressive educational reforms may fail to achieve their intended impact.

One of the main factors influencing readiness for change is *employee engagement*. According to Robbins and Judge (2018), *employee engagement* is the level of enthusiasm, dedication, and satisfaction an individual feels towards their work. It encompasses cognitive, emotional, and behavioral dimensions, indicating the extent to which employees are psychologically present in their roles. Schaufeli (2004) further describes this concept as comprising three dimensions: *vigor*, *dedication*, and *absorption*. A highly engaged teacher not only fulfills professional responsibilities but also demonstrates commitment to institutional goals, takes initiative in self-development, and maintains a positive attitude toward challenges. In educational settings, such engagement is crucial, particularly during times of transition and policy change.

Moreover, *employee engagement* does not operate in isolation. It is significantly influenced by the leadership of school principals, the competence of teachers, and the surrounding work environment. *Leadership agility*, or the ability of school leaders to adapt quickly and effectively to changing conditions, plays a vital role in promoting a culture of continuous improvement (Edwards in Lunenburg, 2011). Agile leaders are not only reactive but also proactive in managing uncertainty, inspiring their staff, and aligning efforts toward shared goals. Simultaneously, teacher competence, defined as mastery of subject matter and appropriate teaching methods (Alma, 2016), ensures that teachers feel confident and capable in navigating curriculum changes. A supportive work environment—one that offers adequate facilities, healthy relationships, and psychological safety—further strengthens both engagement and readiness for change (Afandi, 2018).

Previous studies have demonstrated significant relationships between these variables. Research by Rusiana and Marpaung (2023), Kustini and Habibi (2021), and Parashakti et al. (2019) supports the idea that leadership, teacher competence, and work environment positively influence both employee engagement and readiness for change. However, findings are not always consistent. For instance, Raditya et al. (2021) and Fajariati (2022) reported no significant influence of engagement or competence on readiness for change in certain contexts, highlighting the need for further investigation.

The phenomenon observed at Don Bosco Schools under the Panca Dharma Foundation in Jakarta and Bekasi aligns with the need for deeper inquiry. Despite being a reputable institution, there are visible signs that not all teachers are fully prepared to embrace recent changes, particularly in implementing the *Merdeka Curriculum*. Observational data reveal that only 31 out of 182 teachers have voluntarily participated in related training programs, and merely 4 out of 108 eligible candidates have registered for the *Guru Penggerak* program. These numbers suggest a general reluctance or lack of readiness to change, raising concerns about the effectiveness of ongoing reforms within the institution.

Motivated by these observations, this study aims to analyze the influence of school principals' *leadership agility*, teacher competence, and work environment on readiness for change, with *employee engagement* as a mediating variable. The results are expected to provide insights into the dynamics that affect teachers' preparedness and engagement during periods of educational transformation.

Based on the background above, the research questions addressed in this study are as follows:

1. Does the dexterity variable of the principal's leadership affect the readiness to face change at Don Bosco School Panca Dharma Foundation Jakarta?
2. Does the principal's leadership agility variable affect employee involvement in Don Bosco School Panca Dharma Foundation Jakarta?
3. Do teacher competency variables affect readiness to face change at Don Bosco Yayasan Panca Dharma Jakarta School?
4. Does teacher competency variable affect employee involvement in Don Bosco School Panca Dharma Foundation Jakarta?
5. Do work environment variables affect the readiness to face change at Don Bosco School Panca Dharma Foundation Jakarta?
6. Do work environment variables affect employee engagement at Don Bosco Yayasan Panca Dharma Jakarta School?
7. Does Employee Engagement variable affect readiness to face change at Don Bosco School Panca Dharma Foundation Jakarta?
8. Does the school principal's leadership agility variable affect the readiness to face change mediated by employee involvement variable in Don Bosco School Panca Dharma Foundation Jakarta?
9. Does teacher competence variable affect readiness to face change mediated by employee involvement variable in Don Bosco School Panca Dharma Foundation Jakarta?
10. Do work environment variables affect readiness to face change mediated by employee involvement variables at Don Bosco School Panca Dharma Foundation Jakarta?

