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ORGANIZATIONAL RESILIENCE AND CHANGE MANAGEMENT PRACTICES IN AMPLIFYING SCHOOL EFFECTIVENESS AND INNOVATION

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ABSTRACT :

This Study focused on organizational resilience and change management practices in amplifying school effectiveness and innovation in the San Francisco District, specifically in the Division of San Pablo City.

This study aims to answer the following questions: How do respondents perceive organizational resiliency in terms of leadership and strategy, culture and behaviors, and risk management? To what extent is change management practiced regarding awareness, desire, knowledge, ability, and reinforcement? How is school effectiveness described based on leadership, staffing, culture, instructional materials, and instruction? How is school innovation observed in the learning environment, teacher professionalism, leadership, and partnerships? Is

Introduction

In the dynamic landscape of education, the Department of Education (DepEd) plays a crucial role in shaping the nation's future by fostering an environment conducive to learning and development. The primary goal of DepEd is to ensure that every Filipino child has access to quality education, which equips them with the knowledge, skills, and values necessary to thrive in a rapidly changing world. Central to this mission are the principles of organizational resilience and change management, which are key to addressing the ongoing challenges and issues faced by schools in the Philippines. (DepEd Order 024, s 2022 – Adoption of Basic Education Development Plan 2030)

Organizational resiliency is the ability of an organization to anticipate, prepare for, respond to, and adapt to incremental change and sudden disruptions to survive and prosper” (Denyer, 2017). Resilience plays a crucial role in the survival of organizations as it is the ability to anticipate, survive in and recover from a turbulent environment with the ability to return to an original or an improved state (Pettit et al.2021).

METHODOLOGY

Research Design

The study used a descriptive-correlational method of research utilizing the questionnaire, a checklist that serves as a tool for gathering data and information. The descriptive method of research was simply defined as involving the collection of data and observation to test hypotheses and answer questions concerning the current status of the subject study (Greganda, 2011).

Respondents of the Study

This study's respondents were selected based on their years of teaching using stratified-purposive sampling. They are 120 teachers from 11 schools of San Francisco District, Division of San Pablo City. The teachers who were included are those who have been in the service for three or more years. The beginning teachers were removed because they had a limited background in the study.

Respondents of the Study	Population	Sample
Atisan Elementary School	8	6
BRANZZA Elementary School	27	13
Don Enrique Bautista Elementary School	56	27
Fernando A. Quisumbing Elementary Sch	14	8
San Antonio I Elementary School	20	9
San Antonio II Elementary School	18	9

San Isidro Elementary School	18	9
San Gregorio Elementary School	20	10
San Joaquin Elementary School	18	11
San Vicente Elementary School	21	10
Sta Ana Elementary School	13	8
Total	233	120

Research Instrument

The research instrument comprises four parts, each assessing a different variable using a 5-point ordinal scale. Part I measures Organizational Resiliency through 15 items. Part II evaluates Change Management using 25 items. Part III focuses on school effectiveness and has 25 items. Finally, