

# School Culture Triage and School Quality as Predictors of Organizational Resilience

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## ABSTRACT

For teachers to flourish in an organization that is constantly changing, teachers may find organizational resilience as a valuable and useful tool for them, and previous theoretical claims have posited that there are variables that can improve organizational resilience. In connection, this study aimed to examine the correlation between school culture triage and school quality to organizational resilience among secondary public schools and to determine if school culture triage and school quality can influence organizational resilience. The study utilized a quantitative research design employing a descriptive-correlational approach. The data were taken from 300 randomly selected public schools under the Talaingod District, Division of Davao del Norte utilizing adapted, standardized questionnaires. Results show that the three variables exhibited high levels. The study also revealed that there is a significant relationship between school culture triage and organizational resilience and between school quality and organizational resilience and that the school culture triage and combined school culture triage and school quality significantly influence organizational resilience.

**Keywords:** educational management, school culture triage, school quality, organizational resilience, descriptive-correlational approach, Philippines

**SDG Indicator:** 4.c.1 Proportion of teachers with the minimum required qualifications, by education level

## INTRODUCTION

School resilience is tested by various factors that can make it hard for students to cope with academic and environmental pressures. These challenges include academic stress, behavioral issues, and environmental hazards that deeply affect students' well-being. Academic stress, for instance, can lead to anxiety and depression, highlighting the need for schools to create supportive environments and offer effective counseling. Behavioral problems, often tied to conditions like atopic dermatitis, can be lessened by boosting resilience, particularly in communities with fewer vulnerabilities. Moreover, the increasing impact of climate change on school environments calls for urgent efforts to strengthen resilience and improve infrastructure to protect students' health and safety (Diaz et al., 2022; Zulfikar, 2022).

Therefore, organizational resilience is of great importance as it helps employees and other organization members overcome various organizational challenges and trauma. When employees are resilient, they can deal with internal and external threats, shocks, and institutional betrayals that may extend to the organization, its members, the profession, and society. Organizational resilience can be a firm shield that protects the organization from crumbling and being dissolved (Evenest et al., 2022; Rodkey et al., 2022).

Considering that the literature points to the importance of the culture of resilience within organizations, it is worth noting that efforts should be made to promote organizational resilience in any organization. In light of this premise, literature such as that of Chen et al. (2021) has suggested that among the factors that can affect organizational resilience, school quality is one of the variables that could unmake or make the culture of resilience within an organization. Schools can particularly integrate best practices on campus to uplift the organizational resilience of the educational organization (Doll & Song, 2023).

According to Yenyet, 2020 school culture is derivative of the general societal culture. This is due to its resemblance to the elements of school culture, such as its vision, mission, and values. It also had a strong connection to the community where the context of teaching and learning occurs. It likewise has a strong relationship to the outcomes of the school, which derive from the existing societal policies, rules, and regulations of the governing bodies. This implies that school culture, as characterized as being static, is changing from time to time, from place to place, and the nature of schools depends on the situation.

During the production of school culture, school administrators set goals and objectives for the schools and education in connection to the values desired. Also, the guiding members of the school community for these schools to be implemented and to create a sustainable school culture based on mutual agreement and trust. As a result, the school's formal and informal dimensions integrate. Administrators, teachers, and students take pride in the schools they belong to. This common sentiment provides cohesion and convergence among administrators, teachers, students, and parents (Kalkan et al., 2020).

Some studies highlighted that school leaders try to create a culture founded on support, trust, and collaboration, which also serves as the basis of their teacher's shared beliefs and values. This pointed out that one of the responsibilities of the school leader is to create a school culture to instill it among its teachers. This somehow strengthens the practices and builds a behavior that develops unity among others (Day et al., 2020).

Wong et al., 2019 state that, for the school to continually improve, there seems to be a strong bond between the school culture and its ability to progress continually. Key elements that impact sustainable improvement were identified: trust and respect, organizational learning, student support, and learning expectations for students.

A distinct study that researched student learning and the professional culture of the teachers found that there is a direct correlation between a strong professional culture. Perceptions of both students and teachers demonstrated a strong connection between students' engagement and the professional culture of the teachers. This study implies that changing culture allows healthy subunits to develop within the school and becomes the catalyst for lasting change when taken in a steady and intentional approach (Navolio, 2023).

While common sense suggests that school quality should affect student performance, rigorous supporting evidence is limited. The main reason for this is that the endogeneity of school selection makes it difficult to sort out the direction of causation in the relationship between school quality and student performance and to separate school effects from unobserved individual student characteristics that might affect both school selection and performance. The ideal way of identifying the role of school quality on student performance would be through random assignment of students across schools (Von Stumm et al., 2019).

Several studies have measured the effect of school quality via non-experimental approaches. One can, for example, capture the effect of measurable school resources that vary over time from panel data on individual student performance, using school-fixed effects to control for the nonrandom matching between students and schools. These fixed effects, however, also absorb invariant dimensions of school quality and resources. Other analyses based on cross-sectional student performance data rely on controlling for many household and child characteristics, including fully controlling for household characteristics using siblings (Edwards-Allen, 2022).

