The Mediating Effect of Organizational Climate on The Relationship Between Self-Efficacy and Autonomy of Work of Teachers

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ABSTRACT

This study looked at the impact of organizational climate in mediating the relationship between teacher self-efficacy and work autonomy among public school secondary teachers in the Municipality of Sto. Tomas, Davao del Norte. This study used a descriptive-correlational research (mediation analysis) approach with a sample of 300 public secondary school teachers. Three different survey questionnaires were employed to collect data from respondents, which were then subjected to content validity and reliability testing. The data was examined using the mean, Pearson-r, multiple linear regression analysis, and Medgraph with the Sobel z-test. The findings demonstrated that organizational climate, self-efficacy, and autonomy of the work of teachers are often observed. Furthermore, there was a strong link between these variables. The study found a substantial partial mediation of organizational climate on the link between self-efficacy and autonomy of work of public secondary school teachers in the Municipality of Sto. Tomas.

INTRODUCTION

Resilience is defined as the ability of an individual to bounce back and cope with various stressors, setbacks, and hindrances (Rao & Krishnamurthy, 2018). Academic resilience is the student's capability to deal efficiently with academic setbacks, anxiety, and study pressure. In the present scenario, students are facing many problems in schools as well as in society. If adequate steps are not taken to help overcome these problems, it will create pressure and stress among students. This may lead to poor academic performance and an increased dropout rate. Resilient students can successfully overcome stressful school-related conditions, maintain optimal levels of motivation, and gain high performance despite the difficulties. (Radhamani & Kalaivani, 2021). On the other hand, some researchers defined academic resilience as an outcome, namely the academic achievements achieved by students with high-risk backgrounds (Anagnostaki et al., 2016).

Creativity, internal locus of control, self-esteem, self-efficacy, autonomy, problem-solving skills, optimism, sense of humor, stress-coping skills, and teacher-student relationship are the personal factors of academic resilience (Mirza & Arif, 2018). Similarly, resilience has a significant nt role in academic performance. They designed an intervention program for students who are at risk of failure. The results of the study

revealed those students who underwent the Resilience intervention program were found to excel in academic performance scores or scholastic reports compared to the students who were not enrolled in the program (Arif & Mirza, 2018)

According to Romano (2020), in the high school context, teachers' emotional interactions are crucial for students' well-being and engagement. Despite this, further studies suggested that academic resilience is a relevant feature identified in all students who face severe adversities during their academic path (Ayala et al., 2018). In addition, academic resilience has a significant role in a student's life, keeping them motivated. It could enable a student to develop mechanisms to protect against experiences that could be overwhelming. It also helps students maintain balance during challenging or stressful situations. Most importantly, it protects them from developing mental health difficulties and issues (Zuill, 2016).

Additionally, the result of the research by Reeve, Cheon, and Yu (2020) confirmed that resilient students are the ones who reengage and do not give up when dealing with overwhelming academic tasks. This feature is predictive of several positive outcomes, such as enjoyment of school, class participation, and general self-esteem. In line with the study of Tudor and colleagues, further studies highlighted that academic resilience and its components were predictive of higher school engagement levels (Tang et al., 2020).

However, school connectedness and academic resilience issues are happening at more than just nationally and globally. In Sto. Tomas National High School, Sto. For instance, in Sto. Tomas, Davao del Norte, the issue of school connectedness and academic resilience has been clear on the academic scene. The usual conversation was about what the school heads should be doing to practice school connectedness and academic resilience among the students in their respective schools. As a teacher at Sto. Tomas National High School in the municipality of Sto. Tomas, I have observed some common issues concerning school connectedness and academic resilience; hence, this study aims to address the gap.

In addition, Karcher and Lee (2002) reiterated that there are three critical components to school connectedness: belongingness (general support), relatedness (specific support), and connectedness (engagement). This study introduces the School Connectedness Scale, a more accurate tool for assessing school connectedness (SCS). This measure was created to test the idea that the proposed three levels of connectedness, or subconstructs, would manifest as an underlying factor structure in the more general construct of school connectedness.

Moreover, Loukas et al. (2015) claimed that these children are happier with their schools, and the benefits reach their home lives. A portion of the antagonistic outcomes of early dangers, such as negative family working and feeble social abilities in adolescence, were cushioned by student connectedness to class. For the most part, schools can improve student connectedness by zeroing in on providing safe and disturbance-free learning conditions where connections are foremost.

School connectedness connects with making a school a local area where everybody has a sense of security, seen, heard, upheld, massive, and focused. A caring connection in schools was the core of school connectedness as a fundamental part of effective schools. The examination is solid and reliable; understudies who feel associated with school improve scholastically and are better (Ross et al., 2015).

When students feel upheld by an adult at school, they feel more inspired to participate in class, get their work done, and are bound to esteem school. A survey affirmed that students who report higher school connectedness are bound to hope to proceed with their schooling past secondary school (Smith and Poon et al., 2011). Students who feel connected at school report less burdensome side effects in late pre-adulthood. For females, practically every week gathering, school connectedness is a significantly more grounded defensive factor than family connected ness for great well-being. (Monahan et al., 2010).

There is solid proof that students who feel associated with school are more averse to showing troublesome conduct or savagery, substance and tobacco use, passionate pain, or early sexual commencement (Loukas et al. et al., 2015). School approaches that mirror school connectedness's estimation limit the school's size to establish minor learning conditions or design huge schools into more modest learning networks. Structure multidisciplinary instruction groups in which gatherings of instructors work with students. It is necessary for every school so students can feel that they belong to the school community (Rasic et al., 2017).

