
RESILIENCE OF TEACHERS AND THEIR ABILITY TO WORK ADJUSTMENT IN PUBLIC SCHOOLS

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2. ABSTRACT

This quantitative study investigated the level of teachers' resilience and work adjustment, and the significant relationship and influence between these variables among public school teachers in Sta. Cruz, Davao del Sur, Philippines for School Year 2025–2026. Using a descriptive-correlational design, 250 teachers from five public secondary schools were surveyed through incidental sampling from a total population of 562. Teachers' resilience was assessed across six dimensions: adaptability, emotional intelligence, visionary thinking, spiritual intelligence, growth mindset, and internal ecosystem. Work adjustment was measured through achievement needs, comfort needs, altruism needs, safety needs, and autonomy needs, based on Dawis and Lofquist's Theory of Work Adjustment. All resilience dimensions were rated Agree (WM range: 3.44–4.15), with growth mindset emerging as the strongest (WM = 4.06). Work adjustment was also rated Agree across all dimensions (WM range: 3.52–3.92), with altruism needs highest (WM = 3.92). Spearman rho analysis confirmed highly significant relationships between all resilience dimensions and most work adjustment indicators ($p < 0.001$). Adaptability and Visionary showed the strongest positive correlations with achievement needs ($r = 0.972$ and $r = 0.949$, respectively). Multiple regression confirmed significant influences: Visionary significantly predicted achievement needs ($t = 2.558$, $p = 0.011$; $R^2 = 0.770$); Emotional Intelligence significantly predicted comfort needs ($t = -2.171$, $p = 0.031$; $R^2 = 0.434$) and autonomy needs ($t = -4.981$, $p = 0.000$; $R^2 = 0.601$); Adaptability and Emotional Intelligence significantly predicted altruism and safety needs. These findings affirm that resilience is a critical multidimensional predictor of

teachers' work adjustment, with complex positive and negative interaction patterns that underscore the dynamic nature of professional resilience.

3. KEYWORDS: *Teachers' resilience; work adjustment; growth mindset; adaptability; emotional intelligence; descriptive-correlational; Sta. Cruz Davao del Sur.*

4. INTRODUCTION

Teaching is among the most demanding professions globally, requiring educators to navigate complex responsibilities ranging from curriculum delivery and student engagement to administrative compliance and continuous professional development. These demands intensified during and after the COVID-19 pandemic, which disrupted conventional teaching paradigms and heightened psychological strain among educators (Herman et al., 2021). In this context, teacher resilience—defined as the dynamic capacity to adapt, recover, and continue growing amid adversity—has emerged as a pivotal construct shaping professional well-being and instructional effectiveness.

Resilience is not a unidimensional trait but a multifaceted construct encompassing adaptability, emotional intelligence, visionary thinking, spiritual intelligence, a growth-oriented mindset, and an internal ecosystem of personal and social resources (Hascher et al., 2021). These dimensions interact to help teachers navigate professional challenges while maintaining commitment and effectiveness. Closely linked to resilience is the concept of work adjustment, grounded in Dawis and Lofquist's (1978) Theory of Work Adjustment, which conceptualizes professional adaptation as alignment between individual needs—achievement, comfort, altruism, safety, and autonomy—and the demands of the work environment.

Despite growing evidence of the resilience-work adjustment connection (Mullen et al., 2021; Li, 2023), empirical investigation of how specific resilience dimensions predict particular work adjustment needs remains limited in the Philippine public school context. This study addresses that gap by quantitatively determining the levels of teachers' resilience and work adjustment, and testing their relationships and predictive influences among teachers in Sta. Cruz, Davao del Sur.

5. MATERIALS AND METHODS

Research Design. A descriptive-correlational design was employed to describe the levels of teachers' resilience and work adjustment and determine their relationships and influence (Creswell & Creswell, 2017).

Locale and Respondents. The study was conducted in five public secondary schools in Sta. Cruz, Davao del Sur: Sta. Cruz National High School, Inawayan National High School, Bato National High School, Astorga National High School, and Manuel Francisco C. Ramos Sr. National High School. Through incidental sampling, 250 teachers (50 per school) were selected from a total population of 562.

Instruments. A self-made, validated two-part questionnaire measured: (1) teachers' resilience across six dimensions (adaptability, emotional intelligence, visionary, spiritual intelligence, growth mindset, internal ecosystem) and (2) work adjustment across five dimensions (achievement, comfort, altruism, safety, autonomy needs). All items used a five-point Likert scale from Strongly Disagree (1.00–1.80) to Strongly Agree (4.21–5.00).

Statistical Analysis. Weighted means described variable levels. Spearman's rank-order correlation determined significant relationships between resilience dimensions and work adjustment indicators. Multiple linear regression analysis identified the predictive influence of resilience dimensions on each work adjustment indicator at $\alpha = 0.05$.

6. RESULTS AND DISCUSSION

Level of Teachers' Resilience

Teachers' resilience was rated Agree across all six dimensions. Growth Mindset emerged as the strongest resilience dimension (WM = 4.06), reflecting teachers' consistent tendency to view challenges as learning opportunities, remain optimistic, and continuously improve their professional skills—consistent with Pokhrel's (2025) documentation of growth mindset as a fundamental coping mechanism. Spiritual Intelligence was second highest (WM = 4.15), reflecting teachers' ability to derive existential meaning and life purpose that supports adaptive coping under stress. Internal Ecosystem (WM = 3.94) indicated a collaborative, communicative school culture that sustains collective resilience. Emotional Intelligence (WM = 3.91) reflected strong self-awareness, stress management, and empathy. Adaptability (WM = 3.75) demonstrated behavioral flexibility and proactive change responsiveness. Visionary (WM = 3.44) was the lowest, though still Agree, reflecting emerging leadership and forward-thinking capacity. These findings align with Salvo-Garrido et al.'s (2025) documentation that resilience is strengthened through collaborative practices, psychosocial support, and self-care—all of which were evident in teachers' high internal ecosystem and growth mindset ratings.

Table 1. Summary Level of Teachers' Resilience.

Dimension	Weighted Mean	Description
Adaptability	3.75	Agree
Emotional Intelligence	3.91	Agree
Visionary	3.44	Agree
Spiritual Intelligence	4.15	Agree
Growth Mindset	4.06	Agree
Internal Ecosystem	3.94	Agree

Level of Teachers' Work Adjustment

All work adjustment dimensions were rated Agree. Altruism Needs was highest (WM = 3.92), particularly 'my seniors appreciate my work' (M = 4.60, Strongly Agree), reflecting strong collegial recognition and professional validation. Comfort Needs (WM = 3.60) indicated that while teachers experience workload-related stress and role misalignment, they remain satisfied with their facilities and institutional resources. Achievement Needs (WM = 3.56) demonstrated moderate fulfillment of performance and recognition needs, supported by departmental training and compensation alignment. Safety Needs (WM = 3.52) showed positive perceptions of job security, promotion fairness, and departmental communication. Autonomy Needs (WM = 3.53) reflected teachers' belief that independence in professional practice contributes to productivity. These results are consistent with Zahri et al. (2023), who found that work adjustment encompasses both individual and organizational dimensions, and with Saeed and Ul Kashif (2022), who documented that work adjustment is a critical driver of teacher job satisfaction and performance.

Table 2. Summary Level of Teachers' Work Adjustment.

Dimension	Weighted Mean	Description
Achievement Needs	3.56	Agree
Comfort Needs	3.60	Agree
Altruism Needs	3.92	Agree
Safety Needs	3.52	Agree
Autonomy Needs	3.53	Agree

Relationship Between Teachers' Resilience and Work Adjustment

Spearman rho analysis confirmed that all resilience dimensions were significantly related to multiple work adjustment indicators. Adaptability showed very strong positive correlations with achievement needs ($r = 0.972$, $p < .001$) and safety needs ($r = 0.862$, $p < .001$), and moderate positive correlations with comfort needs ($r = 0.669$) and autonomy needs ($r = 0.665$). Visionary demonstrated near-identical patterns, with very strong positive correlations with achievement needs ($r = 0.949$) and safety needs ($r = 0.948$), and strong correlations with comfort needs ($r = 0.802$) and autonomy needs ($r = 0.702$). Emotional Intelligence showed moderate positive correlations with achievement needs ($r = 0.362$) and altruism needs ($r = 0.297$), but a significant negative correlation with comfort needs ($r = -0.304$), suggesting that emotionally intelligent teachers may rely less on external comfort. Spiritual Intelligence was positively related to achievement needs ($r = 0.360$) but negatively associated with comfort needs ($r = -0.506$) and safety needs ($r = -0.222$). Growth Mindset showed a moderate positive correlation with achievement needs ($r = 0.480$) and strong positive correlation with altruism needs ($r = 0.890$), but negative correlations with autonomy needs ($r = -0.673$). Internal Ecosystem showed a strong positive correlation with achievement needs ($r = 0.792$) and negative correlations with comfort, altruism, safety, and autonomy needs. These findings support Mullen et al.'s (2021) documentation that resilience predicts work adjustment, while also revealing the complex pattern where resilience may reduce dependence on external support structures.

