



Resilience Quotient and Organizational Commitment of Private High School Teachers in Davao City Division

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ABSTRACT

The resilience quotient of private school teachers is believed to impact their organizational commitment, yet this assertion remains unexplored in the local context. Therefore, this study aimed to assess the extent of resilience quotient and organizational commitment among teachers in private schools within the Davao City Division, as well as investigate the relationship between these variables. Using probability sampling, 150 private high school teachers were selected as participants. The descriptive-correlational survey method was employed to analyze the collected data using Mean and Product-Moment correlation. Results indicated a substantial resilience quotient and organizational commitment among teachers, with a significant relationship observed between the two variables. Based on these findings, it is recommended that higher officials in the Department of Education and school principals in private schools explore strategies to enhance teachers' resilience quotient to address work-related stress and foster organizational commitment. Collaboration within the entire school community is crucial for realizing teachers' organizational commitment.

Keywords: Resilience quotient, organizational commitment, descriptive correlation, Davao City Division, Philippines

Introduction

Organizational Commitment (OC) denotes the extent to which an employee is dedicated to contributing to their organization's goals, vision, and values. In the realm of education, teachers commit themselves to imparting quality education to ensure students achieve academic excellence. Those with a high level of commitment typically exhibit positive workplace behaviors, including job satisfaction and organizational citizenship, which greatly benefit the organization (Shamma, 2018). The success of education within a school hinges largely on the dedication of its teachers; thus, their commitment plays a pivotal role in attaining educational objectives. However, the increasing number of teachers exiting the profession is indicative of a lack of commitment among some educators.

In Abu Dhabi, teachers have voiced concerns regarding their heavy workload, a factor that detrimentally impacts their commitment (Kim et al., 2016). Moreover, they have expressed dissatisfaction with retention, career progression, and promotion policies, along with a reluctance to openly share their opinions with senior school staff, and discontentment with provided professional development opportunities (ADEC Research Office, 2014). Poor attitudes among teachers and inconsistent attendance at professional development sessions are reflective of diminished commitment (Aquino, 2013). This low level of teacher commitment contributes to the shortage of effective educators globally. In the US, the National Commission on Teaching and America's Future has labeled the shortage of effective teachers as a national crisis. Similarly, in the United Kingdom, approximately 30% of teachers leave the profession within the first five years of employment (Weale, 2016).

In the Philippines, teachers face a myriad of challenges and issues, ranging from their professional performance to their basic needs. These concerns occasionally come under media scrutiny, questioning the commitment, professionalism, and dedication of teachers to their profession, highlighting the demanding nature of teaching (Marquez, 2019). Baoc-Daguisonan (2018) pointed out that teachers often find themselves overwhelmed by routine duties, administrative paperwork, and assigned non-teaching tasks. This excessive workload can lead to irritation, annoyance, and interruptions among teachers. Additionally, there may be a lack of cooperation, tolerance, and commitment, as well as a failure to participate in school activities, welcome constructive criticism, or receive due recognition for their efforts, all of which contribute to poor commitment.

In the Division of Davao City, teachers' commitment to their profession is hindered by various school-related issues. Teachers often struggle to meet basic academic needs, such as access to laboratory facilities and library resources, leading to frustrations for both educators and students. Challenges related to inadequate school facilities and insufficient administrative support further compound the situation. Consequently, teachers may struggle to deliver quality education due to a lack of commitment, poor learning facilities, and inadequate instructional resources, resulting in subpar student performance (Orale & Quejada, 2018).

Teachers' commitment in the local context, particularly in private schools, considering their resilience quotient, has not been thoroughly investigated. Therefore, this study aimed to explore the extent of resilience quotient and organizational commitment among private high school teachers in Davao City Division, as well as to examine the correlation between these two variables. The research sought to shed light on resilience quotient and organizational commitment and provide insights to DepEd officials for developing policies, programs, interventions, projects, and activities to enhance teachers' commitment to teaching.

This study primarily relied on the concept of Adversity Quotient (AQ). Stoltz (2000) defines AQ as an individual's capacity to withstand and overcome adversity, surpassing performance and potential expectations. AQ plays a crucial role in predicting and determining success. Teachers, as educators, are expected to fulfill their duties professionally (Reimers & Chung, 2019), adapting to the evolving educational landscape (Biggs, 1996; Oxford & Shearin, 1994), particularly in terms of essential skills required to achieve educational objectives (Education, 1983). Teachers significantly influence the delivery of high-quality education (Harris & Sass, 2014). However, low adversity quotient and resilience among teachers may lead them to leave the teaching profession.