METHOD

This study employed a quantitative research method with an associative approach to examine the influence of school principal leadership agility, teacher competence, and work environment on employee engagement and readiness for change. A survey research design was used to address descriptive and relational questions, in line with Creswell and Creswell (2018). The population consisted of 181 teachers from Don Bosco 1, 2, and 3 Schools in Jakarta and Bekasi, all of whom were included as respondents using a saturated sampling technique. Data were collected through a structured questionnaire using a five-point Likert scale, measuring variables such as leadership, competence, work environment, employee engagement, and change readiness. Demographic data such as gender, age, education, and residence were also collected. Data collection took place in October 2024. For data analysis, this study used Structural Equation Modeling (SEM) with the SmartPLS 3.0 software. This method is suitable for predictive modeling, does not require strict data assumptions, and accommodates both formative and reflective indicators (Ghozali, 2018). Hypotheses were tested by comparing the *t-statistic* values against a *t-table* value of 1.645 at a 0.05 significance level (one-tailed). Hypotheses were accepted if the *t-statistic* exceeded this threshold.

RESULTS AND DISCUSSION

Research Object Profile

Don Bosco School, under the Panca Dharma Foundation, is a prominent educational institution in Jakarta and surrounding areas, consisting of 12 education units from kindergarten to senior high school. The school emphasizes not only academic excellence but also character building, ethics, and adaptability to change, especially in technology integration and educational innovation.

Table 1. Total Number of Teachers

No	Name Of School	Number Of Teachers
1	TK Don Bosco I, Jakarta Utara	5
2	SD Don Bosco I, Jakarta Utara	19
3	SMP Don Bosco I, Jakarta Utara	10
4	SMA Don Bosco I, Jakarta Utara	17
5	TK Don Bosco II, Jakarta Timur	5
6	SD Don Bosco II, Jakarta Timur	19
7	SMP Don Bosco II, Jakarta Timur	10
8	SMA Don Bosco II, Jakarta Timur	17
9	TK Don Bosco III, Bekasi	5
10	SD Don Bosco III, Bekasi	19
11	SMP Don Bosco III, Bekasi	10
12	SMA Don Bosco III, Bekasi	17
	Total	181

Source: Sekolah Don Bosco, 2024

Respondent

Based on the results of data collection from this study, a description of the characteristics of respondents can be submitted based on several aspects. These aspects include gender, age range, and education level. This information is summarized and analyzed through tables arranged to provide a more detailed picture.

Table 2. Characteristics Of Respondents By Gender

Gender	Total	Percentage
Male	61	34%
Female	120	66%
TOTAL	181	100%

Source: data primer, processed researchers 2024

Table 2. showed that respondents who participated in this study consisted of 61 men and 120 women, with the percentage of men as much as 34% and the percentage of women as much as 66%.

Table 3. Characteristics Of Respondents By Age

Age	Total	Percentage
<30	40	22%
30-40	72	40%
>40	69	38%
TOTAL	181	100%

Source: data primer, processed researchers 2024

According to table 3, the age of most respondents was 30-40 years old with a percentage of 40%. Furthermore, the age above 40 years as much as 38%, and the rest for the age of less than 30 years as many as 40 respondents with a percentage of 22%.

Table 4. Characteristics Of Respondents Based On Education Level

Education Level	Total	Percentage
S1	179	99%
S2	2	1%
S3	0	0%
TOTAL	181	100%

Source: data primer, processed researchers 2024

Based on Table 4., it can be concluded that the vast majority of respondents in this study have a level of Education S1, with a total of 179 people, or about 99% of the total sample. Furthermore, respondents with S2 education level only amounted to 2 people, which is equivalent to 1% of the total respondents. No respondents with S3 education level were found in this study sample, so the percentage was recorded at 0%. This Data reflects that almost all respondents are at a uniform level of education, namely at the level of S1.

Research Model

The model includes five latent variables:

- X1: Principal's Leadership Agility
- X2: Teacher Competence
- X3: Work Environment
- Z: Employee Engagement
- Y: Readiness for Change

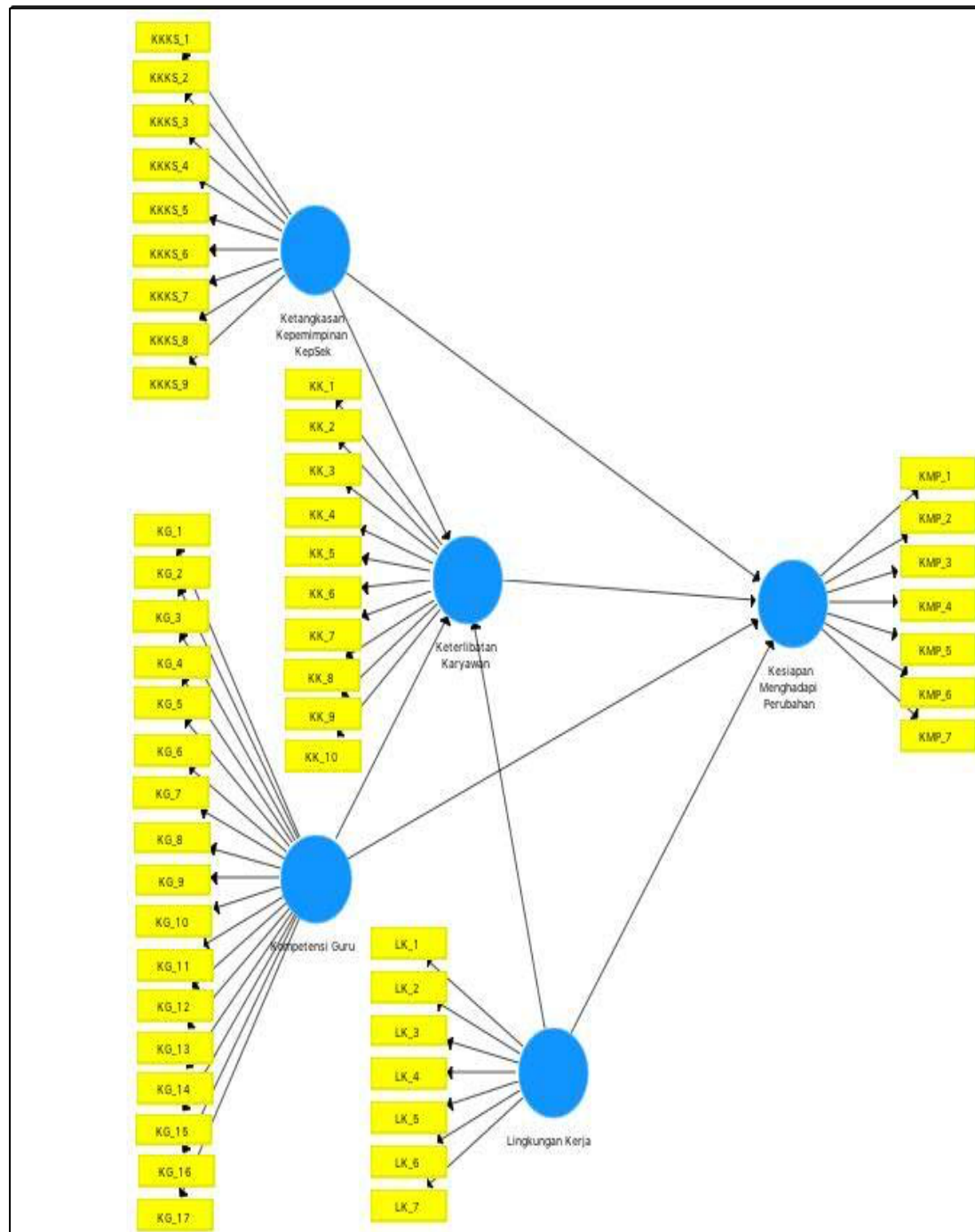


Figure 1. Research Model
Source: Outer SmartPLS, 2024

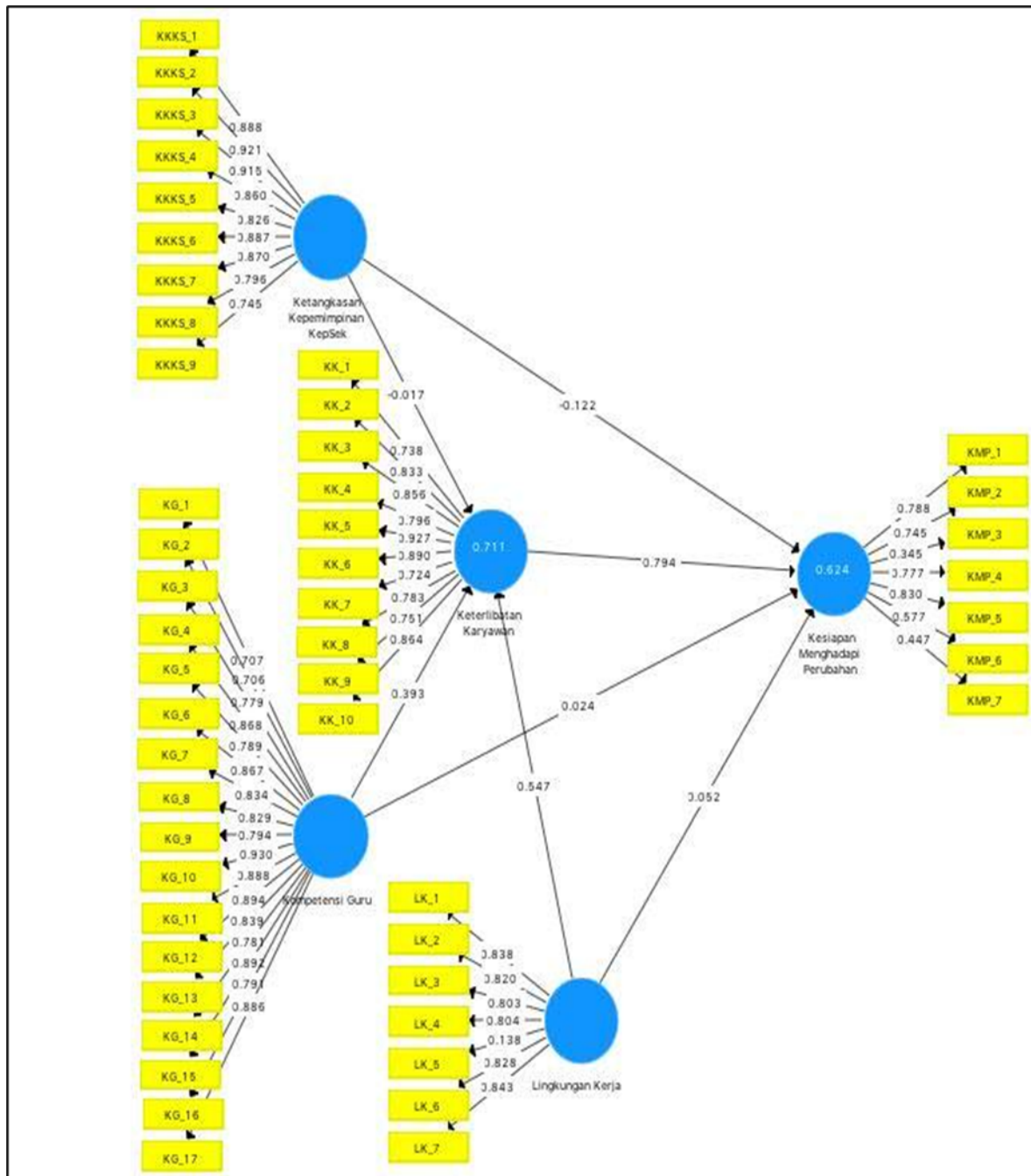


Figure 2. Path Diagram with loading factor value before indicator elimination
Source: Outer SmartPLS, 2024

Based on Figure 2, the indicator of SEM testing with PLS is done by looking at the measurement model (outer model) and the results of the structural model (inner model) of the model under study.

