

## Organizational culture, communication efficacy, strategic leadership, and resilience among public school teachers

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### Abstract

**Aim:** This study investigated the relationships among organizational culture, communication efficacy, strategic leadership, and teacher resilience in public secondary schools in the Division of Malaybalay City, Bukidnon. The study aims to contribute to educational leadership and school management practices that support teacher well-being and instructional effectiveness.

**Methodology:** The study employed a predictive correlational research design involving 208 public school teachers selected through stratified random sampling. Data were collected using a researcher-modified structured questionnaire. Descriptive and inferential statistics were used to analyze the data, including Canonical Correlation Analysis (CCA), Multiple Linear Regression, and Structural Equation Modeling (SEM), with a significance level of 0.05.

**Results:** The findings revealed that teachers perceived their schools' organizational culture, communication efficacy, and strategic leadership practices as highly practiced, particularly in teamwork, interpersonal communication, and participatory leadership. Teachers also demonstrated high levels of resilience across physical, mental, emotional, and social domains. Canonical correlation analysis showed strong positive relationships between teacher resilience and the three organizational variables. Regression analysis indicated that strategic leadership and communication efficacy significantly predict teacher resilience, with leadership having the strongest influence. Structural equation modeling further revealed that strategic leadership indirectly enhances teacher resilience through its positive effect on organizational culture.

**Conclusion:** The findings highlight the importance of strengthening strategic leadership and cultivating a supportive organizational culture to enhance teacher resilience and adaptability. Educational leaders and school administrators may foster collaborative and supportive environments that sustain teacher well-being and promote effective teaching practices.

**Keywords:** *communication efficacy, organizational culture, resilience, strategic leadership*

### INTRODUCTION

The teaching profession is undoubtedly one of the most challenging and complex jobs globally, due to its intellectual demands, emotional depth, and essential service-oriented nature. In today's rapidly evolving educational landscape, effective teaching transcends mere task management; it centers on cultivating an environment conducive to student growth, engagement, and academic achievement (Marquez & Oropa, 2025). Globally, teacher resilience has become a key topic in educational research. It is vital for maintaining teaching quality and teacher well-being amid fast-changing education systems. International studies reveal that resilience is not just a personal trait; it is a process influenced by professional relationships, school culture, and support systems.

Teacher resilience is vital for maintaining the quality and stability of education, especially in public schools. Despite facing significant challenges, resilient teachers can manage stress, recover from setbacks, and perform effectively. It serves as a protective factor that sustains motivation, commitment, and well-being. Research shows a strong link between resilience, job health, and educational outcomes, with Baatz and Wirzberger (2025) noting improved well-being and reduced burnout.

Poysa et al. (2026) also found that higher resilience is linked to lower stress and greater job satisfaction, reinforcing its role in retention and instructional quality. In the Malaybalay City Division, teachers face challenges such as limited resources, overcrowding, and rural assignments with poor infrastructure. These conditions often lead to exhaustion and dissatisfaction, prompting some to leave, which impacts workforce stability and education quality in underserved areas.

Even though there is increasing research on teacher resilience, some areas remain underexplored. While studies by Baatz and Wirzberger (2025) and Poysa et al. (2026) emphasized the overall importance of resilience for teacher health and job satisfaction, they did not deeply investigate the specific organizational and interpersonal factors that foster resilience in different educational contexts.

This study primarily contributes to SDG 4 (Quality Education) by emphasizing the human element essential for inclusive, high-quality learning. It also supports SDG 3 (Good Health and Well-being) by highlighting how teacher resilience sustains mental health, effectiveness, and engagement. Additionally, addressing teacher retention and equitable education in rural areas, it aligns with SDGs 8 (Decent Work and Economic Growth) and 10 (Reduced Inequalities). Overall, the research extends beyond individual well-being to broader global and national development goals.

## Review of Related Literature and Studies

### Organizational Culture

Organizational culture shapes the environment and effectiveness of educational institutions through shared values, beliefs, norms, and practices. Cao et al. (2025) identified key culture types—hierarchical, innovative, supportive, clan, adhocracy, and market—highlighting how culture influences institutional performance.

Studies show that flexibility, collaboration, and open communication strengthen resilience and effectiveness, while innovation and teamwork enhance creativity and administrative outcomes (Muadzah & Suryanto, 2024). In public schools, inclusive leadership fosters teacher performance, engagement, and resilience, though leadership gaps and conflict can limit these benefits (Irfan et al., 2025).

In the Philippine context, Torres (2022) highlights the dynamic nature of school organizational culture across political, social, and educational dimensions, showing its strong influence on leadership and academic outcomes. She emphasizes the need to understand schools' cultural and symbolic aspects to promote equity, inclusion, and democratic practices in diverse educational settings.

Overall, both global and local studies affirm that a supportive organizational culture is vital in fostering teacher resilience, improving job satisfaction, and sustaining performance. In public schools facing systemic challenges, a strong culture helps educators manage stress and remain professionally engaged, ultimately supporting long-term educational quality.