Furthermore, Smith (2014) asserted that essential school connectedness is the inclination that one has a place at school since one makes important commitments, holds dynamic forces, and appreciates solid positive connections. Widespread backings for school connectedness focus on the understudy populace instead of anyone in danger gathering. Since they, for the most part, require more arranging across individuals, projects, or networks, all-inclusive backings for school connectedness may take more time to execute than immediate successes.

School relatedness of students' aspects of life of students comes to class, they may participate in troublesome conduct, upsetting their learning and the learning of friends. Youth who feel they cannot relate regularly get poor or bombing grades. When it is inevitable that an understudy is detached from the school, it is essential to consider approaches to reconnect with the person in question. It is essential to contemplate the existing issues that may compound the sensation of being separated from school, such as substance use issues, encounters of injury or exploitation, or family-related concerns (Smith et al., 2014).

Subsequently, the primary line of activity is for schools to distinguish reference assets locally. Local area offices regularly utilize talented staff and proof-based restorative interventions that may not be accessible in the school setting. The school needs to build up projects that will give instructors to refer students who have all the earmarks of being in danger, give an interaction inside which the organization can allude to understudies who seem to have social and enthusiastic troubles originating from testing life circumstances, and associate understudies to suitable assets, both at school and inside the local area. SAPs, as a rule, incorporate instructors, managers, and student-help teachers (Monahan, 2010).

Effective classroom management creates a positive homeroom climate by incorporating powerful educator-understudy connections. Classroom management is characterized as educators' move to establish a climate that upholds and encourages scholarly and social-enthusiastic learning. This definition focuses on the instructor's obligation. It relates the utilization of homeroom and board methodologies to various learning objectives for understudies. Following this definition, viable homeroom the executive's techniques appear to zero in on preventive instead of responsive study hall the board methods (Evertson & Weinstein, 2006).

It focuses on that good teachers must dominate an expansive scope of classroom management strategies, and instructor preparing projects ought to furnish understudy instructors with a vast tool compartment of homeroom the executive's methodologies from which they can pick and apply specific systems when essential. This procedure ought to be essential for this purported tool compartment in current instructive settings, which is hazy (Jones & Jones, 2012; Klamer-Hoogma, 2012; Teitler & Van Brussel, 2012).

Additionally, successful instructing and learning cannot happen in inadequately overseen study halls. Successful homeroom board methodologies uphold and encourage compelling instructing and learning. In a compelling study hall, the executives depend primarily on setting up a positive homeroom climate, including powerful educator-understudy connections (Jones & Jones et al., 2017).

Resilience is a person's ability to recover from a negative or upsetting circumstance. It is a person's capacity to remain contended, disregarding afflictions, to spring back from mental harm. Openness to hazard variables and defensive elements is vital while zeroing in on flexibility wonder. Defensive elements can

direct the impacts of danger forerunners or, at times, offset danger factors in youngsters (Keogh, 2000; Bernard, 2004; Barrett &Turner, 2004; Garland et al., 2015).

It was indicated that components, for example, a youngster's self-assurance, confidence, self-viability, interior locus of control, funny bone, self-rule, hope, and fullness, can diminish the negative effect of the climate. Alongside a kid's warm and open relationship with the instructor, a cheerful companion gathering and top-notch youngster care at an early age frequently alleviate the conceivably hurtful negative results identified with hazard factors available in that kid or his/her current circumstance. Positive critical grown-up connections are significant in the writing on versatility. It is easier for understudies to acquire and support flexibility under troublesome conditions, with steady grown-ups giving direction, backing, and acknowledgment (Lewis, 2000; Pianta & Walsh, 2014).

Some research on resilience shows a positive connection between flexibility and scholarly achievement. It was demonstrated that tough understudies score higher in their scholastics than non-strong students. Walker and Cheney (2005) had comparable discoveries in their investigation of challenging students. In another investigation on versatility planned by Sesma, Mannes, and Scales (2013), two gatherings of Latino understudies having comparable danger elements of neediness, family air, and low SES were distinguished. Results demonstrated that students performed well in their examinations because of their vital attributes. Hanson, Austin, and Lee (2004) distinguished the understudies having more elevated levels of strength acquired higher scholastic scores when contrasted with non-strong understudies (Scales, 2016)

Alongside resilience defensive variables, there is a meaning of a specific set of intercessions. The parental figure assumes an indispensable part in the advancement of flexibility. In child intervention, the close family is vital for advancing caring connections in the early years. Later on, schools and study halls are essential to youngster mediation. It hypothesized that some school-based projects and intercessions on resilience have adequately cultivated versatility by building explicit individual qualities like passionate guidelines, compassion, good faith, confidence, self-viability, and critical thinking abilities (Luthar & Cicchetti, 2000).

Only a few tests were performed on how strength can be cultivated. Nonetheless, research on mediations facilitates acquiring significance as proof forms from fundamental examination and test information that strength cycles can be distinguished and changed. Intercession techniques are essential for testing the versatility hypothesis (Masten, 2012). Such exploration has set up that resilience can be taught, even to students who extensively do not have these abilities. Notwithstanding, everybody has a limit to learning flexibility. These self-defensive attributes can be improved and reinforced over the long haul (Bernard, 2004). Close to the family, educators are the best situated to give the steady conditions that advance strength in dangerous understudies through essential pertinent freedoms for understudies (Henderson, 2003; Obradović, 2015).

