

School Climate and Emotional Resiliency on the Organizational Adaptability of Basic Education Teachers

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ABSTRACT

The main objective of this study was to determine how the workplace environment and emotional resiliency influence the organizational adaptability of basic education teachers in the Division of Malaybalay City for School Year 2025–2026. Specifically, it examined the level of school climate in terms of deviant behavior, school well-being, and subjective unsafety; assessed emotional resiliency in terms of spiritual influences, personal competencies, peer support, and family cohesion; and evaluated organizational adaptability in terms of self-awareness, personal management, problem solving and decision making, attitude, and knowledge of competencies. It also identified significant relationships among the variables and the predictors of organizational adaptability. Using a quantitative, descriptive-correlational design, data were collected from 421 teachers using adapted survey questionnaires and analyzed using means, standard deviations, Pearson product-moment correlations, and multiple regression.

Findings revealed that teachers perceived their workplace environment as generally conducive, demonstrated high emotional resilience, and showed strong adaptive capacity in organizational tasks. Results further indicated that school climate and emotional resiliency had significant positive relationships with organizational adaptability. Moreover, regression analysis identified school personal competencies, well-being, peer support, family cohesion, and spiritual influences, as significant predictors of organizational adaptability, explaining a substantial portion of its variance. The study concluded that a supportive school climate and strong emotional resiliency are essential in improving teachers' ability to adjust effectively to organizational demands. Strengthening teacher well-being programs, promoting emotional and social support systems, and enhancing institutional support were recommended to enhance adaptability and professional functioning further.

Keywords: workplace environment, teacher resilience, adaptability skills, institutional support, basic education teachers, Correlation Analysis, Regression Analysis

INTRODUCTION

Teaching is a dynamic and multifaceted profession that requires educators not only to deliver instruction effectively but also to continuously adjust to changing institutional demands, educational reforms, and diverse learner needs. In the Department of Education, teachers are expected to perform a range of instructional, administrative, and leadership tasks while maintaining high-quality learning outcomes (Eliot, 2020). Teachers in the basic education sector are expected to demonstrate flexibility, self-management, problem-solving skills, and readiness to embrace reforms to remain effective in their roles. In today's educational environment, where schools continually undergo curricular, administrative, and structural adjustments, teachers' adaptability has become increasingly vital for sustaining effective teaching performance and institutional efficiency (Batool et al., 2022).

Despite the importance of organizational adaptability, many teachers continue to struggle to adjust to evolving educational expectations. International studies reveal that teachers often struggle with increased workloads, policy reforms, role ambiguity, and institutional pressures that affect their adaptability and job effectiveness (Casas Jr et al., 2021). In the Philippine setting, teachers are often burdened by non-teaching assignments, shifting administrative requirements, and increasing accountability measures, which can reduce their ability to

adapt efficiently to organizational changes (García-Crespo et al., 2021). In the local context, public school teachers in many divisions, including Malaybalay City, face challenges such as limited resources, role overload, and inconsistent institutional support, which may hinder their organizational adaptability.

METHODOLOGY

This research study employed a quantitative, descriptive, correlational design to investigate the relationships among school climate, emotional resiliency, and organizational adaptability among basic education teachers. Data were collected through adapted survey questionnaires.

A pilot test was conducted since there were few modifications made to best fit the scope of this study and to help define and refine the research questions before the final test, ensuring the validity and reliability of the instrument.

The first part concerned school climate, adapted from the study by Bochner et al. (2022), and was measured by deviant behavior, school well-being, and subjective unsafety.

The second part focuses on the level of emotional resilience that basic education teachers exhibit, adapted from the study by Platsidou and Daniliidou (2021). This is measured in terms of spiritual influences, personal competencies, peer support, and family cohesion.

The third part showcases the organizational adaptability of basic education teachers, drawing on the study by Munda (2023). This is measured in terms of self-awareness, personal management, problem-solving and decision-making, attitude, and knowledge of competencies.