### Communication Efficacy

Communication efficacy is widely recognized as a critical component of effective teaching and school leadership, particularly in diverse educational environments where multiple stakeholders regularly interact. It refers to the ability to convey messages clearly and effectively across various contexts, whether intrapersonal, interpersonal, group, or cultural, and plays a central role in fostering collaboration, resolving conflicts, and building trust within school communities.

Munero et al. (2025) conducted a systematic review of interventions aimed at promoting teacher resilience, many of which centered on enhanced communication strategies, peer support, and mentorship programs. Their findings reflect a global trend toward using communication to improve teacher well-being. Effective communication practices help establish robust support networks, which are essential for educators to navigate professional challenges across different contexts.

Poor communication can lead to resistance and disengagement, while inclusive and transparent dialogue fosters ownership and resilience among educators. Effective communication enables teachers to manage challenges, maintain emotional balance, and collaborate effectively, making it essential for sustaining a resilient and supportive public school environment.

### Strategic Leadership

In education, strategic leadership refers to the capacity of school leaders to articulate a clear vision, build trust, align organizational goals, and foster a culture of continuous improvement and resilience. Globally, this leadership approach is increasingly recognized as essential for navigating the complexities of modern educational systems.

Carvalho et al. (2021) conducted a scoping review on strategic leadership in education, revealing that while strategic thinking has long been present in educational literature, its practical application remains underdeveloped. Their findings call for integrated models that move beyond traditional planning and management to embrace holistic and adaptive leadership practices.

Research by Torres et al. (2025) supports this view, asserting that effective leadership is foundational to creating stable, supportive environments that buffer educators from stress and promote professional growth.

In public school contexts, where teachers often face systemic pressures and high stress, strategic leadership plays a critical role. Ubal (2025) found that school leaders can improve teacher retention by fostering a positive school culture, providing administrative support, offering professional development, implementing mentoring programs, and allowing classroom autonomy.

Overall, strategic leadership strengthens teacher resilience by building trust, aligning goals, and supporting professional growth. As educational demands continue to evolve, its role in sustaining teacher well-being and institutional success becomes increasingly vital.

### Teachers' Resilience

Resilience is the ability to adapt and recover from adversity while maintaining effective functioning. It is a dynamic, multifaceted concept involving psychological, social, and environmental dimensions that support positive adaptation in challenging situations (Carriedo et al., 2024).

In education, resilience is linked to improved performance and the ability to overcome challenges, with mental resilience promoting effective coping, well-being, and reduced burnout (Lestari et al., 2025). It is also a key competency for teachers, enabling them to adapt and remain committed (Versfeld et al., 2025).

In the Philippine context, requiring public school teachers face challenges such as overcrowding, limited resources, and socio-economic disparities, requiring strong resilience to maintain teaching quality and well-being. Studies emphasize the importance of culturally responsive support, adaptive leadership, and community engagement.

While organizational culture, communication, and leadership each enhance teacher resilience and school effectiveness, they are often studied separately. This study addresses that gap by examining their combined influence to provide a more comprehensive understanding in the Philippine public school context.

### Theoretical Framework

This study is grounded in theories explaining how school culture, leadership, and beliefs shape teacher resilience. The Competing Values Framework suggests that balanced cultures—especially Clan cultures focused on collaboration and support—enhance effectiveness in resource-limited, high-stress schools (Cardona et al., 2023). Social Cognitive Theory adds that self-efficacy and positive role models strengthen teachers' ability to adapt and perform under pressure (Bandura, 1986). Transformational Leadership Theory explains how supportive and visionary leaders improve teachers' emotional and professional resilience through motivation and shared goals (Suryadi et al., 2024). The Job Demands-Resources model further shows that workplace support reduces stress and builds resilience as both an individual and organizational outcome (Mitansha & Potangaroa, 2025). Together, these theories emphasize that teacher resilience emerges from the interaction of culture, leadership, and institutional support (Gámez-Genovart et al., 2025).

### Conceptual Framework

The framework of this study is grounded in the relationships between the independent variables, Organizational Culture, Communication Efficacy, and Strategic Leadership, and the dependent variable, Teacher Resilience. This conceptual model posits that a positive organizational culture, effective communication, and strong leadership practices, both individually and in combination, can significantly enhance public-school teachers' resilience.

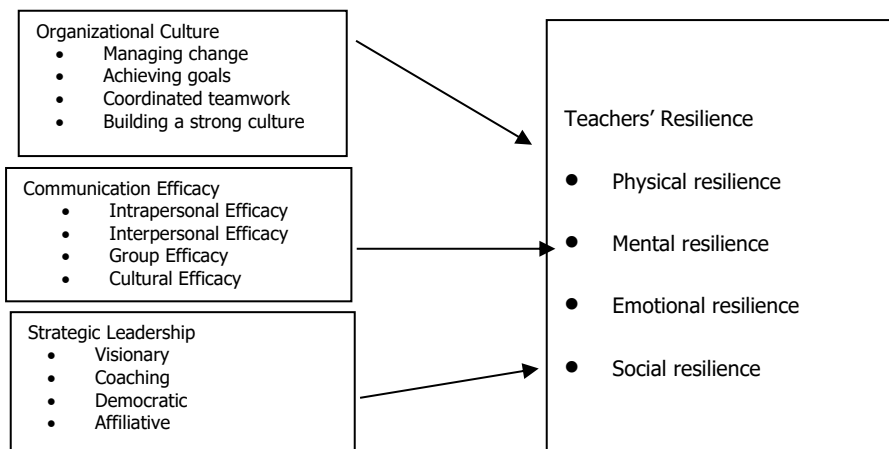


Figure 1. Schematic presentation showing the relationship between the independent and dependent variables of the study