It might be characterized as the responsibility and strength essential to accomplish an ideal outcome, even with difficulties or mishaps. Steadiness is characterized as completing what one has begun, keeping on regardless of hindrances, putting everything in order, accomplishing a conclusion, remaining focused, and getting it off one's work area and out of the entryway. Tirelessness is related intimately to coarseness, which is "the diligence and energy for long haul objectives. Perseverant people ordinarily feel fit for accomplishment and are liable for the results of their endeavors over the long haul (Peterson & Seligman, 2004; Duckworth et al., 2007).

Students who exhibit persistence in their homework show more authority of substance and get preferred evaluations over those who do not continue (Farrington et al., 2012; Morton, 2014). Across their examinations, including Army exceptional powers workforce, agents, and secondary school students, Eskreis-Winkler, Shulman, Beal, and Duckworth (2014) inferred that perseverant or lumpy people are "less inclined to exit their particular life responsibilities" than the individuals who need constancy or coarseness.

A feeling of the local area or comradely can reinforce understudies' longing to drive forward. Strong fellowships have been demonstrated to outfit understudies with enduring mentalities and practices (Alexakos et al., 2017).

Classroom management is connected with academic resilience. It is analyzed, dependent on its four measurements adjusted from the model of Goleman (1998), that there are four components of passionate insight: mindfulness, self-administration, social mindfulness, and relationship executives. The first measurement of enthusiastic knowledge is mindfulness. It is the capacity to comprehend one's feelings or mindsets and perceive what they mean to other people. This mindfulness incorporates a sensible self-evaluation, which is knowing one's qualities and constraints, and solid self-assurance, which is knowing one's self-esteem. Not only can they name their enthusiastic state, but they can also control it. A self-belittling awareness of what is funny is additionally present (Whitaker, 2018).

Further, self-administration measurements, which are substantially troublesome for students who have never had the expertise of enthusiastic administration, are encouraged. Figuring out how to deal with one's feelings will permit students to see the rhythmic movement of their feelings and modify their responses. The executives of feelings are tied near discretion, in which a kid figures out how to defer their delight on the side of their future achievement. Self-administration is trying for us all, not only for youngsters. In any case, the influxes of feeling can be, if not controlled totally, subdued at that point, at any rate. The capacity to oversee feelings is fundamental for study hall achievement, where understudies should figure out how to associate sensibly inside the scholastic climate while zeroing in on learning. Understudies with low passion control respond negatively toward proposed changes, as they are not able to manage sincerely distressing occasions, such as testing or ventures. Then again, understudies who can adequately oversee their feelings will generally be idealistic and step up, reevaluating their comprehension of unpleasant occasions as energizing (Lynch, 2016).

Self-administration is an exertion by a person to control his or her conduct. It includes surveying issues, setting up objectives, and checking time and ecological issues that may thwart achieving them. This utilizes support and discipline to direct objective advancement and accomplishment. Through self-administration, the understudies become mindful and responsible for their advancement and execution and become self-administrators (Gerhardt, 2017).

In any case, there are countless measurement connections in classroom management. When kids build up the expertise of compassion, they need to channel that into positive associations with different understudies, instructors, directors, guardians, and themselves. Trust is a fundamental part of solid connections, as it permits understudies to see where they can improve without getting self-basic or protective. Trust encourages smooth and gainful associations with instructors and with peers. Passionate components are the main thrusts behind such a large amount of the innovative instructive climate. The job of connections ought to be viewed while making arrangements, cycles, and strategies inside the school climate. Relationship building empowers schools to help their presentation and is vital for making schools work (Lynch, 2016).

There are five significant spaces of social knowledge: social mentality, cultural ability, compassion mastery, and influencing local area apprehension. All these are interrelated to classroom management. Social insight is a person's suitability for the individual and capacity to endure well with life's circumstances. It could be characterized as social reasoning and the capacity to appraise oneself and others depending on social perspectives, just as the social reality. It consolidates and changes connections between psychological cycles and the signs of social administrations. Social insight is not equivalent to the overall knowledge; it is created in a social climate (Buzdar, 2016).

Nevertheless, three components of social insight were viewed: control, sympathy, and social crabbiness. They investigated character chat here on these three character characteristics and components of social

knowledge. Amiability and enthusiastic dependability do not have critical force in foreseeing compassion. Amiability has a tremendous prescient force in foreseeing social crabbiness; however, fearlessness does not have a critical prescient force in anticipating social peevishness. The three markers of social knowledge are control, compassion, and social crabbiness (Frankovsky & Birknerova, 2014; Lelková & Lorincová, 2017).

The second element of social knowledge is compassion, which comprehends others' feelings. The use of sympathy in the instructive climate is enormous. Sympathy is simply the capacity to place into the passionate body of someone else. This is especially material for kids who come from an impeded foundation and need to get familiar with the expertise of sympathy to turn out to be sincerely headed toward progress. Sympathy can be worked through the perception of others, contemplating why individuals carry on and respond in the manner they do. Lastly, practice must be distinguished as useful or inconvenient in testing circumstances. The capacity to comprehend others' feelings, influences, inspirations, compromise instruments, and purposes behind participation are likely fundamental abilities for accomplishment in schooling and the existence that will come past the study hall. In any case, it was discovered that sympathy could not be anticipated by amiability and enthusiastic strength (Lynch, 2016).

According to Kelshaw-Levering et al. (2015), these gathering possibilities can be arranged into three sorts: autonomous, reliant, and subordinate. Autonomous gathering possibilities allude to support intercessions that apply similar evaluation measures and fortifications to every youngster model: all kids should finish a similar swimming assessment before getting confirmation. Subordinate gathering possibilities, then again, allude to mediations that require a solitary understudy to arrive at an assigned model together for the entire gathering to get support; for example, when an understudy achieves a 100% score on a test, the educator will give out desserts to the whole class.

Reliant gathering possibilities require the entire understudy gathering to arrive at an assigned rule to get fortification; for example, a bunch of individuals need to work together on a group project, and the whole group gets an evaluation for their item. Both preventive procedures and receptive techniques can be applied to the whole study hall populace, for example, by talking about homeroom rules or giving gathering detainment or to singular understudies, for example, by allowing a quickly drawn off-track understudy to sit alone during free seatwork or putting an understudy incidentally outside the study hall when indicating troublesome conduct (Henry, 2015).

Besides, powerful administration of the entire homeroom populace is essential for managing understudies needing extra conduct help (Swinson et al., 2003). Specific Teaching Techniques allude to the educators' use to help understudies become free, essential students. These methodologies become learning techniques when students autonomously select the proper ones and use them viably to achieve errands or meet objectives. Instructional techniques can inspire understudies and help, help consideration, arrange data for comprehension and recalling recall, and evaluate learning (Cizmar, 2016).

Undeniably, every educator utilizes an alternate instructing technique. Modified guidance is best at lower levels of learning, autonomous undertakings are suitable at more significant levels of learning, and these techniques are adaptable to the distinctions in students. Experiential learning strategies involve field/clinical experience, research center insight, pretending, reproductions, and drills. These techniques require cautious arranging and exactness at the optional level (Weston & Cranton,1986; Odubiyi, 1988; Vanderbilt-Adriance, 2006).

These touchy issues may sway a person's discernments about their physical and psychological well-being and the consideration and backing they need, just as the degree of help they should be an equivalent accomplice in conversations. There might be private matters and critical life occasions identifying with the way of life, connections, business, or funds, which, however not explicitly identified with well-being and care, can affect well-being and prosperity for the individual and their professions and encourage a group of

people. Similarly, living with a drawn-out condition can affect all parts of an individual's life, from how they adapt to schools, where they live, the sort of work they can look for, how they care for other people, and what social exercises they can do they can join. While the customized care and backing arranging interaction will most likely be unable to address these issues, they should be considered by the well-being and care needs, objectives, and activities (Vanderbilt-Adriance, 2006).

METHOD

This chapter presents the discussions on research design, research subject, research instrument, data gathering procedure, and the statistical treatment applied in the study.

Research Design

This study utilized quantitative non-experimental descriptive correlational research to describe the quantitative data gathered regarding school connectedness and academic resilience of the students. Most importantly, this tested the significant influence of school connectedness on the academic resilience of high school students and identified the domain of school connectedness that significantly influences teachers' classroom management strategies.

As stated by Curtis, Comiskey, and Dempsey (2016), correlation research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations and is an essential part of a research study. Understanding the associations and relationships among human phenomena remains an incentive for scientific investigation in all social science disciplines. That motivation surpasses even the most differentiated model distinctions between various research methods.

Research Locale

The study was conducted at Sto. Tomas National High School, Division of Davao del Norte, Region XI, Philippines. This school is located in the municipality of Sto. Tomas Davao del Norte, situated more or less 30 kilometers from Tagum City through any land vehicle. Public utility vehicles are available via Kinamayan, Carmen, and Asuncion-Kapalong routes.

Population and Sample

The study's respondents were senior high school students from the public secondary school of Sto. Tomas, Davao del Norte, for the first quarter under the nine different sections of the school year 2021-2022, as shown in Table 1. The total population was 403, and using Slovin's Formula, the computed sample size shall be 201. Respondents may withdraw or leave the study without penalty when they feel any sense of insecurity and uncertainty about the study or its purpose.

Hence, According to Blay (2007), using Slovin's Formula will guarantee good results while a substantial number of samples is still achieved when the population is too big to handle. A random sampling technique was used to choose the study's respondents since the population is too large to handle. The table below shows the strata of the population according to sections, and its percentage size will represent each section to achieve a substantial sample for data gathering. According to Blay (2007), proportional allocation is suitable for considering a stratified random sampling technique.

Research Instrument

This study used three (3) sets of researcher-adapted questionnaires to assess the mediating effect of teachers' classroom management strategies on the relationship between school connectedness and students' academic

resilience.

The independent variable, school connectedness, has three (3) indicators, namely: Belongingness (General Support), Relatedness (Specific Support), and Connectedness (Encouragement). Thus, the mediating variable does not have any indicator. In contrast, the dependent variable, academic resilience, has three (3) indicators: Perseverance, reflecting, adaptive help-seeking, and negative affect and emotional response.

In describing the school connectedness, the following five-point Likert scale will be used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the students are manifesting an excellent school connectedness.
3.40 – 4.19	High	This means that the students are manifesting a very good school connectedness.
2.60 – 3.39	Moderate	This means that the students are manifesting a good school connectedness.
1.80 – 2.59	Low	This means that the students are manifesting poor school connectedness.
1.0 -1.79	Very Low	This means that the students are manifesting a very poor school connectedness.

While in describing the academic resilience, the following five-point Likert scale will be used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the students are manifesting excellent Academic Resilience.
3.40 – 4.19	High	This means that the students are manifesting a very good Academic Resilience.
2.60 – 3.39	Moderate	This means that the students are manifesting good Academic Resilience.
1.80 – 2.59	Low	This means that the students are manifesting poor Academic Resilience.
1.0 -1.79	Very Low	This means that the students are manifesting a very poor Academic Resilience.