1. Outer Model Evaluation (Measurement Model)

Table 5. Outer Loadings, Composite Reliability, and AVE

Variable	Measurement Items	Indicators	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE
Leadership Skills Of The	KKKS_1	Change capability	0.887	0.955	0.958	0.736
	KKKS_2	System and strategic thinking	0.920			

Variable	Measurement Items	Indicators	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE
Principal (X1)	KKKS_3	Shared leadership and independent team work	0.916			
	KKKS_4	Flexibility	0.858			
	KKKS_5	Entrepreneurial Leadership	0.824			
	KKKS_6	Managing knowledge	0.888			
	KKKS_7	Integrated linkage	0.871			
	KKKS_8	Managing conflict	0.798			
	KKKS_9	Technology accelerator	0.744			
Teacher Competency (X2)	KG_1	Understanding educational insights	0.706	0.971	0.975	0.689
	KG_2	Understanding the characteristics of learners	0.705			
	KG_3	Curriculum development	0.780			
	KG_4	Planning and implementation of learning	0.868			
	KG_5	Evaluation of learning processes and outcomes	0.789			
	KG_6	Noble morals	0.867			
	KG_7	Mannered personality	0.835			
	KG_8	Authority	0.829			
	KG_9	Maturity and emotional stability	0.793			
	KG_10	Honesty and self-evaluation skills	0.931			
	KG_11	Ability to communicate	0.889			
	KG_12	Utilization of communication technology	0.894			
	KG_13	Effective interaction with the school environment	0.840			
	KG_14	Getting along with the community	0.782			
	KG_15	Principles of togetherness and brotherhood	0.893			
	KG_16	Mastery of extensive and in-depth learning materials	0.789			
	KG_17	Mastery of the concepts and methods of a scientific, technological, or artistic discipline that are relevant to the educational program and the subjects taught	0.886			
	LK_1	Light Illumination	0.833	0.907	0.929	0.676
	LK_2	Air temperature	0.812			

Variable	Measurement Items	Indicators	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE
Working Environment (X3)	LK_3	Hygiene	0.803			
	LK_4	Security	0.802			
	LK_6	Relationship with superiors	0.835			
	LK_7	Relationships among co-workers	0.849			
Employee Engagement (Z)	KK_1	Energy level	0.733	0.945	0.950	0.670
	KK_2	Resilience	0.829			
	KK_3	Not easy to give up	0.857			
	KK_4	Feeling valued	0.801			
	KK_5	Enthusiastic	0.925			
	KK_6	Inspiration	0.891			
	KK_7	Challenging	0.722			
	KK_8	Attentive work	0.784			
	KK_9	High concentration	0.754			
	KK_10	Serious in work	0.864			
Preparing For Change (Y)	KMP_1	Awareness of change	0.823	0.826	0.885	0.658
	KMP_2	Understand the impact of change	0.746			
	KMP_4	Positive attitude towards change	0.824			
	KMP_5	Anticipation of change	0.849			

2. Inner Model Evaluation (Structural Model)

a) Multicollinearity (Inner VIF)

Multicollinearity testing is conducted to ensure that there is no excessively high correlation among predictors in the structural model. The Variance Inflation Factor (VIF) is used as an indicator, where a VIF value less than 5 indicates that multicollinearity among predictor variables is at an acceptable level. If any VIF value exceeds this threshold, it suggests a high correlation between constructs, which could negatively affect the accuracy of the analysis. Below is Table 6. Inner VIF.

Table 6. Inner VIF

	Preparing For Change	Employee Engagement
Preparing For Change		
Dexterity Of The Headmaster	2.532	2.529
Employee Engagement	3.502	
Teacher Competence	3.785	3.255
Working Environment	2.806	1.716

Source: data processed by research using SmartPLS, 2024

Before testing the structural model hypotheses, multicollinearity between variables was assessed using inner VIF values. The estimation results showed that all VIF values were below 5, indicating low multicollinearity. This supports the robustness and unbiased nature of the SEM-PLS parameter estimates.

b) Coefficient of Determination (R^2)

Table 7. Value R-Square

	R-Square
Preparing For Change	0.601
Employee Engagement	0.714

Source: data processed by research using SmartPLS, 2024

Based on Table 7, the variables of Principal's Leadership Agility, Teacher Competence, and Work Environment collectively explain 60.10% of the variance in Readiness for Change, with the remaining 39.9% influenced by other variables not included in this study. This indicates a moderately strong R^2 value. Additionally, the same three variables explain 71.40% of the variance in Employee Engagement, while 28.6% is explained by external factors. These results suggest that the R^2 values in both models are considered strong.