### Statement of the Problem

Public school teachers frequently encounter increasing professional demands, limited instructional resources, and complex work environments that may affect their capacity to remain resilient and effective in their teaching roles. In many educational systems, teacher resilience has become a critical factor in sustaining teaching quality, promoting teacher well-being, and ensuring stable learning environments for students. However, resilience among teachers is not solely an individual attribute but is also influenced by organizational and leadership factors within schools.

Organizational culture, communication efficacy, and strategic leadership are widely recognized as important elements that shape teachers' professional experiences and workplace conditions. These factors influence how teachers collaborate, respond to challenges, and sustain motivation in the face of work-related stress. Despite the growing recognition of these variables in educational research, there remains a need to better understand how they interact and contribute to teachers' resilience, particularly in public school settings where structural and resource-related challenges are more pronounced.

In the Division of Malaybalay City, Bukidnon, teachers often encounter conditions such as large class sizes, limited facilities, and geographically dispersed school communities. These contextual challenges highlight the need to examine how organizational and leadership factors may support or hinder teachers' resilience.

Therefore, this study investigated the relationships among organizational culture, communication efficacy, strategic leadership, and the resilience of public school teachers. Understanding these relationships may provide evidence-based insights that can guide school leaders, policymakers, and educators in developing strategies to strengthen teacher resilience and improve educational outcomes.

### Research Objectives

#### General Objective

To determine the relationships among organizational culture, communication efficacy, strategic leadership, and the resilience of public school teachers.

#### Specific Objectives

1. To determine the level of organizational culture practiced in terms of:
  - managing change
  - achieving goals
  - coordinated teamwork
  - building a strong culture
2. To assess the level of teachers' communication efficacy in terms of:
  - intrapersonal communication
  - interpersonal communication
  - group communication
  - cultural communication
3. To determine the level of strategic leadership styles practiced by school heads as perceived by teachers in terms of:
  - visionary leadership
  - coaching leadership
  - democratic leadership
  - affiliative leadership
4. To determine the level of teachers' resilience in terms of:
  - physical resilience
  - mental resilience
  - emotional resilience
  - social resilience
5. To determine the significant relationship between teachers' resilience and the following variables:
  - organizational culture
  - communication efficacy
  - strategic leadership
6. To determine which variable significantly predicts teachers' resilience.

7. To identify the structural model that best explains teachers' resilience.

### Research Questions

This study sought to determine the relationships among organizational culture, communication efficacy, strategic leadership, and the resilience of public school teachers. Specifically, the study aimed to answer the following questions:

1. What is the level of organizational culture practiced in terms of:
  - managing change
  - achieving goals
  - coordinated teamwork
  - building a strong culture?
2. What is the level of teachers' communication efficacy in terms of:
  - intrapersonal communication
  - interpersonal communication
  - group communication
  - cultural communication?
3. What is the level of strategic leadership styles practiced by school heads as perceived by teachers in terms of:
  - visionary leadership
  - coaching leadership
  - democratic leadership
  - affiliative leadership?
4. What is the level of teachers' resilience in terms of:
  - physical resilience
  - mental resilience
  - emotional resilience
  - social resilience?
5. Is there a significant relationship between teachers' resilience and the following variables:
  - organizational culture
  - communication efficacy
  - strategic leadership?
6. Which of the variables significantly predicts teachers' resilience?
7. What structural model best explains teachers' resilience?

### Hypotheses of the Study

The following null hypotheses were tested at the 0.05 level of significance:

- H01: There is no significant relationship between teachers' resilience and organizational culture.  
H02: There is no significant relationship between teachers' resilience and communication efficacy.  
H03: There is no significant relationship between teachers' resilience and strategic leadership.  
H04: Organizational culture, communication efficacy, and strategic leadership do not significantly predict teachers' resilience.  
H05: There is no structural model that significantly explains teachers' resilience.

### METHODS

#### Research design

This study employed a predictive correlational research design to examine how organizational culture, communication efficacy, and strategic leadership predict teacher resilience without manipulating variables. This approach is well-suited for educational settings where variables are naturally embedded and difficult to control, allowing analysis within authentic contexts (Zadok et al., 2024). It also enables the simultaneous examination of multiple predictors, providing deeper insight into their combined influence.

#### Population and Sampling

The study was conducted in Department of Education (DepEd) secondary schools in Malaybalay City, Bukidnon, a diverse setting with challenges like multigrade classes, large class sizes, and remote locations, making it suitable for examining teacher resilience. A sample of 208 teachers was drawn from a population of  $N = 450$  using stratified random sampling based on school

level and location, with at least two years of experience. The sample size was determined using Cochran's formula at a 95% confidence level and 5% margin of error.