In describing the Classroom Management Strategies, the following five-point Likert scale will be used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the classroom management strategies of teachers are always observed.
3.40 – 4.19	High	This means that classroom management strategies of teachers are oftentimes observed
2.60 – 3.39	Moderate	This means that classroom management strategies of teachers are sometimes observed
1.80 – 2.59	Low	This means that classroom management strategies of teachers are rarely observed.

1.0 -1.79	Very Low	This means that the classroom management strategies of teachers are never observed.

The survey questionnaires will undergo a validation process to ensure the content validity. The first draft of the research instrument will be submitted to the research adviser for comments, suggestions, and recommendations to improve its presentation with the corrections to be included and integrated. The final copies will be submitted to a panel of experts for refinement. The final revision will be made by incorporating the corrections, comments, and suggestions given by the expert validators before gathering data. The ratings of the validators will be computed and consolidated to know the status of the questionnaires. Further, the reliability index shall be observed through pilot testing on students of the same grade level. The data to be gathered shall undergo the Cronbach Alpha test to identify the items to be removed and revised so that the questionnaires will address the students' comprehension according to their level before the final conduct.

Data Collection

The researcher employed the following procedures: The researcher secured permission and approval from the Dean of the Graduate School of the University of Mindanao, Davao City, the Schools Division Superintendent of Davao del Norte and School Principals as well as the Registrars of the schools where the study was conducted. With the approval of the Schools Division Superintendent and Schools Administrators, the corrected, improved, and validated survey questionnaire was administered to the study respondents. The respondents will be given specific instructions on how to answer the questionnaire. Then, the responses to all items in the questionnaire were tallied, recorded, and computed. Then, it was submitted to the statistician for computation. The results were analyzed and interpreted in light of the purpose of the study. The researcher provided interpretations and implications on the statistical findings of the study.

Statistical Tool

The following are the statistical tools to treat the data being gathered: The responses to the items in the questionnaire were tallied and recorded correspondingly. The results were analyzed and were interpreted in the light of the purpose of this study using the appropriate statistical treatment as follows:

Mean. It will be the value that would help summarize the entire set of numbers. This was used to determine school connectedness, academic resilience, and classroom management strategies.

Pearson – r. It was a product-moment correlation. It was used when the variables were of the interval or ratio type of measurement. This was used to determine the significant relationship between school connectedness and the academic resilience of high school students.

Regression Analysis – A statistical measure attempts to determine the strength of the relationship between one dependent variable and a series of other changing variables. It determined the significant influence of school connectedness and academic resilience on teacher classroom management strategies and determined the domain in the school connectedness and academic resilience that significantly influences teacher classroom management strategies.

RESULTS AND DISCUSSION

This chapter is the data and the analysis of findings based on the respondents' responses on school connectedness, academic resilience, and teacher classroom management strategies. Tables are arranged in the following subheadings: level of school connectedness, level of academic resilience, level of teacher classroom management strategies, the significance of the relationship between school connectedness,

academic resilience, and teacher classroom management strategies, and test of the mediating effect of teacher classroom management strategies on the relationship between school connectedness and teacher classroom management strategies.

Level of School Connectedness

Shown in Table 1 are the descriptive statistics results on the level of school connectedness, which has an overall mean of 4.17 (*SD*=0.94), described as *high*. The high level is indicative of high to very high levels, which is surmised by its indicators, including *belongin*gness, which got the mean of (x=4.28, *SD*=0.87), which means very high. Hence, two indicators got a high level of mean to include: *engagement* got a mean of (x=4.13, *SD*=0.93) followed by *relatedness* (x=4.11, *SD*=1.00). The students gave school connectedness as a whole much importance. Thus, belongingness was much more important than the other indicators.

Table 1. Level of School Connectedness

Indicators	Standard deviation	Mean	Descriptive Equivalent
Belongingness	0.87	4.28	Very High
Relatedness	1.00	4.11	High
Connectedness	0.93	4.13	High
Over-all result	0.94	4.17	**High**

The level of school connectedness was very high, obtained based on the responses of the respondents in the areas of belongingness, relatedness, and connectedness. Additionally, the level of teachers' belongingness was very high. This implies that students gave importance to the feeling of belongingness to other students, teachers, and other people in the school. This result is consistent with the study of Rasic and Langille et al. (2017), which found that school approaches that impose size restrictions can result in smaller learning networks or more modest learning environments. Create multidisciplinary instruction groups where teachers and students work together. Every school must use it to strengthen the sense of belonging among the students.

Furthermore, the findings correspond to the claim of Oberle and Schonert-Reichl et al. (2014) that it encourages student belongingness across disciplines and gives time to arrange cross-disciplinary undertakings. Broaden the class period, school day, and additionally school year. Ask students, instructors, other staff, and families what they need from school. Thoughtfully incorporate their thoughts into homeroom, school, locale arranging, spending choices, and strategy composing. Guarantee that chances for student belongingness are comprehensive and mirror the local school area's ethnic, racial, and social variety.

On the same note, the result verifies Smith's (2014) analysis that fundamental school connectedness is the inclination to have a place at school since one makes important commitments, holds dynamic force, and appreciates solid positive connections. Widespread backings for school connectedness focus overall on the study populace instead of any single gathering. Since they, for the most part, require more arranging across individuals, projects, or networks, all-inclusive backings for school connectedness may take more time to execute than immediate successes.