3. Hypothesis Testing

Table 8. Hypothesis Testing Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Tstatistics (O/STDEV)	P Values
Leadership Skills To Be Ready For Change	0.139	0.137	0.068	2.049	0.020
The importance of Employee Engagement	0.025	0.031	0.062	0.399	0.345
The Teacher's Ability To Adapt To Change	0.364	0.364	0.078	4.674	0.000
Teacher's Commitment To Change	0.389	0.399	0.061	6.356	0.000
The Work Environment Is Ready For Change	0.426	0.430	0.055	7.774	0.000
Work Environment → Employee Involvement	0.558	0.556	0.041	13.579	0.000
Employee Engagement → Readiness For Change	0.846	0.852	0.063	13.377	0.000
Leadership Agility Principal → Employee Engagement → Readiness For Change	0.021	0.026	0.054	0.393	0.347
The Role Of Teachers In Preparing For Change	0.329	0.340	0.059	5.618	0.000
Working Environment → Employee Engagement → Readiness For Change	0.472	0.474	0.049	9.720	0.000

The study tested 10 hypotheses regarding the influence of leadership agility, teacher competence, and work environment on readiness for change, both directly and indirectly through employee engagement at Don Bosco School. Hypotheses were evaluated using t-statistics, with a significance threshold of $t_{table} = 1.645$ (one-tailed, $\alpha = 0.05$).

Brief Hypothesis Statements:

- **H1:** Leadership Agility → Readiness for Change
- **H2:** Leadership Agility → Employee Engagement
- **H3:** Teacher Competence → Readiness for Change
- **H4:** Teacher Competence → Employee Engagement
- **H5:** Work Environment → Readiness for Change
- **H6:** Work Environment → Employee Engagement
- **H7:** Employee Engagement → Readiness for Change
- **H8:** Leadership Agility → Readiness for Change (mediated by Engagement)
- **H9:** Teacher Competence → Readiness for Change (mediated by Engagement)
- **H10:** Work Environment → Readiness for Change (mediated by Engagement)

Each hypothesis was tested by comparing **t-statistics with the critical value of 1.645** to determine acceptance or rejection.

Table 9. Hypothesis test results compared with T-table

	Hipotesis	T Table	T Statistic	Description
H1	Leadership agility □ preparedness for change	1.645	2.049	Significant / Acceptable
H2	Dexterity leadership principal □ employee engagement	1.645	0.399	Not Significant / Rejected
H3	The Teacher's Ability To Adapt To Change	1.645	4.674	Significant / Accepted
H4	Teacher Competency □ Employee Engagement	1.645	6.356	Significant / Accepted
H5	Work environment □ readiness for change	1.645	7.774	Significant / Accepted
H6	Work environment □ employee involvement	1.645	13.579	Significant / Accepted
H7	Employee engagement □ readiness for change	1.645	13.377	Significant / Accepted
H8	Principal leadership agility □ Employee Engagement □ readiness for change	1.645	0.393	Not Significant / Rejected
H9	Teacher competency □ Employee Engagement □ readiness for change	1.645	5.618	Significant / Acceptable
H10	Work environment □ employee engagement □ readiness for change	1.645	9.720	Significant / Acceptable

Source: data processed by researchers using SmartPLS, 2024

Based on the results presented in Table 9. using SmartPLS, several conclusions can be drawn. Leadership agility (X1) has a significant and positive influence on readiness for change (Y), as indicated by a t-statistic value of 2.049, which exceeds the threshold of 1.645. However, leadership agility does not significantly affect employee engagement (Z), with a t-statistic of only 0.399. Teacher competence (X2) shows a strong and significant impact on both readiness for change (T = 4.674) and employee engagement (T = 6.356), suggesting its critical role in driving both outcomes.

Work environment (X3) also demonstrates a significant effect on both readiness for change (T = 7.774) and employee engagement (T = 13.579), highlighting its importance in creating supportive conditions for change initiatives. Employee engagement (Z), in turn, significantly influences readiness for change (T = 13.377), indicating that engaged employees are more likely to embrace and support organizational transformation.