The respondents of the study were the four hundred twenty-one (421) teachers from the Division of Malaybalay City. The study utilized total enumeration as the sampling method to ensure fairness and eliminate bias, thereby including all teachers from the identified schools as respondents. This method ensured that all eligible teachers had an equal opportunity to participate, resulting in a more comprehensive and representative dataset.

The study was carried out in accordance with established research ethics and protocols. All personal information and responses provided by the teacher-respondents were treated with strict confidentiality and used exclusively for the purposes of this study. Furthermore, participation was entirely voluntary, and teachers were free to withdraw at any time without facing any consequences.

In analyzing the data, the mean, standard deviation, Pearson-r correlation, and regression analysis were employed. The mean score was used to determine the levels of school climate, emotional resiliency, and organizational adaptability of basic education teachers. The standard deviation was used to indicate how measurements for a group are spread from the average (mean) or expected value. On the other hand, the Pearson r correlation was employed to determine the significant relationship between school climate and organizational adaptability, and emotional resiliency and organizational adaptability. Regression analysis was used to determine whether any variable, singly or in combination, best predicts the organizational adaptability of basic education teachers.

RESULTS AND DISCUSSION

School Climate experienced by teachers

Table 1 presents a summary of the school climate experienced by teachers regarding deviant behavior, school well-being, and subjective unsafety. The overall mean obtained is 4.27, interpreted as Conducive.

This implies that teachers generally experience a positive school climate across all dimensions examined in the study. It suggests that the school environment provides a generally supportive, collaborative, and manageable setting where teachers can perform their duties effectively despite the presence of minor challenges related to student behavior, workload balance, and safety perceptions.

Table 1. Summary of Mean scores of school climate experienced by teachers.

Indicators	Mean	Descriptive	Qualitative
		Rating	Interpretation
School well-being	4.35	Agree	Conductive
Deviant behavior	4.34	Agree	Conductive
Subjective unsafety	4.14	Agree	Conductive
Overall Mean	4.27	Agree	Conductive

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly agree	Highly conductive
3.50-4.49	Agree	Conductive
2.50-3.49	Neutral	Moderately conductive
1.50-2.49	Disagree	Slightly conductive
1.00-1.49	Strongly disagree	Not conductive

Among the indicators, school well-being had the highest mean of 4.35, followed closely by deviant behavior at 4.34, while subjective unsafety had the lowest mean of 4.14. These results imply that teachers have the most positive perceptions of emotional and professional support within the school and in managing student behavior. The slightly lower subjective unsafety score suggests that safety-related concerns, although still within a conductive range, are less favorable than other aspects of school climate. This indicates that while teachers feel generally supported and engaged, there are still areas of safety systems, communication, and physical conditions that require strengthening to achieve a more balanced school climate.

The overall implication of these findings is that a conductive school climate contributes significantly to teachers' emotional stability, engagement, and capacity to adapt to organizational demands. When teachers operate in a supportive environment, they are more likely to demonstrate resilience, commitment, and willingness to participate in institutional development activities. However, lower subjective perceptions of safety suggest that further improvements in safety infrastructure, communication systems, and institutional responsiveness are necessary to strengthen overall school functioning. Enhancing these areas may further improve organizational adaptability, as teachers are more likely to perform effectively in environments that feel both emotionally supportive and physically secure.

According to Agustina et al. (2021), school climate is a significant predictor of teacher productivity and organizational effectiveness, as a supportive environment enhances motivation and instructional performance. This aligns with the present findings, which show a generally conductive climate that supports teacher functioning. Similarly, Bacolod et al. (2024) emphasized that teacher resilience and organizational commitment are strengthened when school environments provide consistent emotional and structural support, reinforcing the importance of maintaining a positive school climate to sustain adaptability.

Furthermore, Aldridge et al. (2020) highlighted that a positive school climate is closely associated with well-being and resilience, with supportive relationships and safe environments contributing to greater satisfaction and reduced stress. Bacatan (2024) also found that school climate significantly influences resilience, which in turn supports teachers' ability to cope with challenges and adapt to changing educational demands. In addition, Schechter et al. (2022) stressed that effective leadership and communication systems are essential to ensuring safety and psychological security in schools, which directly affects teachers' perceptions of safety.