In contrast, most natural and randomized experiments provide exogenous variation in a particular resource across schools or classes within a school. These experiments give strong identification but only inform on the role of the particular resource that has been the object of the experiment, such as class size or teaching materials. An exception is a study showing that immigrant students randomly assigned to Israeli elementary schools with higher overall school quality (characterized by students' average math test scores) have improved future academic performance (Feniger et al., 2021).

Substantial research suggests that school quality is enhanced when teachers have high academic skills, teach in the field where they are trained, have more than a few years of experience, and participate in high-quality induction and professional development programs. Students learn more from teachers with strong academic skills and classroom teaching experience than from teachers with weak academic skills and less experience because they were not trained to teach. Teachers are thought to be more effective when participating in quality

professional development activities, but no statistical evidence exists to evaluate this relationship (Akram, 2019).

On the other hand, it is cited that school quality can be understood in several ways, including four interacting sets of factors such as the characteristics of the child, supporting inputs, enabling conditions, and the teaching-learning process. It also includes improvements in the capacities of learners, the supportiveness of learning environments, the appropriateness of content, the effectiveness of learning processes and the achievement of outcomes. Fourth, school improvement strategies are most effective when developed on site and in collaboration with stakeholders and implementers. To improve quality, the role of central authorities is less one of providing quality than of fostering environments that support site-based improvement. Innovations are less effectively “replicated” than promoted. Acting in these ways, however, requires different modes of operation than are common in many relief and development agencies (Rawlings et al., 2023).

Global turbulence is a constant phenomenon because competition, instability and uncertainty are constants in the ever-changing world, as a result organizations face unprecedented and growing number of potential disruptions to the status quo and the best laid strategic plans. Historically, famous organizations have fallen as a result of their inability to modernize in their risk management and governance strategies. For organizations to survive and flourish in this new turbulent environment of heightened uncertainty and change, organizations must move ahead of traditional risk and governance models and focus instead on resilience strategies (Munir et al., 2020).

The concept of resilience is defined as the ability of an element or system to return stable and safer after a disruption. While there is an increasing acceptance of the concept within academic publications, the concept and features of organizational resilience are still largely undefined and ambiguous. There are still ongoing debates on concept of resilience, the improvements and expansions of the term (Duchek, 2019).

The current focus on organizational resilience represents a relatively new field of research and practice. It is being applied to understand the adaptive capacities of organizations faced with uncertainty in the context of complexity. This is essential in crisis and emergency management. In this context, resilience helps an organization to achieve its objectives and fulfil its core purpose. The resilient organization is able to anticipate, respond and adapt to acute or sudden shocks and chronic or incremental changes, so that it survives and prospers into the future (Maor et al., 2022).

Resilience has been described as a multidimensional, sociotechnical phenomenon that addresses how people, as individuals or groups, manage uncertainty. But a recent comprehensive review found that ‘resilience’ is a malleable and nebulous term which has been appropriated across a multiplicity of different application domains and blended with a range of other related concepts. Moreover, resilience appears to be as much a set of attitudes about desirable actions by organizational representatives, as it is about developing new capabilities (Chen et al., 2021; Ilseven & Puranam, 2021).

Resilience in terms of organization deals with both personal and organizational potential to weather and adapt to changes and disruptions. A resilient workforce is a boon as it would be flexible to changes, and adapt easily to any adversity. Developing personal resilience is of utmost importance for effective organizational performance since organizations witness different kinds of fluctuations momentary or permanent in case of reorganization to technological change, financial dips leading to major upheaval in smooth running of the work force (Park, 2020; Schreiber-Shearer, 2024; Suarez & Montes, 2020).

Thus, keeping up with such change is a prerogative for developing both personal and organizational level resilience. As a matter of fact, organizational resilience is described as a concept entrenched in characteristics of every personal employee and various systematic processes functioning in an organization. Resilient employees benefit the organizations they work for as they are engaged; have better communication skill, and healthier group dynamics (Park, 2020; Schreiber-Shearer, 2024; Suarez & Montes, 2020).

The researcher has not found any study which investigated the school quality, organizational resilience and the relationship between two variables in schools such that in the research locale of this thesis. Taking this into

consideration, this study is a necessity for research as this may yield substantial knowledge which could help in addressing the problems stipulated in this inquiry. Its results may serve as basis for formulating steps and long-lasting solutions toward fortifying school organizations.

The purpose of this study was to address the following research objectives: First is to assess the level of school culture triage in the public schools in terms of professional collaboration, affiliative collegiality, and self-determination/efficacy. The second is to assess the level of school quality in the public schools in terms of standards-based learning; quality student support, professionalism, and capacity of the system, coordinated teamwork, responsiveness of the system and focused and sustained action.

The third is to determine the level of organizational resilience of the public high school teachers in terms of situation awareness, keystone vulnerabilities and adaptive capacity. Fourth is to find out the significant relationship of school culture triage and organizational resilience and school quality and organizational resilience. Lastly, to determine the significant influence of organizational resilience between school culture triage and school quality.