In terms of mediation effects, employee engagement does not mediate the relationship between leadership agility and readiness for change, as the indirect path is not statistically significant (T = 0.393). However, employee engagement significantly mediates the relationship between teacher competence and readiness for change (T = 5.618), as well as between work environment and readiness for change (T = 9.720). These findings underscore the central role of employee engagement in strengthening the effects of teacher competence and a positive work environment on change readiness, while leadership agility appears to exert its influence more directly.

The Effect of Principal's Leadership Agility on Readiness for Change

The results of this study indicate that principal's leadership agility has a significant positive effect on teachers' readiness for change. This means that when school leaders

demonstrate the ability to act swiftly, think strategically, and make adaptive decisions, the organization becomes more prepared to navigate transformation. Leadership agility, especially in educational settings, is a critical capability in responding to dynamic demands such as curriculum shifts, technological integration, or new pedagogical standards.

This finding is aligned with the concept proposed by Saputra et al. (2018), which emphasized that agile leadership empowers leaders to effectively navigate uncertainty and empower their teams to adapt proactively. In schools, where change can occur rapidly, from educational policy updates to new student needs, the ability of principals to guide with vision, foster innovation, and encourage collaboration is instrumental in creating a culture that welcomes and anticipates change. The results of this study support previous research by Stanhope et al. (2019), which found that leadership behavior strongly influences organizational readiness by aligning vision, building trust, and maintaining consistency. Thus, agile leadership acts as a catalyst that instills confidence and psychological safety among staff, promoting an environment receptive to change.

The Effect of Principal's Leadership Agility on Employee Engagement

While leadership agility significantly affects readiness for change, the same cannot be said for its influence on employee engagement. This study found that the principal's leadership agility does not significantly influence the level of engagement among teachers and staff. Although agile leaders may exhibit visionary, adaptive, and decisive characteristics, these do not necessarily translate into greater emotional and psychological commitment from the employees. This suggests that engagement is a more complex construct, influenced not just by leadership style but also by the personal motivations, recognition, work culture, and interpersonal dynamics among the staff.

This finding echoes the research by Drajat and Maulyan (2020), which asserts that leadership behavior alone may not sufficiently encourage employee engagement. Factors such as job clarity, personal values, reward systems, and team climate also play a pivotal role. In the context of Don Bosco School, it may be inferred that while principals are dynamic and responsive, a more holistic approach including supportive management practices, individual empowerment, and meaningful feedback loops may be required to drive engagement consistently.

The Effect of Teacher Competence on Readiness for Change

The study reveals a significant positive impact of teacher competence on readiness for change. Teachers who demonstrate high professional capability, strong pedagogical understanding, technological adaptability, and ethical behavior are more likely to embrace educational innovations and reforms. In an era of rapid transformation in the education sector, teacher competence becomes a cornerstone for building institutional agility.

This finding is consistent with the professional standards outlined in the Indonesian Law No. 14 of 2005 on Teachers and Lecturers, which emphasizes that pedagogical, personal, professional, and social competencies are essential for successful teaching. Moreover, competent teachers are typically more confident in experimenting with new teaching models, managing classroom diversity, and leveraging technology in meaningful ways. This enhances their readiness and willingness to support school-wide transformations. Research by Çavuş and Helvacı (2021) further supports this, showing that 21st-century skills—such as digital literacy, communication, and creativity—are positively associated with change readiness among educators.

The Effect of Teacher Competence on Employee Engagement

In addition to its impact on readiness for change, teacher competence also significantly influences employee engagement. Teachers who possess strong competencies tend to experience higher levels of confidence, autonomy, and satisfaction, which in turn foster their emotional and cognitive engagement with the organization. A competent teacher not only delivers quality instruction but also acts as a team motivator, collaborator, and role model for peers, thereby contributing to a culture of collective engagement.

This relationship is supported by Kusuma (2024), who found that competence positively correlates with both engagement and overall human resource performance. Teachers who feel competent are more likely to take ownership of their roles, feel connected to organizational goals, and actively participate in professional learning communities. In the context of Don Bosco School, enhancing teacher competence through training, mentoring, and career development can have cascading effects on engagement and long-term organizational success.