Also, this study is in accordance with the idea proposed by Krush et al. (2013), who suggest that resilience reduces the negative effects of stress. Resilient individuals are capable of effectively managing their emotions when faced with stress. They experience more positive emotions, even when their levels of negative emotions are similar to those of less resilient colleagues. According to Swider et al. (2011), satisfied employees develop stronger relationships with coworkers, exhibit lower absenteeism rates, are less likely to leave their jobs, and demonstrate greater dedication to their organization. Additionally, this study is grounded in the concept highlighted by Polat and Iskender (2012), who argue that as resilience levels increase, individuals become more committed to their organizations. They suggest that highly resilient individuals internalize the organization's norms and their roles within it, and they are motivated to contribute to their organizations in ways that other members may not be.

It is worth noting that a high level of resilience among teachers can enhance school functioning (Moore, 2019). Teachers with higher levels of resilience are more committed to directing their efforts towards school-wide improvements, despite the numerous demands of their work. This, in turn, can positively impact teachers' job satisfaction and work commitment.

Methodology

Research Design

This study employed a quantitative research approach, specifically utilizing the descriptive correlational method. Quantitative research involves the analysis of numerical data to derive insights and answers to research questions. It employs statistical techniques to quantify variables and understand relationships between them, addressing questions related to quantity and frequency. The study explores various quantitative methods, including survey research, correlational research, experimental research, and causal-comparative research. In particular, a descriptive correlational study focuses on describing relationships between variables without aiming to establish causation (Apuke, 2017). This study fell under the quantitative category due to its reliance on numerical data for analysis and interpretation. Its descriptive nature centered on assessing the extent of resilience quotient and organizational commitment among teachers. Additionally, it adopted a correlational approach to investigate the connection between resilience quotient and organizational commitment among private high school teachers in Davao City Division.

Research Respondents

This study included 150 private high school teachers from the Division of Davao City. It was determined that a sample size of 200 is adequate for testing Pearson Correlation analysis (Memon et al., 2020), thus the inclusion of 150 respondents sufficed for the study's objectives. Private teachers with at least 1 year of teaching experience were selected to participate, as their tenure in the private school setting would enable them to evaluate both resilience quotient and organizational commitment among teachers. Participation in the survey questionnaire was voluntary, and respondents were given the option to withdraw if they felt uncomfortable. Their decision to withdraw was respected, emphasizing the importance of prioritizing respondents' welfare throughout the study.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on resilience quotient of teachers while the second set was about the organizational commitment of teachers.

The resilience quotient questionnaire as adapted from Russell (2019). The instrument consists of 32 items. It has the following indicators, namely: self-assurance (1-4), personal vision (1-4), flexible and adaptable (1-4), organized (1-4), problem solver (1-4), interpersonal competence (1-4), socially connected (1-4), and proactive (1-4). For reliability, the questionnaire was subjected to a pilot testing gaining a result of .78, suggesting that the items have relatively *high* internal consistency.

The organizational commitment questionnaire was adapted from Celep (2016). The instrument consists of 15 items. It has the following indicators, namely: commitment to work group (1-6), commitment to school (1-6), commitment to teaching work (1-7), and commitment to teaching occupation (1-6). The questionnaire was subjected to a pilot testing having a result of .72 suggesting that the items have relatively *high* internal consistency. The instrument in this study was contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Table**Table 1****Summary on the Extent of Resilience Quotient of Teachers**

No	Indicators	Mean	Descriptive Equivalent
1	Self-Assurance	3.48	Extensive
2	Personal Vision	4.18	Extensive
3	Flexible and Adaptable	4.30	Very Extensive
4	Organized	3.29	Moderately Extensive
5	Problem Solver	4.17	Extensive
6	Interpersonal Competence	4.35	Very Extensive
7	Socially Connected	4.35	Very Extensive
8	Proactive	4.18	Extensive
Overall		4.04	Extensive

Table 1 provides the summary on the extent of resilience quotient of teachers. It is exhibited that the overall mean of resilience quotient of teachers is 4.04, which is in an extensive level. This means that resilience quotient of teachers is oftentimes evident.