The study's hypothesis was tested at a 0.05 significance no significant relationship between school quality and organizational resilience and there is no domain in school quality that significantly influences organizational resilience.

This study is founded on Value Orientation theory by (Kluckhohn and Strobeck, 1961) which posits that cultural phenomena such as norms, values, and beliefs both past and present are facing the same problems and challenges which necessitating the need for resilience. In the context of an organization, culture can be both the influence and can cause differences in organizational structures and practices. Organizational resilience then determines how organizations survive and thrive amidst adversity.

While positive psychology emphasizes the value of cultivating positive emotions, relationships, and experiences to promote well-being, social-ecological theory of Muhammad (2009), acknowledges that individuals and organizations are influenced by their larger social context which this study was hinged on. To assist schools in identifying and resolving cultural difficulties, the School Culture Triage model expands on these theoretical underpinnings. In the context of organizational resilience, social-ecological theory highlights the importance of building adaptive capacity by strengthening the interconnections between individuals, organizations, and their social systems. This includes developing robust networks and relationships, fostering collaboration and information-sharing across boundaries, and building trust and social capital.

This study is also anchored on the concept of Dwyer (2013) which opined that school quality enhances the resilience residing within an organization. Branches of literature suggested that resilience can be cultivated when schools pursue quality in all of its administrative and managerial functions. When schools achieve quality in its overall functions, it becomes prepared and adaptive to any possible organizational problems that may arise.

This study is also supported by the proposition of Ololube, Uriah, & Dudafa (2014) who agreed that there is truly an association between school quality and organizational resilience. They highlighted the striking importance and role of university management in innovation which has recently come up more frequently in the western world not only in management literature but in policy and organizational studies in general and university education in particular. This means that constant upgrade on the quality of the institution consequently turns an organization into a resilient one.

This study is also hinged on the concept of Day et al. (2011) which suggested that school quality in the manifestation of school leadership does greatly matter in sustaining a sense of resilience, commitment and effectiveness among the staff. Building resilience in an organizational setting places a great deal of importance on the effectiveness of the organizational context, structure and system, and on how the system functions as a whole to create a supportive environment for individuals' professional learning and development, to build a trusting relationship amongst its staff, to foster a collective sense of efficacy and resilience and, through this, to sustain its continuous improvement (Day et al., 2011).

Presented in Figure 1 is the relationship of school culture triage and school quality and organizational resilience. The first independent variable is school culture triage and it has three indicators taken from Wagner (2009). These indicators are professional collaboration which refers to degree to which teachers and employees work together to solve professional issues, as well as encourage and inspire each other; affiliative collegiality which denotes to the degree wherein teachers and employees enjoy working together, support one another, and feel valued and included self-determination/efficacy which pointed out the degree wherein teachers and employees desired to work to improve skills as true professionals.

### **Independent Variables**

The second independent variable is the school quality, and it has its indicators suggested by Hawaii Department of Education (2013). These indicators

are standards-based learning which refers to learning in reference to existing standards enacted by educational authorities; quality student support which pertains to the support system that the school renders to its students; professionalism and capacity of the system which is a trait that refers to the teachers' repertoire of capacities; coordinated team work which pertains to the teacher teams working together in a coordinated fashion to bring about achievement of educational goals; responsiveness of the system which refers to how the educational system responds to educational problems; and focused and sustained action which pertains to the actions of educational leaders to bring about changes and improvement to schools.

The dependent variable is organizational resilience in which McManus (2008) gave three components of it and these are situational awareness which pertains to the ability to be aware of one's current circumstance; keystone vulnerabilities, the threats and vulnerabilities that may affect or even endanger the survival of an organization; and adaptive capacity which points to one's ability to adapt to the current problems and situations.

In a world constantly reshaped by sudden events and looming uncertainties, it is therefore of utmost significance that the viability and sustainability of organizations should be tested and further strengthened. Today, many business organizations, not exempting schools, realize that traditional business strategies are no longer protecting them from abrupt changes that the world must throw at each existing organization. This calls for all organizations to be more innovative and creative in strengthening and capitalizing on resilience to adapt and prepare for future threats that may endanger current organizations (Modenesi, 2018). The schools may substantially increase the supply of qualified teachers through international cooperation for teacher training in developing countries, especially in less developed countries and small island developing states.

As such, this study that is addressed to solving problems in organizational resilience in schools holds great social value as this could help Filipino local schools and their staff to prepare for the unexpected – to combat the uncertainties and problems that may be brought about by the changing times. With schools prepared and adaptive to societal factors which may inhibit and tremendously affect educational institutions, schools will still be able to perform optimally in its pursuit to deliver quality education to Filipino pupils and students without any perceived difficulty.

Hence, the expected outcomes of the study will primarily benefit the learners, teachers, local schools, and the Department of Education. It can be a basis for school heads to design activities that would enhance the Philippine schools' organizational resilience, benefiting teachers and learners alike and promoting positive, effective factors in the bureaucratic and other activities that would enhance the country's education quality.

There is a need to study organizational resilience as this could affect the school context and determine the capability of the schools to react and adapt to possible adversities that the local school organization may encounter.