The level of the indicator relatedness was high based on the students' responses. This implies that students do not like to feel that they are not connected to school. Students want to understand their environment and be motivated to go to school. These manifestations agree with the perceptions of Smith (2014), who argues that the school-relatedness of students is a crucial aspect of their lives. When students come to class, they may participate in troublesome conduct, upsetting their learning and the learning of their friends. Youth who feel they cannot relate regularly get poor or bad grades. When it is inevitable that an understudy is detached

from the school, it is essential to consider approaches to reconnecting with the person in question. It is essential to contemplate the existing issues that may compound the sensation of being separated from school, such as substance use issues, encounters with injury or exploitation, or family-related concerns.

The last indicator, engagement, was high based on the students' responses. This implies that students are motivated to engage in different school activities when they feel connected. This result can be supported by the findings cited by Taylor (2007) that engagement is related to positive scholastic results, remembering accomplishments, and determination for school. It is higher in homerooms with solid instructors and peers, testing and valid undertakings, openings for decision, and adequate design.

According to Christian et al. (2011), disengagement indicates at least one causal variable for students separated from homeroom learning and an extra factor that intensifies understudy and school issues. Additionally, the result verifies the analysis of Burke et. (al, 2009) that engagement is essentially an inspirational idea that addresses the dynamic allotment of individual assets toward the assignments related to a work job. On-going endeavors to improve authoritative execution have started to stress positive hierarchical conduct ideas and positive feelings. Work commitment has become the most noticeable positive authoritative idea, especially among hierarchical advisors.

Moreover, Evertson and Weinstein (2006) agreed that effective classroom management creates a positive homeroom climate by incorporating powerful educator-understudy connections. Classroom management is characterized as educators' move to establish a climate that upholds and encourages scholarly and social-enthusiastic learning. This definition focuses on the instructor's obligation. It relates the utilization of homeroom and board methodologies to various learning objectives for understudies. Following this definition, viable homeroom the executive's techniques appear to zero in on preventive instead of responsive homeroom-the-board methods.

Level of Academic Resilience

Table 2 shows the descriptive statistics results for measuring the level of academic resilience. The overall mean academic resilience is 4.44 (*SD*=0.82), which is assessed to be *very high*. All indicators of the variable academic resilience got a very high descriptive equivalent of the mean. Hence, *Perseverance* got a mean of (x=4.38, *SD*=0.81), followed by *reflecting and adaptive help-seeking* (x=4.50, *SD*=0.76). As a whole, academic resilience gives students a chance to ricochet back from a negative or upsetting circumstance.

Table 2. Level of Academic Resilience

Indicators	Standard deviation	Mean	Descriptive Equivalent
Perseverance	0.81	4.38	Very High
Reflecting and adaptive help-seeking	0.76	4.50	Very High
Over-all result	0.82	4.44	**Very High**

The level of academic resilience, as perceived by the teachers, was very high, as obtained based on the respondents' responses in the areas of Perseverance, reflection, and adaptive help-seeking. Thus, the indicator reflecting and adaptive of help-seeking got a very high mean. This implies that students are looking for help from the different mediums they have, for example, the internet and books. All these sources help them achieve their goals and maintain high grades. This result negates the claim of Newman et al. (2018) that reflecting and adaptive help-seeking can be characterized as looking for help from others or different sources that encourage achieving wanted objectives, which is a scholarly setting that may comprise finishing tasks or palatable test performance. There is currently a significant arrangement that is looking for help. It can be viewed as a type of conduct or social self-guideline remembered for the arrangement of

devices utilized by intellectual conduct and sincerely connected with students.

According to Zimmerman (2018), getting help is essential to conquer troubles, for example, requesting clarifications or clues instead of direct assistance (named chief assistance chasing), instrumental assistance looking for with canning increment learning, comprehension, and reduction the requirement for help and in this way resulting reliance on others. Additionally, the result verifies the analysis of White (2017) that the result of being proactive and, for the most part, valuable to the learning process insert mental assistance looking for is likewise alluded to as versatile, key, proper, and self-governing.

Additionally, looking for help that includes others either straightforwardly or by implication renders it exceptional among self-controlled learning systems. The understudy educator cooperation perfectly represents an all-encompassing relationship with numerous cases of offers for help and reactions to those solicitations.

Equivalently, Iiskala & Salonen et al. (2011) posited that even innovation intervened in looking for canning social when the presence of others is genuine, envisioned, or even inferred. Paradoxically, social intuitiveness is not innately a segment of such intellectual procedures as practice and elaboration, even though it very well may be, for example, presenting a poem to other people. Metacognitive arranging, checking, and controlling additionally need not include connections with others, even though they could in certain occurrences, for example, when thinking about data from different students while deciding one's degree of understanding and working cooperatively to take care of numerical questions. One outcome of the social-intuitive nature of help-looking is that it delivers the interaction vulnerable to a large group of impacts, to which different types of directed learning are generally insusceptible.

The indicator perseverance got a very high mean. This implies that students give importance to academic tasks even in difficult situations. Likewise, Perseverance is a core virtue and a fundamental quality for self-awareness and satisfaction. The results corroborate the claim of King (2014) that Perseverance is fundamental for the belonging and exercise of a few other scholarly excellence, including fortitude". Educators who advance tirelessness among their students can encourage commitment and produce brilliant outcomes in the study hall.

Farrington et al. (2012) affirm that if study halls can uphold positive scholarly outlooks and help students construct successful learning methodologies, homerooms could contribute essentially to expanding students' constancy in finishing school tasks and, thus, improve their scholastic presentation.