## Instruments

The study used a structured, researcher-modified questionnaire to measure organizational culture, communication effectiveness, strategic leadership, and teacher resilience, with sections adapted from established frameworks and studies (Zeb et al., 2021; Kangas-Dick & O'Shaughnessy, 2020; Versluijs et al., 2021; Baatz & Wirzberger, 2025).

The instrument was content-validated by three experts and pilot-tested with 30 nonparticipants. Reliability testing showed high internal consistency: Strategic Leadership ( $\omega = 0.994$ ), Resilience ( $\omega = 0.983$ ), Organizational Culture ( $\omega = 0.975$ ), and Communication Efficacy ( $\omega = 0.968$ ), all exceeding the 0.70 standard, confirming the tool's reliability.

## Data Collection

Before data collection, the researcher secured approval from the School of Teacher Education and Graduate Studies Program, along with ethical clearance from the Liceo de Cagayan University Ethics Review Board to ensure adherence to ethical standards. Permission was then obtained from the Division Superintendent of Malaybalay City, followed by informed consent from school heads and teachers. The validated questionnaires were paper-based and administered during the third quarter of the 2025–2026 school year in coordination with school principals, allowing sufficient time for completion. Retrieved responses were handled with strict confidentiality and used solely for academic purposes.

## Treatment of Data

The collected data were analyzed using SPSS, applying both descriptive and inferential statistical techniques at the significance level of 0.05. Means and standard deviations were used to determine the levels of the main variables, while Canonical Correlation Analysis (CCA) examined the relationships between teacher resilience and the three independent variables. Multiple linear regression identified the strongest predictors of resilience, and Structural Equation Modeling (SEM), performed using SmartPLS, was employed to determine the best-fitting structural model explaining teacher resilience.

## Ethical Considerations

The study adhered to strict ethical standards, ensuring informed consent, voluntary participation, confidentiality, and the protection of participants' rights. Approval and clearance were obtained from relevant academic authorities and the University Ethics Review Board, while permission was secured from school administrators. Participants were fully informed about the study's purpose and procedures, and all data were handled confidentially and used solely for research purposes.

## RESULTS and DISCUSSION

### 1. Level of Participants' Perceptions on Organizational Culture

Table 1 exhibits the teachers' perceptions of organizational culture. The study found that teachers have a generally positive impression of their school's organizational culture, as evidenced by an overall mean score of 4.29. This shows that teachers work in a supportive, collaborative environment where beliefs and practices align with institutional aims. The comparatively low standard deviation (0.69) suggests that respondents' perceptions are consistent, reflecting a shared knowledge of the school's cultural milieu.

Among the tested qualities, "Coordinated Teamwork" had the highest mean (4.36), indicating that teachers place a high emphasis on collaboration and mutual support in the workplace. This research demonstrates how teamwork and cooperation are essential components of the school's organizational culture.

Table 1

Level of Participants' Perceptions on Organizational Culture

Organizational Culture	Mean	SD	Interpretation
Managing Change	4.23	0.68	Highly practiced
Achieving Goals	4.31	0.70	Highly practiced
Coordinated Teamwork	4.36	0.66	Highly practiced
Building a Strong Culture	4.26	0.71	Highly practiced
<b>Overall</b>	<b>4.29</b>	<b>0.69</b>	Highly practiced
Legend: 4.51-5.00- Very highly practiced      2.51-3.50- Moderately practiced      1.00-1.50- Not practiced 3.51-4.50- Highly practiced      1.51-2.50- least practiced			

On the other hand, "Managing Change" had the lowest mean (4.23), which is still within the range of a generally good assessment. This significantly lower ranking indicates that, while the company is adaptable, there may be difficulties implementing or maintaining change efficiently. According to Somlea (2024), many companies struggle with change management due to poor communication or member resistance.

Similarly, Badajos, Martizano, and Ocdenaria (2025) emphasize the importance of clear leadership and continual support for teachers as they negotiate educational innovations and changes. In summary, the findings indicate a school climate characterized by strong teamwork and goal orientation, with teachers working together toward common goals.

## 2. Level of Participants' Communication Efficacy Level

Table 2 displays the summary of teachers' perceptions of communication efficacy. Data show an overall mean of 3.99 (SD=0.86) interpreted as high communication efficacy. This high level of communication skill shows that teachers have a strong foundation in professional communication, which is important for effective teaching and collaboration.

Table 2

Level of Participants' Communication Efficacy Level

Communication Efficacy	Mean	SD	Interpretation
Intrapersonal Communication	4.40	0.63	High communication efficacy
Interpersonal Communication	4.44	0.61	High communication efficacy
Group Communication	4.34	0.66	High communication efficacy
Cultural Communication	2.78	1.53	Moderate communication efficacy
<b>Overall</b>	<b>3.99</b>	<b>0.86</b>	High communication efficacy

Legend: 4.51-5.00- Very high communication efficacy    2.51-3.50- Moderate communication efficacy    1.00-1.50- Very low communication efficacy  
3.51-4.50- High communication efficacy    1.51-2.50- low communication efficacy

The finding indicates that teachers often work in different and sometimes challenging situations, where good communication helps them manage classrooms, work as a team, and connect with the community. These results show that strong communication skills are a key strength for public school teachers, helping them teach more effectively, involve students, and build strong relationships at work.