## METHOD

Discussed in this section are the research design, locale, respondents, sampling techniques, data-gathering procedure, and statistical treatment that are employed.

### Research Respondent

The study was conducted at the public schools in Talaingod District, Division of Davao del Norte. 300 public school teachers were chosen as the research respondents of the study to ensure that the data was significantly significant. Further, this sample was large enough to produce reliable results and reduce the margin of error which made the findings valid and reliable.

Furthermore, random sampling was utilized upon determining the ideal number of respondents' samples from the given total population to ensure that each individual had an equal chance of being included. More so, the sample size was determined using the Raosoft sample size calculator to ensure that the results were accurate and reliable.

The study occurred in the Municipality of Talaingod, Davao del Norte, with more than 13,000 people. It has three major barangays, which are the Barangay Sto. Nino, Palma Gil and Dagohey. Further, when it comes to the educational domain of the municipality, it has more than ten secondary schools in full function and operation, to be exact. These schools are most likely located in the hinterlands, and few are in the lowlands, specifically in Barangay Sto. Nino. Thus, the Department of Education Division of Davao del Norte builds its advocacy of practicing inclusive education, which aims to include everyone in the government's educational efforts. This includes those occupants and residents in the far-flung area. This study includes 300 public school teachers as their population is larger in the study setting, and they also have more extensive experience in their interactions within the school organizations where they are affiliated. On the other hand, this study excludes teachers from private institutions as they are scarce in the research locale, hindering the researcher from obtaining viable and substantial information. On top of everything, the respondents are free to withdraw from joining this academic pursuit without any burden incurred.

### Materials and Instrument

The major research instrument used in this study was the adopted questionnaires for the independent variables, which are the school culture triage and school quality, and for the dependent variable, the academic resilience. Upon the reliability test, the independent variable (organizational resilience) generated a Cronbach Alpha of 0.952, higher than the required 0.70 of the reliability from the pilot testing of the scale given to the respondents. The dependent variable (school culture triage) generated a Cronbach Alpha of 0.921, higher than 0.70 of the required Cronbach Alpha value, and (school quality) got 0.983, more significant than 0.70.

The first independent variable, which is the school culture triage, has three indicators adopted from Wagner (2006), which are professional collaboration, having five questions; affiliative collegiality, having six; and self-determination/efficacy, with six questions. Consequently, the second independent variable, which is school quality, has six indicators adopted from Spring (2013) which are standard-based learning with eight questions, quality student support with eight questions, professionalism and capacity of the system with three questions, coordinated teamwork with five questions, responsiveness of the system with three questions, and focused and sustained action with seven questions.

Then, the dependent variable, which is organizational resilience, is composed of three indicators adopted from McManus (2008), and each indicator has a total of five questions. Thus, for the dependent variable, it has a total of thirty questions in terms of situation awareness, keystone vulnerabilities, and adaptive capacity.

Furthermore, these adopted questionnaires were further validated by the panel of experts in the field of research to check the validity and reliability of the different constructs of the contents in each adopted question. This is especially important to check if the questions are suited to the context of the study.

The evaluation of school culture triage, school quality, and organizational resilience involved the consideration of five distinct gradations. Each gradation was assigned a range of means and a corresponding description: 4.20- 5.00 with a descriptive equivalent of Very High and interpreted that the item means always manifested; 3.40- 4.19 with a descriptive equivalent of High, and analyzed as the item means oftentimes manifested; 2.60- 3.39 described as Moderate and the item implies sometimes manifested; 1.80- 2.59 described as *Low* and means that the item implies seldom manifested; and lastly, 1.00- 1.79 described as *Very Low* and interpreted that the item means never manifested.

Further, to ensure the reliability of the instruments used in this study, pilot testing was conducted on a sample of 30 participants. This preliminary testing aimed to determine Cronbach's Alpha values, which measure internal consistency. Following this, the instruments underwent content validation by a panel of experts.

## Design and Procedure

This research utilized a quantitative research design, specifically a descriptive-correlational type of research, as this study aims to investigate the relationship between two independent variables and one dependent variable. Also, this study aims to determine the relationship of school culture triage and school quality (independent variables) and organizational resilience (dependent variable).

As defined, quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aimed at establishing cause and effect relationships between two or more variables by using mathematical, computational, and statistical methods (Ahmad et al., 2019). Descriptive research designs were employed when the researcher intends to describe the characteristics of a population in a systematic and accurate way (Akinlua, 2019). Further, correlational research was a useful design in measuring the extent of the relationship between two variables (Correlational Research Overview, 2019).

Further, regression analysis was employed in this study to determine the degree of influence that school culture triage and school quality have on the organizational resilience of secondary public schools. As per Beers (2024), regression is a statistical method used to determine the strength and character of the relationship between a dependent variable and one or more independent variables.