Additionally, these results can be supported by the significant findings of Peterson & Seligman et al. (2007) that Perseverance was the responsibility and strength essential to accomplish an ideal outcome even with difficulties or mishaps. Steadiness is characterized as completing what one has begun, keeping on regardless of hindrances, putting everything in order, accomplishing a conclusion, remaining focused, and getting it off one's work area and out of the entryway. Tirelessness is related intimately to coarseness, which is "the diligence and energy for long haul objectives. Perseverant people ordinarily feel fit for accomplishment and are liable for the results of their endeavors over the long haul.

Further, Morton et al. (2014) confirmed that students who exhibit persistence in their homework show more authority of substance and get preferred evaluations over students who do not continue. The results can be supported by the significant findings of Eskreis-Winkler et al. (2014) that perseverant or lumpy people are less inclined to exit their particular life responsibilities than those who need constancy or coarseness.

Level of Classroom Management Strategies of Teachers

Shown in Table 3 are the descriptive statistics results on the level of teacher classroom management

strategies, which has an overall mean of 4.35 (*SD*=0.85), described as *very high*. This means that teachers' classroom management strategies in school were always manifested.

Table 3. Level of Classroom Management Strategies of Teachers

Mediating Variable	Standard deviation	Mean	Descriptive Equivalent
Classroom Management Strategies	0.85	4.35	Very high

The level of classroom management strategies of teachers was very high. This implies that students could appreciate and notice their teachers' classroom management. Further, this implies that teachers do their best to exercise their classroom management strategies. This result was in accordance with the statement of Evertson & Weinstein (2006) that effective classroom management sets a positive homeroom climate incorporating powerful educator-understudy connections. Classroom management is characterized as educators' move to establish a climate that upholds and encourages scholarly and social-enthusiastic learning. This definition focuses on the instructor's obligation. It relates the utilization of homeroom and board methodologies to various learning objectives for understudies. Following this definition, viable homeroom the executive's techniques appear to zero in on preventive instead of responsive study hall the board methods.

Consequently, an illustration of a broadly utilized and largely compelling preventive procedure among educators in essential schooling is that study hall rules are haggled rather than forced. Teachers likewise often utilize receptive methodologies, such as rebuffing troublesome students. At the same time, what needs to be clarified in procedures to successfully change student conduct is muddled. It will be brought in the absence of information about the viability of preventive systems or by an absence of faith in their adequacy (Shook et al., 2012).

Nonetheless, the demonstrations above conform to the views of Smart & Brent (2010) that instructors need to put more stock in the viability of specific methodologies, notwithstanding plentiful exact proof that the methodology has been actualized effectively in numerous study halls.

Correlation between School Connectedness and Academic

Resilience and Classroom Management Strategies of Teachers

Displayed in Table 4 are the results of the significant relationship between the independent (school connectedness), dependent (academic resilience), and mediator (teacher classroom management strategies) variables. Bivariate correlation analysis using Pearson product-moment correlation was employed to determine the relationship between the variables mentioned.

The first zero-ordered correlation analysis between school connectedness and academic resilience revealed a computed *r*-value of 0.637** with a probability value of $p<0.000$, which is significant at the 0.05 level. This indicates a strong positive association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is rejected. Therefore, there is a significant relationship between school connectedness and academic resilience.

Similarly, the second bivariate correlation analysis involving school connectedness and classroom management strategies of teachers yielded an *r*-value of 0.663** with a probability value of $p<0.000$, which is significant at 0.05 level. This indicates a strong positive association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is also rejected. Therefore, a significant relationship exists between school connectedness and teacher-classroom management strategies.

The third correlational analysis between classroom management strategies of teachers and academic resilience yielded an *r*-value of 0.590** with a probability value of *p* = 0.000, which is not significant at 0.05 level. This indicates a strong positive association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is rejected. Therefore, there is a significant relationship between teacher classroom management strategies and academic resilience.

Table 4. Correlation between School Connectedness and Academic Resilience and Classroom Management Strategies of Teachers

Pair	Variables	Correlation Coefficient	*p-value*	Decision
IV and DV	School connectedness and academic resilience.	.637**	0.000	Reject
IV and MV	School connectedness and classroom management strategies of teachers	.663**	0.000	Reject
MV and DV	Classroom management strategies of teachers and academic resilience.	.590**	0.000	Reject

Mediation Analysis between School Connectedness and Academic Resilience and Classroom Management Strategies of Teachers Using Path Analysis

Furthermore, the result of the computation of mediating effects is shown in Figure 3. The Sobel test yielded a z-value of 4.961 with a *p*-value of 0.000, which is significant at 0.05 level. This means that the mediating effect is partial, such that the original direct effect of school connectedness on academic resilience improved with the addition of teacher-classroom management strategies.

The figure also shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much school connectedness's effect on work engagement can be attributed to the indirect path. The total effect value of 0.678 is the beta of school connectedness towards academic resilience. The direct effect value of 0.467 is the beta of school connectedness toward academic resilience with teacher classroom management strategies included in the regression. The indirect effect value of 0.667 is the amount of the original beta between the school connectedness and academic resilience that now goes through teacher classroom management strategies to academic resilience (a * b, where "a" refers to the path between S.C. àAR and "b" refers to the path between TCMS àAR).

The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.667 by 0.678 equals 0.983. About 98.3 percent of the total effect of school connectedness on academic resilience goes through the teacher classroom management strategies, and about 1.7 percent of the total effect is either direct or mediated by other variables not included in the model.