Emotional Resiliency of Basic Education Teachers

Table 2 presents a summary of the emotional resilience of basic education teachers regarding spiritual influences, personal competencies, peer support, and family cohesion. The overall mean obtained is 4.45, interpreted as Resilient. This indicates that teachers generally possess strong emotional resilience across

multiple domains, enabling them to manage stress effectively, maintain well-being, and adapt to professional challenges.

Among the indicators, spiritual influences had the highest mean of 4.52, followed closely by family cohesion at 4.51, while peer support had the lowest mean of 4.37. These results imply that internal and family-based sources of resilience are more dominant compared to workplace-based support systems.

Table 2. Summary of the mean score of emotional resiliency exhibited by teachers.

Indicators	Mean	Descriptive	Qualitative
		Rating	Interpretation
Spiritual influences	4.52	Strongly Agree	Highly Resilient
Family cohesion	4.51	Strongly Agree	Highly Resilient
Personal Competencies	4.39	Agree	Resilient
Peer support	4.37	Agree	Resilient
Overall Mean	4.45	Agree	Resilient

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly agree	Highly resilient
3.50-4.49	Agree	Resilient
2.50-3.49	Neutral	Moderately resilient
1.50-2.49	Disagree	Slightly resilient
1.00-1.49	Strongly disagree	Not resilient

It suggests that teachers rely more on personal belief systems and family relationships to maintain emotional stability, while peer support, although present, is less influential.

The overall implication of these findings is that emotional resiliency plays a vital role in strengthening teachers' organizational adaptability. High levels of resilience enable teachers to manage stress effectively, maintain commitment, and perform efficiently despite challenges in the school environment. Strengthening workplace-based support systems, particularly peer collaboration and professional development opportunities, may further enhance teachers' adaptive capacity and reduce reliance solely on personal and familial coping mechanisms.

These supports Emerson et al. (2023), who state that resilience acts as a protective mechanism against burnout and enhances long-term professional sustainability. Similarly, Dhoopar et al. (2022) emphasized that emotional resilience significantly improves organizational performance by enabling employees to cope effectively with stress and change. Moreover, Vera et al. (2020) explained that positive leadership and supportive environments enhance resilience by fostering emotional strength and engagement. Wang et al. (2023) also emphasized that system readiness for change is strengthened when individuals have high resilience.

Organizational Adaptability of Basic Education Teachers

Table 3 presents the summary of organizational adaptability of basic education teachers in terms of self-awareness, personal management, problem solving and decision making, attitude, and knowledge of competencies. The overall mean obtained is 4.50, interpreted as Highly Adaptive. This indicates that teachers generally demonstrate a strong capacity to adjust to organizational demands, manage responsibilities effectively, and maintain positive professional behavior in dynamic school environments.

Among the indicators, attitude obtained the highest mean of 4.54, followed by knowledge of competencies (4.52) and self-awareness (4.51), while personal management, problem solving, and decision making both obtained the lowest mean of 4.45.

Table 3. Summary of organizational adaptability practiced by teachers.

Indicators	Mean	Descriptive	Qualitative
		Rating	Interpretation
Attitude	4.54	Strongly Agree	Highly Adaptive
Knowledge of Competencies	4.52	Strongly Agree	Highly Adaptive
Self-awareness	4.51	Strongly Agree	Highly Adaptive
Personal management	4.45	Agree	Adaptive
Problem-solving and decision-making	4.45	Agree	Adaptive
Overall Mean	4.50	Strongly Agree	Highly Adaptive

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly agree	Highly Adaptive
3.50-4.49	Agree	Adaptive
2.50-3.49	Neutral	Moderately adaptive
1.50-2.49	Disagree	Slightly adaptive
1.00-1.49	Strongly disagree	Not adaptive

These results imply that the affective and cognitive dimensions of adaptability are stronger than the behavioral and managerial aspects. It suggests that teachers are highly positive and competent but may still benefit from strengthening structured management and decision-making processes.