Of the four areas, Interpersonal Communication had the highest average score of 4.44 with a standard deviation of 0.61, showing strong communication skills. Teachers are especially good at building good relationships, listening carefully, and supporting open conversations. This helps them connect with students, coworkers, and parents in a respectful and caring way.

The Cultural Communication dimension had the lowest mean (2.78, SD = 1.53), indicating moderate skill and varied experience among teachers in interacting with diverse cultures. Many Bukidnon schools have students from similar backgrounds, limiting teachers' exposure and practical training. Enhancing cultural awareness, inclusive teaching, and sensitivity can help teachers better meet the needs of all students and create a fair, respectful, and welcoming school environment.

In essence, the results show that teachers in Bukidnon are good at communicating with themselves, with others, and in groups, but are only somewhat skilled at communicating across cultures. This supports Maldonado and Márquez's (2023) idea of emotional intelligence, which emphasizes knowing yourself and managing relationships to communicate effectively.

## 3. Level of Participants' Perceptions on Strategic Leadership Styles Practiced by the School Heads

Table 3 shows teachers' perceptions of strategic leadership styles, with an overall mean of 4.29 (SD = 0.70), indicating that school leaders in Bukidnon's public schools frequently use strategic leadership. This suggests that leaders consistently apply styles such as visionary, coaching, democratic, and affiliative approaches. The low standard deviation also reflects general agreement among teachers across schools.

Public school leaders in Bukidnon demonstrate strategic leadership by planning, guiding, collaborating, and building relationships to meet diverse teacher and school community needs. This approach supports professional growth, inclusion, and collaboration, helping schools perform better and boosting teacher morale despite challenges like limited resources and varied student needs.

Table 3

Level of Participants' Perceptions on Strategic Leadership Styles Practiced by the School Heads

Strategic Leadership	Mean	SD	Description
Visionary Leadership	4.29	0.71	Highly practiced
Coaching Leadership	4.29	0.70	Highly practiced
Democratic Leadership	4.27	0.71	Highly practiced
Affiliative Leadership	4.31	0.69	Highly practiced
Overall	4.29	0.70	Highly practiced

Legend: 4.51-5.00- Very highly practiced      2.51-3.50- Moderately practiced      1.00-1.50- Not practiced  
3.51-4.50- Highly practiced      1.51-2.50- least practiced

Affiliative Leadership had the highest average score (4.31, SD = 0.69), showing that leaders prioritize relationships, emotional support, and teacher well-being. Democratic Leadership scored slightly lower (4.27, SD = 0.71) but remains widely practiced, indicating that teachers are involved in decision-making, though time constraints or top-down pressures may limit participation. Strengthening committees and teacher-led projects could enhance this collaborative approach (Maqbool et al., 2024)

In summary, the findings indicate that strategic leadership is highly practiced among Bukidnon's school leaders, with affiliative leadership as the most prominent style. The integration of visionary, coaching, democratic, and affiliative strategies demonstrates a balanced leadership approach (Kattıtaş et al., 2024). These results align with Zhang et al. (2025), who state that strategic leaders are forward-thinking, people-oriented, and able to align short-term actions with long-term goals.

#### 4. Level of Participants' Resilience

Table 4 shows the teachers' resilience levels. The average score of 4.23, with a standard deviation of 0.73, indicates that public school teachers in Bukidnon are very resilient. This means teachers are good at handling stress and adjusting to challenges at work and in their personal lives. The low standard deviation indicates that most teachers answered similarly, suggesting that resilience is common among public school teachers.

Table 4

Level of Participants' Resilience

Teacher Resilience	Mean	SD	Interpretation
Physical Resilience	4.18	0.74	High level of resilience
Mental Resilience	4.23	0.74	High level of resilience
Emotional Resilience	4.24	0.68	High level of resilience
Social Resilience	4.26	0.74	High level of resilience
Overall	4.23	0.73	High level of resilience

Legend: 4.51-5.00- Very high resilience      2.51-3.50- Moderate resilience      1.00-1.50- Very low resilience  
3.51-4.50- High resilience      1.51-2.50- low resilience

Public school teachers often deal with heavy workloads, large classes, limited resources, and pressure from school leaders (Eryilmaz et al., 2025). The high resilience score shows that even with these problems, teachers keep going, adjust to changes, and stay positive. This resilience helps them keep teaching well and stay motivated, especially in tough places like Bukidnon. The results show that teachers can manage their feelings, stay on task, and ask others for help, all of which help keep schools running well.

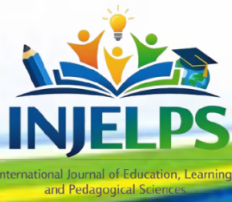
Social resilience had the highest average score (4.26, SD = 0.74), indicating that teachers excel at building relationships, collaborating, and using networks for support. This highlights the importance of teamwork and strong connections in promoting well-being, motivation, stress management, and sustained engagement, helping prevent burnout and enhancing school performance.