Following the guidelines established by the University of Mindanao Ethics Review Committee, the researcher adopted specific measures to ensure the observance of ethical considerations. Moreover, to accomplish this ethical consideration, the study's data collection and writing phases incorporated voluntary participation, privacy and confidentiality, informed consent, recruitment, risk identification and mitigation, and identification of potential benefits. Other ethical issues, including plagiarism, fabrication, falsification, conflict of interest identification, deception, permission from an organization or location, and authorship, were also observed throughout the study. The University of Mindanao Ethics Review Committee approved this investigation under protocol number UMERC-2022-373.

The researcher first secured a letter addressed to the local Inter-Agency Task Force (IATF) set forth by the local government unit to allow him to conduct the study within the premises of the municipality by surely adhering to the standard local health protocols. After the approval of the panel of the local IATF, the researcher sent a permission letter to the dean of the graduate school of the University of Mindanao for approval to conduct the study. Then, after getting the approval, the researcher sent the permission letter to the division office to allow him to conduct the study. The researcher then asked permission from the principals of concerned public secondary schools to conduct the study.

The researcher personally distributed the research instruments to the respondents during the study. With the help of the school faculty, 100% of the questionnaires were properly distributed and retrieved. The researcher also ensured that the respondents fill the attached informed consent without force or coercion before letting the respondents answer the survey questionnaire.

After the study was conducted, the research instruments were personally retrieved and tabulated. The statistical results were analyzed and interpreted. From the data, conclusions were drawn, and recommendations were formulated based on the study's findings.

The statistical tools that were used to calculate the data in the study, likewise, in the testing of the research objectives at 0.05 level of significance were as follows: Mean was used for getting the average score in measuring the level of school culture triage, school quality, and organizational resilience; Pearson r was used to determine the significant relationship between school culture triage and organizational resilience as well as school quality and organizational resilience; and Regression was used to determine the degree of influence of school culture triage and school quality on the organizational resilience of the secondary public schools.

To ensure confidentiality and anonymity, no information that could lead to the identification of the participants was divulged. Creswell (2015) pointed out that participants must be protected through anonymity since they reasonably expect their privacy to be guaranteed. Therefore, as one of the measures of identity protection, the respondents' names were hidden. Their names were cleared during the study. Thus, the respondents were fully assured of their responses' confidentiality.

## RESULTS AND DISCUSSION

This section presents the results gathered from the respondents coming from secondary public schools. The data obtained are illustrated and interpreted based on the research objectives. These include the Level of school triage, level of school quality, level of organizational resilience, correlation of school culture triage on organizational resilience, correlation of school quality on organizational resilience, and the regression analysis of these variables.

### School Culture Triage

In Table 1, the level of school culture triage has a standard deviation of 0.79, a computed mean of 4.34, and a descriptive equivalent of Very High. The results show that professional collaboration has the highest mean value of 4.41, with a descriptive level of Very High. Meanwhile, professional collaboration is followed by affiliative collegiality with a mean of 4.33 with a descriptive level of Very High, and self-determination/efficacy with a mean value of 4.29 is also described as Very High.

**Table 1. Level of School Culture Triage**

Indicator	SD	Mean	Descriptive Level
Professional Collaboration	0.72	4.41	Very High
Affiliative Collegiality	0.80	4.33	Very High
Self-Determination/Efficacy	0.83	4.29	Very High
<b>Overall</b>	<b>0.79</b>	<b>4.34</b>	<b>Very High</b>

The secondary public schools' level of school culture triage obtained a very high descriptive equivalent based on the results of the study. This was manifested according to their ratings given in the indicators of professional collaboration, affiliative collegiality, and self-determination/efficacy. This means that the school culture triage is always manifested and evident.

With a growing amount of literature devoted to comprehending its impact on student outcomes and organizational effectiveness, school culture triage is a significant field of education research. A systematic method of identifying and resolving concerns within a school's culture that might be impeding student progress and staff engagement is known as "school culture triage," according to study by Donohoo (2017). This process entails gathering information, evaluating the outcomes, and creating improvement plans. Other studies have emphasized the significance of fostering an environment in schools that values cooperation, inclusivity, and a



growth mindset (Lee et al., 2021). This entails establishing open lines of communication, diversity, and equity, as well as giving staff and student leaders opportunities.

Additionally, schools that prioritize professional development create environments where teachers feel empowered to enhance their practices, leading to better student outcomes. For instance, the Teacher Professional Growth and Effectiveness System in Kentucky encourages teachers to reflect on their work and set growth goals, resulting in improved learning. Continuous learning frameworks, like those in the Department of Defense Education Activity, underscore the importance of relationships and collaboration among staff, fostering a culture of ongoing improvement. This focus on growth aligns with a positive school culture, as highlighted in Sinclair's study, which supports educators' natural commitment to accountability and shared progress (Kaufman et al., 2019; Sinclair, 2023).

### School Quality

Table 2 presents the computed means for each criterion of school quality among public secondary schools. The data reveals a standard deviation of 0.86, with an overall mean of 4.31, indicating a descriptive level of Very High.

**Table 2. Level of School Quality**

Indicator	SD	Mean	Descriptive Level
Standards-Based Learning	0.70	4.45	Very High
Quality Student Support	0.88	4.33	Very High
Professionalism and Capacity of the System	0.76	4.35	Very High
Coordinated Teamwork	1.04	4.06	High
Responsiveness of the System Dimension	1.00	4.07	High
Focused and Sustained Action	0.81	4.35	Very High
Responsiveness of the System	0.87	4.15	High
Satisfaction	0.72	4.54	Very High
Student Safety and Well-being	0.97	4.23	Very High
Student Well-being	0.76	4.39	Very High
<b>Overall</b>	<b>0.86</b>	<b>4.31</b>	<b>Very High</b>

The indicator Satisfaction got the highest level with a mean of 4.54 with a descriptive equivalent of Very High. On the other hand, the results show that Coordinated teamwork got the lowest level with a mean of 4.06 and with a High as the descriptive equivalent.

Results show that the level of school quality among secondary public schools obtained a very high descriptive equivalent. This was based on the gathered data taken from the indicators of this variable. Among the indicators, satisfaction got the highest mean, while coordinated teamwork was the lowest. Nonetheless, the overall mean results illustrate that school quality is always manifested in secondary public schools.

In line with the study of Lera et al. (2022), a school's effectiveness greatly impacts students' happiness with their education. The results of their study revealed that effective teaching not only improves academic performance but also enhances students' well-being by building their confidence. Additionally, the overall school environment, including facilities and teacher-student interactions, is crucial in shaping students' satisfaction

In addition, the quality of the curriculum and school infrastructure significantly impacts teachers' job satisfaction, with higher satisfaction reported when these aspects are prioritized. Moreover, supportive parental involvement enhances teachers' job satisfaction, emphasizing the role of community in education.

For parents, their satisfaction is closely tied to the perceived quality of educational services, including factors like reliability and responsiveness. Schools that meet or exceed these expectations tend to foster parental loyalty and positive feedback (Khan, 2023; Nadya et al., 2024).

### Organization Resilience

Presented in Table 3 are the mean scores of the criterion on the level of organization resilience among public secondary schools, with a standard deviation of 0.79 and an overall mean of 4.33, described as Very High. The data revealed that the highest mean score of 4.35 was obtained from the criterion Situation Awareness. On the contrary, the Adaptive Capacity got the lowest mean of 4.15, which is described as High.

**Table 3. Level of Organizational Resilience**

Indicators	SD	Mean	Descriptive Level
Situation Awareness	0.74	4.35	Very High
Keystone Vulnerabilities	0.74	4.31	Very High
Adaptive Capacity	0.76	4.15	High
<b>Overall</b>	<b>0.79</b>	<b>4.33</b>	<b>Very High</b>

Taken from the results of this study on the level of organizational resilience, the data revealed that the highest mean score was obtained from the criterion of situation awareness. On the contrary, the adaptive capacity got the lowest mean, described as high. The overall mean of this variable indicates a high positive correlation, which means that organizational resilience is always manifested.

Numerous studies have examined the connection between situation awareness (SA) and organizational resilience (OR). In emergency management, for instance, a study by Kibbe et al. (2020) discovered that high levels of SA were positively associated with OR. The study emphasized how critical it is for emergency responders to collaborate and communicate well in order to promote SA and OR.

Similar findings were made by Bigley and Roberts (2020), who discovered that situation awareness was a significant predictor of organizational resilience in natural disasters. In order to promote situation awareness and organizational resilience, the study highlighted the significance of organizational elements, including leadership and communication. Also, Douglas and Haley (2024), pointed out that organizational culture plays a crucial role in building resilience by fostering flexibility and open communication, essential for adapting to external challenges. To them, a supportive culture not only improves employee mental health but also streamlines business processes, further strengthening resilience.

Organizational learning, involving the acquisition and distribution of knowledge, is equally important for resilience, allowing organizations to transform crises into opportunities. Human resource management strategies that encourage learning can combine individual knowledge to boost overall organizational resilience.

Above all, organizational culture, defined by shared norms and values, plays a crucial role in resilience by promoting flexibility and open communication, which boost an organization's ability to adapt to external challenges.

A supportive culture enhances performance and mental health, both vital during crises. Resilience is the capacity to adapt and transform in response to disruptions, with organizations that embrace dynamic

approaches better equipped to navigate uncertainties and seize opportunities. Continuous learning and strategic adaptations, such as modifying business models during crises, further strengthen resilience, benefiting both the organization and its stakeholders (Bolton et. al, 2023; Napier, 2024).

### Correlation between School Culture Triage and Organizational Resilience

Shown in Table 4.1 was the result of the significant relationship between school culture triage and organizational resilience which has an overall R-value of 0.706 shows a high positive correlation between variables. The corresponding p value of 0.000 is less than the 0.05 level of significance which means that the relationship between school culture triage and organizational resilience is significant.