The overall implication of these findings is that organizational adaptability is a critical determinant of teachers' effectiveness in navigating educational change. High adaptability enables teachers to respond positively to challenges, maintain instructional quality, and support student development. However, strengthening personal management systems and decision-making processes may further enhance adaptability and ensure more consistent performance across diverse school contexts.

According to Vakilzadeh and Haase (2021), organizational resilience and adaptability are built through interconnected individual competencies and supportive systems that enable effective response to change. Similarly, Nyaupane et al. (2020) emphasized that a combination of individual skills, organizational support, and environmental readiness drives adaptability. These findings support the present study by highlighting adaptability as a multidimensional construct essential to educational effectiveness.

Furthermore, Wang et al. (2023) explained that readiness for change in educational systems is strongly influenced by teachers' adaptability, competencies, and emotional resilience. It also emphasized that organizational adaptability enhances performance, sustainability, and responsiveness in dynamic environments. These studies collectively suggest that strengthening organizational adaptability contributes significantly to teacher effectiveness and long-term institutional success.

Correlation Analysis of School Climate, Emotional Resiliency, and Organizational Adaptability of Teachers

Table 4 presents the correlation analysis between school climate, emotional resiliency, and organizational adaptability. It reflects the correlation coefficients (r), probability values (p), and the degree of relationship among the variables. The results revealed that school climate has a significant positive relationship with organizational adaptability ($r = 0.638$, $p = 0.000$). This indicates that a more positive school climate corresponds to higher levels of teachers' organizational adaptability. All indicators of school climate also showed significant relationships, including deviant behavior ($r = 0.522$, $p = 0.000$), school well-being ($r = 0.617$, $p = 0.000$), and subjective unsafety ($r = 0.432$, $p = 0.000$).

Table 4. Correlational analysis of school climate and emotional resilience on organizational adaptability among basic education teachers.

Variables	Correlation Coefficient	Probability
School Climate	0.638	0.000**
Deviant Behavior	0.522	0.000**
School Well Being	0.617	0.000**
Subjective Unsafety	0.432	0.000**
Emotional Resiliency	0.780	0.000**
Spiritual Influences	0.651	0.000**
Personal Competencies	0.716	0.000**
Peer Support	0.674	0.000**
Family Cohesion	0.597	0.000**

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=421

Table 4 also shows that emotional resiliency is significantly related to organizational adaptability ($r = 0.780$, $p = 0.000$). This implies that teachers with higher emotional resilience are better able to adapt to organizational demands and challenges. The indicators of emotional resiliency were also significantly related, including spiritual influences ($r = 0.651$, $p = 0.000$), personal competencies ($r = 0.716$, $p = 0.000$), peer support ($r = 0.674$, $p = 0.000$), and family cohesion ($r = 0.597$, $p = 0.000$). These findings suggest that both the institutional environment and personal psychological resources are essential in strengthening teachers' adaptability.

As shown, the degree of correlation is statistically significant at the 0.01 level. This entails that improvements in school climate and emotional resiliency lead to increased organizational adaptability among teachers. This also means that teachers who experience a supportive school environment and possess strong emotional coping mechanisms are more capable of adjusting to changes, demands, and challenges in the teaching profession.

Bolsinger (2020) found that teachers' adaptive capacity is significantly associated with their personal resources, particularly their ability to regulate behavior, solve problems, and sustain motivation during times of change. The study explained that personal competencies serve as internal assets that help teachers cope with evolving demands and organizational pressures more effectively than external support factors alone. This directly supports the present result that personal competencies had the greatest predictive influence on organizational adaptability.

Regression Analysis on Organizational Adaptability of Basic Education Teachers

Table 5 presents the regression analysis results. The model revealed a significant relationship between the combined independent variables and organizational adaptability ($F = 146.927$, $p = 0.000$). The R value of 0.799 and R^2 value of 0.639 indicate that 63.9% of the variance in organizational adaptability is explained by school climate and emotional resiliency. This suggests that the model has strong explanatory power in predicting teachers' organizational adaptability.