Physical resilience scored slightly lower (4.18, SD = 0.74) but remains high, suggesting that while teachers generally maintain energy for their work, physical health is more vulnerable than mental, emotional, or social strength. Factors such as long hours, limited rest, and constrained health resources may contribute, though teachers remain committed and perform effectively. Health programs, stress management, and better work-life balance could further support physical resilience (Hepburn et al., 2021).

Overall, teachers in Bukidnon show high resilience across physical, mental, emotional, and social dimensions, enabling them to stay adaptable and effective despite challenges. This aligns with studies highlighting the role of supportive environments, personal coping strategies, and social support in sustaining teacher commitment and well-being (Barbayannis et al., 2022; Munezero et al., 2025). Their resilience reflects both individual strength and strong community dedication.

Table 5 shows the canonical correlation analysis between teachers' resilience and organizational culture. The result revealed that there is a significant positive moderate canonical correlation between Teacher's Resilience and Organizational Culture,  $F(16, 630) = 15.664, p < .001, R_c = 0.72, R_c^2 = 0.52$ . It indicates that approximately 52 percent of the variability of Teacher's Resilience is explained by Organizational Culture. Therefore, the null hypothesis that there is no significant relationship between teachers' resilience and organizational culture is rejected.

This means that higher levels of Organizational Culture are linked with higher Teacher's Resilience. Managing Change (loading = -0.69) and Achieving Goals (loading = -0.69) emerge as the strongest contributors in the Organizational Culture construct. Mental Resilience (loading = -0.69) and Social Resilience (loading = -0.65) are the most influenced dimensions of Teacher's Resilience. The result suggests that the development of a strong and goal-oriented organizational culture helps in improving teachers' resilience.



Teacher resilience is strongly linked to organizational culture. Supportive environments with shared values, communication, teamwork, and flexibility enhance motivation, belonging, and the ability to manage stress, recover from setbacks, and stay committed.

Table 5  
Significant Relationship Between Teachers' Resilience and Organizational Culture

Variable	Cross loading	R	R <sup>2</sup>	F(16, 630)	p
Organizational Culture					
Managing Change	-0.69				
Achieving Goals	-0.69				
Coordinated Teamwork	-0.57				
Building a Strong Culture	-0.65				
Teacher's Resilience		0.72	0.52	15.664*	<.001
Physical Resilience	-0.57				
Mental Resilience	-0.69				
Emotional Resilience	-0.51				
Social Resilience	-0.65				

\*Significant at 0.05 two-tailed alpha level.

Research consistently supports the link between organizational culture and teacher resilience. Salinas-Falquez et al. (2022) found that supportive school cultures enhance teachers' well-being and resilience. Alonzo et al. (2025) noted that positive organizational climates strengthen commitment and adaptability under pressure, while Schmalenbach et al. (2022) highlighted that trust and camaraderie promote a supportive and secure school environment.

Table 6 shows the canonical correlation analysis between Teacher's Resilience and Communication Efficacy. The result revealed that there is a significant positive strong canonical correlation between Teacher's Resilience and Communication Efficacy,  $F(16, 630) = 20.287, p < .001, R_c = 0.81, R_c^2 = 0.66$ . It indicates that approximately 66 percent of the variability of Teacher's Resilience is explained by Communication Efficacy.

Table 6  
Significant Relationship Between Teachers' Resilience and Communication Efficacy

Variable	Cross loading	R	R <sup>2</sup>	F(16, 630)	P
Communication Efficacy					
Intrapersonal Efficacy	-0.68				
Interpersonal Efficacy	-0.76				
Group Efficacy	-0.75				
Cultural Efficacy	0.08				
Teacher's Resilience		0.81	0.66	20.287*	<.001
Physical Resilience	-0.68				
Mental Resilience	-0.78				
Emotional Resilience	-0.69				
Social Resilience	-0.72				

\*Significant at 0.05 two-tailed alpha level.

This means that higher Communication Efficacy is linked with higher Teachers' Resilience. Interpersonal Efficacy (loading = -0.76) and Group Efficacy (loading = -0.75) are the strongest contributors to the Communication Efficacy construct. Mental Resilience (loading = -0.78) and Social Resilience (loading = -0.72) are the most influenced dimensions of Teacher's Resilience. The result suggests that higher teachers' Communication Efficacy tends to be associated with higher Teacher's Resilience.

The research shows a strong, meaningful link between how well teachers communicate and their resilience. This suggests that teachers who are confident and competent communicators, particularly in interpersonal and group contexts, are better equipped to address and adapt to professional challenges. The null hypothesis is rejected, confirming that communication effectiveness greatly contributes to making teachers more resilient and maintaining high educational standards in Bukidnon secondary public schools

These findings are consistent with previous research emphasizing the relationship between communication and resilience. According to Munezero et al. (2025), effective communication fosters emotional resilience and collegial trust, both of which are essential for teacher resilience. Similarly, Chen et al. (2025) recognized interpersonal competency as a critical resource that enables teachers to recover from stress and maintain their enthusiasm for teaching.

Table 7 shows the canonical correlation analysis between Teachers' Resilience and Strategic Leadership. The result revealed a significant, strong positive canonical correlation between Teachers' Resilience and Strategic Leadership,  $F(16, 630) =$

20.974,  $p < .001$ ,  $R_c = 0.78$ ,  $R_c^2 = 0.61$ . Therefore, the hypothesis that "There is no significant relationship between the participants' resilience and Strategic Leadership" is rejected.