**Table 4.1 Correlation Analysis between School Culture Triage and Organizational Resilience**

School Culture Triage	Organizational Resilience			Overall
	Situation Awareness	Keystone Vulnerabilities	Adaptive Capacity	
Professional Collaboration	.637**	.673**	.641**	<b>.641**</b>
	(0.000)	(0.000)	(0.000)	<b>(0.000)</b>
Affiliative Collegiality	.629**	.673**	.640**	<b>.640**</b>
	(0.000)	(0.000)	(0.000)	<b>(0.000)</b>
Self-Determination Efficacy /	.610**	.647**	.619**	<b>.619**</b>
	(0.000)	(0.000)	(0.000)	<b>(0.000)</b>
<b>Overall</b>	<b>.696**</b>	<b>.740**</b>	<b>.706**</b>	<b>.706**</b>
	(0.000)	(0.000)	(0.000)	<b>(0.000)</b>

This led to the rejection of the null hypothesis number one which states that there is no significant relationship between school culture triage and organizational resilience.

The data revealed that there is a high positive correlation between school triage and organizational resilience. The result led to the rejection of the first null hypothesis which stated that there is no significant relationship between the two variables. This implies that there is a correlation between school culture triage and organizational resilience.

In connection, the result conformed to the social-ecological theory of Muhammad (2009), which acknowledges that individuals and organizations are influenced by their larger social context. In organizational resilience, social-ecological theory highlights the importance of building adaptive capacity by strengthening the interconnections between individuals, organizations, and their social systems. This includes developing robust networks and relationships, fostering collaboration and information-sharing across boundaries, and building trust and social capital.

Moreover, school culture triage can have a significant role in fostering organizational resilience in schools. A strong school culture can boost staff engagement and retention, raise student achievement, and foster a sense of belonging among students and staff, in accordance with the study conducted by Lee et al. (2021). The pillars of a healthy school culture include cooperation, communication, and a growth mentality. It involves cultivating inclusiveness and diversity, encouraging open communication, and providing staff and student leadership opportunities. Additionally, by fostering a culture of continuous improvement, offering staff members opportunities for professional development can increase organizational resilience.

Additionally, by fostering a culture of continuous improvement, offering staff members opportunities for professional development can increase organizational resilience. As per Doromal et al. (2022), teachers often cite inadequate support from school administration as a key factor in job dissatisfaction, which leads to higher

turnover rates. Schools that prioritize administrative support tend to have lower turnover. Additionally, opportunities for collaboration and professional development are crucial for retention, with teachers who participate in professional learning communities more likely to stay in their positions. Poor working conditions further diminish teacher morale and increase turnover intentions found a strong inverse relationship between working conditions and the desire to leave. Schools may establish a pleasant and encouraging environment that can aid in fostering resilience to the problems of the future by giving priority to school culture triage.

In connection, coordinated teamwork is crucial for raising the standard of education, according to recent studies. Trust is essential for effective collaboration in schools. When administrators show trust in teachers, it fosters informal leadership and encourages reciprocal trust, strengthening relationships within the school. In professional learning communities (PLCs), trust among teachers is crucial for sharing instructional practices and improving collaboration, especially in challenging situations. Empowering teachers by giving them control over their classrooms boosts engagement and satisfaction, encouraging them to take risks and innovate. Effective mentoring during teacher training also builds confidence and autonomy, promoting a collaborative culture. Open communication and consistent routines further support cooperation, with teachers who listen actively and share common goals more likely to work together effectively. A supportive environment where collaboration occurs without fear of judgment enhances the overall school culture (Williams & Richardson 2023; Hendricks, 2023).

Similarly, a study by Bellamy and Fletcher (2019) discovered that collaborative teamwork among teachers, instructional coaches, and school leaders was essential for putting into practice effective reading interventions and enhancing reading results for elementary students. These studies demonstrate that educators' coordinated teamwork and collaboration can enhance educational quality and student achievement.

### **Correlation between School Quality and Organizational Resilience**

Presented in Table 4.2 was the result of the correlation analysis between school quality and organizational resilience which has an overall revalue of 0.730 illustrates a high positive correlation between variables. The corresponding p-value of 0.000 is less than the 0.05 level of significance which reveals that there is a significant relationship between the two variables. The result directed to the rejection of the null hypothesis number one which states that there is no significant relationship between school quality and organizational resilience.

The results of the level of school quality on organizational resilience revealed a positive correlation, which rejected the first null hypothesis that there is no significant relationship between school quality and organizational resilience. It is, therefore, implied that school quality and organizational resilience have a significant relationship with each other.

This affirmed the study of Ayala et al. (2024), which posits that the relationship between school quality and organizational resilience is complex, highlighting key factors such as leadership, teacher efficacy, and institutional adaptability. Their study suggests that improving school quality through strong leadership and supportive conditions greatly enhances resilience in educational settings. Specifically, transformational leadership is crucial in boosting collective teacher efficacy and strengthening a school's ability to withstand and adapt to challenges by fostering a collaborative and empowered environment.

In connection, Manami (2024) and Sukainah and Saleh (2022) revealed in their studies that the quality of school leadership is crucial in building resilience, commitment, and effectiveness among staff, directly influencing overall school quality. Effective leaders do more than manage—they inspire and develop their teams, creating a positive environment for educational success. Strong leadership fosters collaboration, establishes a clear vision and mission, and builds trust within the school community, boosting staff morale and engagement.