Data show that all eight (8) indicators reveal a varying result ranging from extensive to very extensive result. As arranged chronologically, interpersonal competence and socially connected has the highest mean score (4.35). This is followed by flexible and adaptable (4.30), personal vision and proactive (4.18), problem solver (4.17), self-assurance (3.48), and organized (3.29).

The in-depth analysis of the data underscores the rich spectrum of qualities that collectively constitute teachers' resilient quotient. With results spanning from extensive to very extensive levels, it is evident that teachers exhibit remarkable strengths in interpersonal competence and social connectedness, illustrating their adeptness in maintaining effective relationships and embracing diversity in interactions. Overall, these findings illuminate the multi-faceted nature of teachers' resilience, which encompasses emotional, cognitive, and behavioral aspects. This comprehensive understanding of teachers' resilient quotient underscores the importance of nurturing these qualities to create a resilient teaching workforce capable of thriving in the ever-evolving educational landscape.

The robust resilience quotient among teachers underscores the widely accepted notion put forth by Turner et al. (2020) that resilience is associated with various positive qualities conducive to better working conditions. Cope et al. (2016) further supported this by noting that resilient employees exhibit greater openness to new experiences, emotional stability in challenging circumstances, and enhanced flexibility and adaptability in the face of change. Lyons (2015) also emphasized the growing recognition of resilience's significance for individuals, groups, and organizations.

Additionally, Kim et al. (2016) highlighted resilience as a driving force motivating teachers to bolster their students' resilience and promote positive mental health in the classroom. This resilience not only enables teachers to cope but also empowers them to thrive in their professional roles, as articulated by Gu & Day (2013), who defined resilience as crucial for navigating the complexities and adversities inherent in teaching.

Table 2**Summary on the Extent of Organizational Commitment of Teachers**

No	Indicators	Mean	Descriptive Equivalent
1	Commitment to Work Group	3.57	Extensive
2	Commitment to School	4.16	Extensive
3	Commitment to Teaching Work	4.35	Very Extensive
4	Commitment to Teaching Occupation	4.35	Very Extensive
Overall		4.12	Extensive

Table 2 provides the summary on the extent of organizational commitment of teachers. It is exhibited that the overall mean of organizational commitment of teachers is 4.12, which is in an extensive level. This means that organizational commitment of teachers is oftentimes evident.

Data show that all four (4) indicators reveal a varying result ranging from extensive to very extensive level. As arranged chronologically, commitment to teaching work and commitment to teaching occupation has the highest mean score (4.35). This is followed by commitment to school (4.16), and commitment to work group (3.57).

The data analysis provides a comprehensive insight into the intricate web of organizational commitment among teachers. The diverse range of indicators reveals a multi-faceted dedication that teachers possess towards various aspects of their profession. The remarkable commitment to teaching work, teaching occupation, school, and work group is indicative of the profound connection teachers establish with their roles, institutions, and colleagues. This commitment not only speaks to their passion for imparting knowledge and shaping young minds but also highlights their sense of belongingness and the recognition of their pivotal role within the educational landscape. The data showcases workforce that is dedicated not just to a job, but to a lifelong journey of learning, growth, and transformation. This high level of organizational commitment underscores the potential for creating a collaborative, motivated, and impactful teaching community that is poised to steer the course of education towards greater heights of excellence.

The favorable findings of this study aligned with Ibrahim, Ghavifekr, Ling, Siraj, and Azeez's (2013) assertion that organizational commitment within a school context refers to a teacher's deep trust in and willingness to adhere to the organization's objectives and principles, as well as their dedicated effort to achieve these goals and a strong desire to maintain their membership in the organization. Gokyer (2018) further defined organizational commitment as the resolve of employees to work towards and persist in advancing the organization's goals.

Moreover, Gokyer (2018) suggested that committed individuals within an organization do not require external incentives or prodding, as they inherently become valuable sources of innovation and proactive efficiency. Concepts such as engagement, attachment, loyalty, and belief in organizational values are increasingly recognized as integral components of organizational commitment.