The canonical correlation ( $R_c = 0.72$ ) indicates a strong association between the organizational culture variables and the dimensions of teacher resilience. Within the construct, Democratic Leadership (loading = -0.76) and Coaching (loading = -0.69) are the strongest contributors, while Mental Resilience (loading = -0.74) and Social Resilience (loading = -0.73) are the most affected dimensions. Overall, effective strategic leadership corresponds with higher teacher resilience.

Table 7  
Canonical Correlation Analysis Between Teachers' Resilience and Strategic Leadership

Variable	Cross loading	R	R <sup>2</sup>	F(16, 630)	P
Strategic Leadership					
Visionary	-0.68				
Coaching	-0.69				
Democratic	-0.76				
Affiliative	-0.68				
Teacher's Resilience		0.78	0.61	20.974*	<.001
Physical Resilience	-0.64				
Mental Resilience	-0.74				
Emotional Resilience	-0.65				
Social Resilience	-0.73				

\*Significant at 0.05 two-tailed alpha level.

These findings align with studies showing that leadership enhances teacher resilience. Lasrin et al. (2025) found that transformational and participative leadership improve motivation and commitment. Salvo-Garrido et al. (2025) reported that trustful, collaborative leadership supports resilience, while Jabasheva et al. (2024) noted that coaching-oriented leadership strengthens teachers' adaptability and confidence in managing change.

## 6. Predictor of Teachers' Resilience

Table 8 shows a significant multiple regression model predicting teacher resilience,  $F(3, 204) = 112$ ,  $p < .001$ ,  $R = 0.785$ ,  $R^2 = 0.616$ , explaining 61.6% of the variance. Communication efficacy ( $t = 3.57$ ,  $p < .001$ ,  $\beta = 0.186$ ) and strategic leadership ( $t = 7.12$ ,  $p < .001$ ,  $\beta = 0.568$ ) were significant predictors, while organizational culture was not ( $t = 1.44$ ,  $p = 0.151$ ). The model equation is Teacher Resilience = 0.22 (Communication efficacy) + 0.57 (Strategic Leadership), with strategic leadership as the strongest predictor.

Table 8  
Regression Analysis of Organizational Culture, Communication Efficacy, and Strategic Leadership on Teachers' Resilience

Predictor	Unstandardized Coefficients		B	95% CI		T	p
	B	SE		Lower	Upper		
Constant	0.40	0.22		-0.04	0.85	1.79	0.074
Organizational Culture	0.12	0.08	0.113	-0.04	0.28	1.44	0.151
Communication Efficacy	0.22	0.06	0.186	0.10	0.34	3.57*	<.001
Strategic Leadership	0.57	0.08	0.568	0.41	0.73	7.12*	<.001

Model Summary  
 $R = 0.785$     $R^2 = 0.616$    Adjusted  $R^2 = 0.610$     $F(3,204) = 112^*$     $p < .001$

Note. B = unstandardized beta coefficient, SE = standard error,  $\beta$  = standardized beta coefficient, 95% CI = 95% confidence interval,  $t$  =  $t$  statistic,  $p$  = probability value. \*Significant at 0.05 two-tailed alpha level.

Model Equation:  $R = 0.22C + 0.57S$

Legend:  $R$  = Teacher's Resilience,  $C$  = Communication Efficacy,  $S$  = Strategic Leadership

The regression analysis results show that strategic leadership and communication efficacy have a significant impact on teacher resilience. These two variables were identified as significant predictors, indicating that when teachers work in schools with effective leadership practices and strong communication skills, their resilience in the face of adversity improves significantly. Therefore, the hypothesis that "None among the variables, singly or in combination, best predicts teachers' resilience" is rejected.

The fact that organizational culture was not a significant predictor suggests that, while culture serves as a contextual foundation for school operations, the more active and interpersonal dimensions, leadership, and communication have a direct impact on teachers' resilience. This finding emphasizes the significance of everyday contacts, mentoring, and relationship support over broader institutional ideals or norms.

These findings align with research highlighting the role of leadership and communication in teacher resilience. Journell et al. (2025) found that resilience improves in schools where leaders promote trust, purpose, and professional agency, while Kaya

(2024) reported that transformational leadership strengthens commitment and adaptability. Overall, resilience is fostered by dynamic, communicative, and strategically driven school cultures that support growth and collaboration.

### 7. Best Model for Teachers/ Resilience

Table 9 shows the regression estimates for the structural paths in Model 2 (Figure 1). Strategic Leadership has a strong and significant direct effect on Organizational Culture (estimate = 0.879,  $p < .001$ ). Organizational Culture has a significant direct effect on Teachers' Resilience (estimate = 0.441,  $p < .001$ ). Communication Efficacy does not have a significant direct effect on Teacher's Resilience (estimate = -2.292,  $p = 0.151$ ).