Leadership styles, like democratic and transformational, can shape school culture and motivate staff. At the same time, leaders who display integrity and ethical behavior are more likely to gain respect and commitment, promoting a positive organizational climate.

Therefore, the organization's quality can strongly impact an organization's capacity to develop and sustain organizational resilience. Organizations with high levels of quality are more resilient to unforeseen catastrophes, such as economic downturns or natural disasters, according to research by Tuckey et al. (2020). Effective leadership, ongoing improvement, and employee involvement work together to produce quality. By providing a clear vision, articulating expectations, and encouraging staff to take charge of their own actions, effective leadership is essential for fostering resilience.

Employee engagement fosters a healthy company culture and a sense of ownership among employees, while continuous improvement helps firms stay flexible and adaptable to changing conditions.

### Influence of School Culture Triage and School Quality on Organizational Resilience

Presented in Table 5 is the result of the test of the significant influence of school culture triage and school quality on the organizational resilience of secondary public schools.

**Table 5. Influence of School Culture Triage and School Quality on Organizational Resilience**

Predictors	Organizational resilience				
	B	B	Std. error	t	Sig
Constant	0.000	.228	.196	1.162	.008
School Culture Triage	0.201	.234	.087	2.675	.000
School Culture Triage and School Quality	0.583	.674	.087	7.763	.000
School Quality	Excluded Variable				

The results showed that school culture triage appears to be a statistically significant predictor of the organizational resilience of secondary public schools ( $\beta=0.201$ ,  $p<.001$ ). At 0.05 level of significance, the null hypothesis is rejected. Combined school culture triage and school quality significantly influence organizational resilience ( $\beta=0.583$ ,  $p<.001$ ). At 0.05 level of significance, the null hypothesis is rejected.

The data of this study revealed that school culture triage was statistically a significant predictor of the organizational resilience of secondary public schools, which made the null hypothesis rejected. Also, the combined school culture triage and school quality significantly influenced organizational resilience and led to the rejection of null hypothesis number two.

In the study conducted by Kraus and Meyer (2019) entitled "Building Resilient Schools: The Impact of School Culture, Triage, and School Quality", it was found that school culture, triage procedures, and school quality much enhanced organizational resilience. Resilient schools had strong cultures of collaboration, trust, and support. This data was taken from the surveys of 41 American school administrators. Additionally, resilient schools had good triage procedures, like early identification of struggling students and prompt interventions. Lastly, schools with better overall quality, as measured by teacher effectiveness and student achievement indicators, were more resilient than schools with lower overall quality.

Further, the result of the study was taken from the work of Syarifah and Suryanto (2024) and Lucena (2024), which revealed that organizational resilience was positively correlated with strong school cultures characterized by high levels of collaboration, trust, and a focus on student learning. According to the finding of their studies, a strong organizational culture, characterized by shared values and open communication, is key to building resilience in schools. This culture enables schools to adapt quickly to external pressures, like regulatory changes and crises. High levels of collaboration and trust among staff create a supportive environment crucial for effective disaster risk management and overall resilience. Transformational leadership enhances collective teacher efficacy, linking leadership to organizational resilience by fostering a culture of collaboration and trust. Additionally, a learning culture that encourages innovation and risk-taking is essential, as it promotes proactive responses to crises and strengthens overall resilience.

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## CONCLUSION AND RECOMMENDATIONS

In this part, conclusions are made as shown by the study's findings that the level of school culture is very high, the level of school quality is very high, the level of organizational resilience is very high, there is a significant relationship between school culture triage and organizational resilience, there is a significant relationship between school quality and organizational resilience and the combined school culture triage and school quality significantly influence organizational resilience.

As shown by the findings and conclusions of this study, there is a very high correlation between school culture triage and school quality on organizational resilience; it is recommended that school administrators or school leaders may place a high priority on establishing a positive school culture that promotes cooperation, trust, and support in order to enhance school culture triage and organizational resilience. To identify and meet the needs of students as soon as possible, efficient triage procedures should be implemented. Additionally, teacher professional development should be funded to keep up with the most recent findings and best practices. Teachers, staff, and students can all benefit from developing a growth mindset, which can help them be more resilient when faced with difficulties. Data-driven decision-making may be prioritized to guide instructional practices, pinpoint areas for development, and track development over time.

Likewise, school administrators and person in authority may place a high priority on hiring and retaining qualified teachers, offering ongoing professional development opportunities to enhance teacher effectiveness, and establishing a welcoming learning environment that encourages student engagement and fosters a sense of belonging in order to promote school quality and organizational resilience. They may place a high priority on using data to track student progress, gauge the success of their education, and make data-driven decisions. Data should be used to influence instructional practices and indicate areas that need to be improved.

Further, since the results revealed that school culture triage and school quality significantly influence organizational resilience, it is recommended that educational leaders prioritize developing a positive school culture that places a strong emphasis on cooperation, trust, and support to maximize the influence of school cultural triage and school quality on organizational resilience. Along with this, efforts may be made to find and keep qualified teachers and offer them opportunities for ongoing professional growth.

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