Table 5. Multiple Regression Analysis on the organizational adaptability of basic education teachers in the Division of Malaybalay City.

Unstandardized Coefficients			Standardized Coefficients	t-value	p-value
INDICATORS	B	Std. Error	Beta		
(Constant)	1.006	.133		7.573	.000
Personal					
Competencies	.258	.038	.312	6.866	.000
School					
Well-being	.156	.032	.190	4.850	.000

Spiritual					
Peer Support	.123	.036	.159	3.427	.001
Family					
Cohesion	.124	.032	.155	3.844	.000
Spiritual					
Influences	.129	.037	.151	3.460	.001
R=.799 ^e	R ² =.639		F=146.927		Sig. 0.000

When teachers possess strong personal competencies, they are better able to regulate their behavior, make informed decisions, and adapt their practices according to the changing needs of the school environment. This explains why personal competencies had the highest beta coefficient ($\beta = 0.312$), indicating the greatest influence on organizational adaptability among the predictors.

This is followed by school well-being ($\beta = 0.190$, $p = 0.000$), peer support ($\beta = 0.159$, $p = 0.001$), family cohesion ($\beta = 0.155$, $p = 0.000$), and spiritual influences ($\beta = 0.151$, $p = 0.001$). These findings indicate that teachers' professional capability and emotional support systems significantly contribute to their ability to adapt to organizational demands.

The regression equation is expressed as:

$$Y = 1.006 + 0.258X_1 + 0.156X_2 + 0.129X_3 + 0.124X_4 + 0.123X_5$$

Where:

1.006 = constant

Y = Organizational Adaptability

X₁ = Personal Competencies

X₂ = school Well-being

X₃ = Peer Support

X₄ = Family Cohesion

X₅ = Spiritual Influences

This implies that an increase in any of these variables leads to an increase in organizational adaptability, holding other variables constant.

This finding is supported by the study of Blitz et al. (2020), which found that teachers' personal competence and self-efficacy significantly influenced their ability to adjust to changing work conditions and maintain professional effectiveness. According to Aldridge et al. (2020), school climate significantly influences teachers' psychological well-being and adaptability because it shapes interpersonal relationships, safety, and institutional support. Moreover, DeMatthews et al. (2021) reported that teachers with well-developed professional competencies are more resilient and adaptable because they are better equipped to manage stress, make sound judgments, and respond constructively to workplace challenges.

CONCLUSIONS

Based on the findings of the study, the following conclusions were derived:

Basic education teachers have generally conducive school climate. Teachers perceived deviant behavior, school well-being, and subjective unsafety as favorable, indicating that the school environment provides a generally positive and supportive setting for teaching and learning. This suggests that, although minor

challenges exist, the overall school climate supports effective instructional delivery and professional functioning.

The basic education teachers exhibited a high level of emotional resiliency. This was demonstrated through strong spiritual influences, personal competencies, peer support, and family cohesion. This implies that teachers possess strong internal and external coping mechanisms that enable them to manage stress, maintain emotional stability, and sustain motivation in their profession.

The basic education teachers demonstrated a highly adaptive level of organizational adaptability. This was reflected in their self-awareness, personal management, problem-solving and decision-making, attitude, and knowledge of competencies. This suggests that teachers are capable of adjusting to workplace demands, handling challenges effectively, and maintaining a positive, proactive professional demeanor.

In addition, the study found significant positive relationships between school climate and organizational adaptability, as well as between emotional resiliency and organizational adaptability. This indicates that a more favorable school climate and higher emotional resilience are associated with greater organizational adaptability among teachers.

Lastly, the findings showed that certain variables, either singly or in combination, significantly predict organizational adaptability among basic education teachers. This implies that both school climate and emotional resiliency play important roles in enhancing teachers' capacity to adapt to organizational demands and changing educational environments.

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