Kiral and Kacar (2016) added that teacher commitment encompasses internalizing the school's objectives and values, embracing them with trust, willingly exerting effort for the organization's benefit, desiring to remain within the organization, and being mindful of the consequences of turnover. According to Sharma et al. (2013), the extent to which an employee feels connected to the organization depends on the degree to which they have internalized its goals and values. The holistic dedication of an employee to their organization is referred to as organizational commitment.

Table 3

Significance of the Relationship Between Resilience Quotient of Teachers and Organizational Commitment of Teachers

Resilience Quotient of Teachers	Dependent Variable	r-value	p-value	Decision on Ho
Self-Assurance		0.527	0.000	Rejected
Personal Vision		0.535	0.000	Rejected
Flexible and Adaptable		0.541	0.000	Rejected
Organized		0.514	0.000	Rejected
		0.532	0.000	Rejected
Problem Solver	Organizational Commitment of Teachers			
Interpersonal Competence		0.555	0.000	Rejected
Socially Connected		0.543	0.000	Rejected
Proactive		0.537	0.000	Rejected
Overall		0.536*	0.000	Rejected

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between relationship between resilience quotient of teachers and organizational commitment of teachers.

Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .536 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between relationship between resilience quotient of teachers and organizational commitment of teachers. This shows that resilience quotient of teachers are correlated with organizational commitment of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that self-assurance, personal vision, flexible and adaptable, organized, problem solver, interpersonal competence, socially connected, and proactive revealed computed r-values of 0.527, 0.535, 0.541, 0.514, 0.532,

0.555, 0.543, and 0.537 respectively with p-values which are less than 0.05 in the level of significance. This implies that as self-assurance, personal vision, flexible and adaptable, organized, problem solver, interpersonal competence, socially connected, and proactive increases, the organizational commitment of teachers also increases.

The findings of this study aligned with Krush et al.'s (2013) research, indicating that resilience mitigates the negative effects of stress on job satisfaction. Resilient individuals are adept at regulating their emotions when faced with stress, resulting in a greater sense of control and a higher frequency of positive emotions, despite experiencing similar levels of negative emotions as their less resilient counterparts.

Swider, Boswell, and Zimmerman (2011) emphasized that contented employees exhibit stronger relationships with colleagues, have lower absenteeism rates, are less likely to leave their jobs, and demonstrate greater dedication to their organization. Similarly, Kapárková, Vaculka, Procházka, and Schaufeli (2018) suggest that resilient workers tend to experience higher job satisfaction due to their ability to effectively cope with stress and derive greater enjoyment from their work.

Moreover, Polat and Iskender (2012) asserted a significant positive correlation between organizational commitment and resilience. These findings imply that individuals with higher levels of resilience exhibit greater dedication to their organizations, internalizing organizational norms and roles and demonstrating a desire to contribute beyond the expectations of other members.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The observation regarding the resilience quotient of teachers in private high schools suggests that it is frequently observable. Specifically, attributes such as flexibility, interpersonal competence, and social connectedness are consistently noted, while traits like self-assurance, personal vision, problem-solving ability, and proactivity are often observed. Additionally, organizational commitment among teachers appears to be predominantly evident, particularly in terms of commitment to teaching and occupation, which are consistently observed, while commitment to the work group and school are frequently noted. Given these findings, there appears to be a correlation between the resilience quotient and organizational commitment of teachers, leading to the rejection of the null hypothesis.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which promote teachers' resilient quotient. Furthermore, they need to make an assessment of how to solidify teachers' organizational commitment since teachers play important roles in the curriculum implementation.

Meanwhile, school principals may find means in crafting different professional development leading to helping teachers develop a very extensive resilient quotient and establish strong commitment towards their teaching profession. In doing so, they need to assess from time to time the resilient quotient and organizational commitment of their teachers.

More so, teachers may take an effort to keep on upgrading themselves. They may attend various seminars, webinars, or any undertaking that would empower them concerning their resilient quotient and organizational commitment. They may also craft personalized initiatives that would help them to strengthen their resilient quotient which would help them to be committed at work despite the circumstances that they are into.

Lastly, future researchers may explore relevant information about resilience quotient and organizational commitment. They may explore other factors that may contribute to the commitment of teachers. Also, they may consider using other research approaches such as qualitative research and mixed methods further explore the involved variables in this study.

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