The test of relationship using the bivariate correlation analysis and Pearson product-moment correlation between the independent variable (School Connectedness), dependent variable (Academic Resilience), and mediator variable (Teacher Classroom Management Strategies) shows a significant relationship. School connectedness was positive and strongly associated with academic resilience. As a result, the null

hypothesis, which states that there is no significant relationship, is rejected. On the other hand, school connectedness and teacher-classroom management strategies have a significant relationship; therefore, the null hypothesis, which states that there is no significant relationship between the variables, is rejected. Nevertheless, the third pair, mediator (teacher classroom management strategies) and dependent (academic resilience) variables have a significant relationship. Therefore, the null hypothesis, which states that there is no significant relationship between the variables mentioned, is rejected.

The result shows that school connectedness significantly relates to academic resilience. This implies that school connectedness positively influences the students' academic resilience. School connectedness alludes to students' conviction that adults care about them as students and individuals. These demonstrations corroborate the claims of Blum & Libbey (2015) that the students who feel a sense of belonging at school want to attend class each morning. Despite the difficulties in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel respected, regarded, and supported by them.

Also, the result verifies the analysis of Huebner & Patton (2017) that academic interest in school connectedness has detonated in the previous decade, with results showing its solid relationship to an assortment of positive results for youth. Connected youth are happier with school and go to class even more consistently. Connected youth additionally report encountering more excellent companion connections; they accept that their fellowships at school are positive, steady, and low in the clash.

Moreover, the results can be supported by the significant findings of Loukas et al. (2015) that these children are happier with their schools, and the beneficial outcomes reach out into their home lives. A portion of the antagonistic outcomes of early dangers, such as negative family working and feeble social abilities in adolescence, were cushioned by student connectedness to class (Loukas et al., 2015). Likewise, Smith (2019) claimed that when students feel upheld by an adult at school, they feel more inspired to participate in class, get their work done, and are bound to esteem school. A survey affirmed that students who report higher school connectedness are bound to hope to proceed with their schooling past secondary school.

Lastly, classroom management strategies have a significant relationship with academic resilience. This implies that classroom management strategies influence the academic resilience of the students. Some research on resilience shows a positive connection between flexibility and scholarly achievement. It was demonstrated that tough understudies score higher in their scholastics than non-strong students. Walker and Cheney (2005) had comparable discoveries in their investigation of challenging students. In another investigation on versatility planned by Sesma, Mannes, and Scales (2013), two gatherings of Latino understudies having comparable danger elements of neediness, family air, and low SES were distinguished. Results demonstrated that students performed well in their examinations because of their vital attributes. Hanson, Austin, and Lee (2004) distinguished the understudies having more elevated levels of strength acquired higher scholastic scores when contrasted with non-strong understudies (Scales, 2016)

Mediating Effect of Classroom Management Strategies of Teachers on the Relationship Between School Connectedness and Academic Resilience

A series of regression procedures were conducted to carry out mediation analysis. Based on the results, school connectedness significantly predicts teachers' work engagement. This is inimical to the findings of Chinnadurai and Surenderbabu (2018), who averred that the typical attitudes, feelings, and perceptions about the necessary components of the organization reflect the established norms, values, and attitudes of the organization's culture and influence the workers' behavior positively or negatively.

The result shows that school connectedness significantly relates to Academic resilience. This implies that school connectedness positively influences the students' academic resilience. School connectedness alludes

to students' conviction that adults care about them as students and individuals. The students who feel associated with school want to attend class every morning. Despite difficulties in their families and neighborhoods, connected youth anticipate seeing their companions and educators at school since they feel esteemed, regarded, and upheld by them (Blum & Libbey, 2015).

CONCLUSION

Based on the study, it came out that the level of school connectedness is high, which means that the students manifest an excellent level of school connectedness. The level of academic resilience is very high, meaning that students manifest excellent academic resilience. The level of teachers' classroom management strategies is very high, which means they are always observed. The correlation test showed a significant relationship between school connectedness, academic resilience, and classroom management strategies. Moreover, the result of the study also suggests that classroom management strategies significantly mediate the relationship between school connectedness and students' academic resilience.

RECOMMENDATIONS

Based on the findings and conclusions, the researcher proposes recommendations for secondary school teachers to continue strengthening school connectedness, academic resilience, and classroom management strategies by developing culturally responsive classrooms to foster a collaborative environment. As they recognize and value each student's unique abilities and needs, instructors can better appreciate the various cultures learners bring to the classroom. Teachers can help students develop connections with one another that are based on cooperation and respect by understanding the various cultural backgrounds of the students and fostering inclusive learning environments. Thus, they will be more inclined to speak up, ask questions, and offer suggestions for improving how things are done in the classroom.

Aside from that, teachers can create welcoming classrooms for all families where they feel invited to become a part of their child's learning. Fostering good ties with students' families can help students succeed in the classroom, and it enhances the relationships between teachers and students, which enhances kids' academic performance. Teachers should see involving families in the educational process, such as through teacher-parent conferences, as a continuous process in which they learn about and recognize the strengths and needs of the families they work with and their varied cultural backgrounds.

Additionally, students are more likely to connect with their schools and communities if they have a trusting relationship with their teachers. Positive interactions and attitudes between teachers and students can support an environment where kids feel comfortable, and learning occurs. When adults encourage children to participate actively inside and outside the classroom, pupils feel more a part of their school and community. In order to further provide services that improve classroom education, teachers can also arrange connections between the school and local resources.

Furthermore, it is also recommended that training seminars be proposed for teachers to enhance classroom management strategies, especially in managing advisers' advisory classes during the pandemic.

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