The Effect of Work Environment on Readiness for Change

The results show that a positive work environment significantly enhances readiness for change. Work environments that are clean, safe, comfortable, and supportive increase staff morale and foster a sense of stability, which is essential during transitions. A well-designed physical and psychosocial environment supports staff in managing stress, maintaining motivation, and participating constructively in change processes.

Sedarmayanti (2017) highlighted that the workplace serves not only as a physical setting but also as a social space that influences employee behavior, mood, and adaptability. When teachers perceive their environment as fair, inclusive, and nurturing, they are more likely to perceive change as an opportunity rather than a threat. This result is consistent with Rismansyah et al. (2022), who found that a conducive work environment directly contributes to an organization's ability to adopt and manage change effectively.

The Effect of Work Environment on Employee Engagement

This study also found that a supportive work environment significantly enhances employee engagement. Teachers who feel secure, respected, and connected with their peers and leaders are more enthusiastic, persistent, and dedicated to their work. Interpersonal relationships, such as respectful communication and mutual trust, are key drivers of psychological attachment to the organization.

Judeh (2021) emphasized that environmental factors—such as teamwork, leadership support, and physical conditions—greatly influence how engaged employees feel in their daily roles. For Don Bosco School, investing in both tangible (lighting, safety, facilities) and intangible (culture, relationships, recognition) aspects of the work environment can deepen employee engagement and contribute to a more resilient and committed workforce.

The Effect of Employee Engagement on Readiness for Change

Employee engagement was found to be a crucial mediator that significantly impacts readiness for change. Teachers who are emotionally and cognitively invested in their roles demonstrate greater openness, resilience, and initiative in implementing changes. High levels of engagement translate into greater personal responsibility, a positive attitude toward organizational goals, and reduced resistance to new policies or systems.

Zulkarnain et al. (2024) found similar results, showing that engaged employees are more willing to accept and support organizational change. Their motivation stems from a sense of belonging and purpose, making them vital change agents in the school environment. This confirms the idea that readiness for change is not only a structural process but also a deeply personal and affective one.

Mediating Role of Employee Engagement

The mediating effect of employee engagement varies across different predictor variables. The study found that employee engagement significantly mediates the relationship between teacher competence and readiness for change, as well as between the work environment and readiness for change. This suggests that teacher skills and a supportive work environment empower teachers to feel more involved, which in turn prepares them to adapt to change. Jambak et al. (2023) noted that in organizational transitions, competencies contribute to readiness through increased engagement, leading to reduced resistance and improved cooperation.

However, employee engagement does not mediate the relationship between leadership agility and readiness for change. Although agile leaders can set a compelling vision and adapt quickly, these attributes do not automatically translate into staff involvement unless accompanied by mechanisms for inclusion, recognition, and empowerment. This nuance points to the need for leaders to combine agility with participatory leadership practices in order to influence deeper levels of engagement.

CONCLUSION

Based on the results of hypothesis testing and the subsequent discussion, several key conclusions can be drawn. Although the agility of school leadership demonstrates a positive relationship with employee engagement, this effect is not statistically significant. This suggests that the adaptive and responsive abilities of school principals at Don Bosco Foundation may not be sufficient on their own to significantly enhance employee involvement in supporting organizational readiness for change. In contrast, teacher competence has a significant positive influence on employee engagement. Teachers with high competence tend to be more emotionally, cognitively, and physically engaged in school activities, thereby strengthening their readiness to face change. Similarly, the work environment shows a significant positive impact on employee engagement. A conducive workplace fosters a sense of comfort, security, and support, encouraging active involvement among educators at Don Bosco schools.

Moreover, employee engagement serves as a significant mediating variable linking teacher competence and work environment to readiness for change. This indicates that engagement is a critical element in translating these factors into meaningful organizational transformation. However, employee engagement does not mediate the relationship between leadership agility and readiness for change. Even when principals demonstrate adaptive leadership, it does not automatically lead to greater involvement among staff in preparing for change. Lastly, it can be concluded that teacher competence and the work environment influence readiness for change both directly and indirectly through employee engagement. A highly engaged workforce contributes to greater adaptability and resilience in facing the evolving challenges within the education sector.

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