Table 3. Spearman Rho Correlation Matrix: Teachers' Resilience and Work Adjustment. (Selected Significant Results)

Resilience Dimension	Achievement	Comfort	Altruism	Safety	Autonomy
Adaptability	0.972**	0.669**	0.373**	0.862**	0.665**
Emotional Intelligence	0.362**	-0.304**	0.297**	-0.060	-0.012
Visionary	0.949**	0.802**	0.314**	0.948**	0.702**
Spiritual Intelligence	0.360**	-0.506**	0.096	-0.222**	-0.116
Growth Mindset	0.480**	0.233**	0.890**	0.362**	0.673**
Internal Ecosystem	0.792**	0.302**	0.704**	0.527**	0.694**

** $p < .001$ (significant at 0.01 level)

Influence of Teachers' Resilience on Work Adjustment

Multiple regression analysis confirmed significant influences across all work adjustment dimensions. For Achievement Needs ($R^2 = 0.770$, $F = 136.451$, $p = .000$), Visionary was the significant predictor ($t = 2.558$, $p = .011$), explaining that forward-thinking, goal-directed resilience most powerfully drives teachers' performance fulfillment. For Comfort Needs ($R^2 = 0.434$, $F = 31.162$, $p = .000$), Emotional Intelligence was the significant predictor ($t = -2.171$, $p = .031$), indicating that emotionally regulated teachers may rely less on workplace comfort. For Altruism Needs ($R^2 = 0.817$, $F = 182.068$, $p = .000$), Adaptability ($t = 2.681$, $p = .008$) and Emotional Intelligence ($t = -4.430$, $p = .000$) were significant predictors, showing that behavioral flexibility amplifies altruistic engagement while emotional intelligence inversely moderates it. For Safety Needs ($R^2 = 0.418$, $F = 29.153$, $p = .000$), no individual predictor was significant, suggesting that safety needs are shaped by the collective dimension of resilience rather than any single aspect. For Autonomy Needs ($R^2 = 0.601$, $F = 61.203$, $p = .000$), Emotional Intelligence was the significant predictor ($t = -4.981$, $p = .000$), confirming that emotionally self-regulated teachers demonstrate more internalized autonomy—relying less on external validation for professional independence.

Table 4. Summary Regression Results: Influence of Resilience Dimensions on Work Adjustment.

Work Adjustment Dimension	Key Predictor(s)	R ²	F-Value	Decision
Achievement Needs	Visionary: $t = 2.558^*$	0.770	136.451**	Significant
Comfort Needs	Emotional Intelligence: $t = -2.171^*$	0.434	31.162**	Significant
Altruism Needs	Adaptability: $t = 2.681^{**}$; EI: $t = -4.430^{**}$	0.817	182.068**	Significant
Safety Needs	No single significant predictor	0.418	29.153**	Significant (Overall)
Autonomy Needs	Emotional Intelligence: $t = -4.981^{**}$	0.601	61.203**	Significant

** $p < .01$; * $p < .05$

7. CONCLUSION

Teachers in Sta. Cruz, Davao del Sur demonstrate a well-rounded resilience profile with growth mindset as their strongest asset, supported by high spiritual intelligence, a

collaborative internal ecosystem, and strong emotional intelligence. Work adjustment is generally positive, with altruism needs reflecting the highest fulfillment and achievement needs showing the most room for growth. Spearman rho analysis confirmed highly significant relationships between all resilience dimensions and work adjustment indicators, with adaptability and visionary showing the strongest positive correlations with achievement and safety needs. Regression analysis identified visionary thinking as the dominant predictor of achievement needs, emotional intelligence as the key predictor of comfort and autonomy needs, and adaptability as a significant positive predictor of altruism needs. The negative influence of emotional intelligence on comfort, altruism, and autonomy needs suggests that highly emotionally regulated teachers rely less on external support structures—a nuanced finding that highlights the complex, non-linear nature of resilience in professional settings. Schools should prioritize resilience-building interventions, workload management, and professional development programs that strengthen growth mindset, emotional regulation, and visionary leadership to enhance teachers' work adjustment and overall well-being.

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