Table 9  
Summary of the Model Fit Indices

Index	Model 1	Model 2*	Cut-off Criterion
Cmin/df	4.589	1.368	Between 0 and 2
P-value	0.000	0.083	>0.05
NFI	0.882	0.978	>0.95
TLI	0.884	0.991	>0.95
CFI	0.905	0.994	>0.95
GFI	0.752	0.963	>0.95
RMSEA	0.130	0.042	<0.05

**Note.** Cmin/df = Minimum Discrepancy divided by Degrees of Freedom; P-value = Probability Value; NFI = Normed Fit Index; TLI = Tucker-Lewis Index; CFI = Comparative Fit Index; GFI = Goodness-of-Fit Index; RMSEA = Root Mean Square Error of Approximation.

\*Best fit Model

The results show that Strategic Leadership is a key factor for Organizational Culture, and Organizational Culture is a key predictor of teachers' resilience. Organizational Culture also positively affects teacher resilience (estimate = 0.441,  $p < .001$ ), as a supportive, team-oriented, and flexible environment helps teachers manage stress, stay committed, and maintain well-being, protecting them from burnout.

Good communication does not have a strong direct effect on teacher resilience (estimate = -2.292,  $p = 0.151$ ). While communication is important, these results suggest it does not directly make teachers more resilient. Instead, good communication probably helps other things, like leadership and culture, which then help teachers become more resilient. Without strong leadership and a supportive culture, communication by itself may not be enough to help teachers handle challenges. Regression reflects a direct relationship, while SEM suggests that the relationship may be indirect or mediated through organizational culture.

The model suggests that school culture is the link between strong leadership and teacher resilience. Leadership's positive effect on resilience largely stems from its ability to create a strong, united culture. Leaders shape the school environment, which in turn helps teachers become more flexible, motivated, and better able to handle challenges. In short, leadership builds culture, and culture builds resilience.

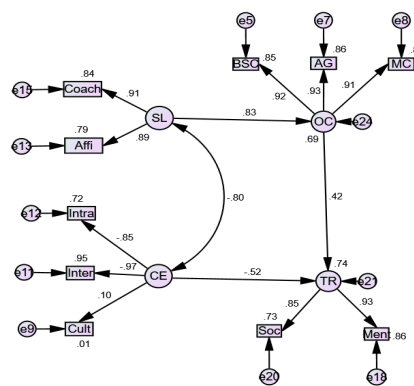


Figure 2. Path Diagram of the Relationship among Organizational Culture, Communication Efficacy, Strategic Leadership, and Teacher's Resilience

Legend: OC = Organizational Culture; MC = Managing Change; AG = Achieving Goals; BSC = Building a Strong Culture; CE = Communication Efficacy; Intra = Intrapersonal Efficacy; Inter = Interpersonal Efficacy; Cult = Cultural Efficacy; SL = Strategic Leadership; Coach = Coaching; Affi = Affiliative; TR = Teacher's Resilience; Ment = Mental Resilience; Soc = Social Resilience

This interpretation is strongly supported by existing literature. Halliwell et al. (2023) found that transformational leadership

enhances school culture, which subsequently improves teacher commitment and motivation, aligning closely with the present findings. Similarly, Chen (2025) emphasized that supportive leadership and a positive school culture are central to sustaining teacher resilience, particularly during educational reforms and stress.

In summary, the results show that strong leadership shapes school culture, and culture helps teachers become more resilient. Communication, while important for getting things done, affects resilience indirectly through the systems and relationships that leaders create. Helping teachers become more resilient means focusing on strong leadership and a supportive, values-based culture. These things create a place where teachers can grow, adjust, and succeed

## Conclusion

The findings of the Structural Equation Modeling confirmed that the Leadership–Culture–Resilience Structural Model (Figure 2) best explains teachers' resilience in public schools in Bukidnon. The results reveal that strategic leadership plays a crucial role in strengthening organizational culture, which subsequently enhances teacher resilience. Although communication efficacy does not directly predict teacher resilience, it contributes indirectly by supporting leadership practices and collaborative school environments. These findings highlight that teacher resilience is not merely an individual characteristic but a systemic outcome shaped by supportive leadership, effective communication, and a positive organizational culture. By fostering collaborative and supportive school environments, educational leaders can help teachers maintain their professional commitment, adaptability, and well-being. The study therefore, contributes to educational leadership research by demonstrating how leadership-driven organizational culture can serve as a critical foundation for sustaining teacher resilience and improving school effectiveness.

## Recommendation

Based on the findings of the study, several practical recommendations may be considered by educational stakeholders. School leaders and administrators may strengthen strategic leadership practices that promote collaboration, trust, and shared vision within the school community. Leadership development programs may be implemented to enhance school heads' capacity to foster supportive organizational cultures that sustain teacher resilience.

Schools may establish mentoring programs and professional learning communities that encourage collaboration, peer support, and continuous professional development among teachers. These initiatives may help teachers manage professional challenges and strengthen their adaptive capabilities.

Teacher education institutions and training providers may integrate resilience-building strategies and leadership awareness into teacher preparation and professional development programs to help educators cope with the demands of contemporary teaching environments.

Educational policymakers may also consider developing policies and support systems that encourage positive school culture, collaborative leadership practices, and teacher well-being initiatives within public school systems.

Future researchers may conduct further studies exploring additional organizational and psychological factors that influence teacher resilience in diverse educational settings.

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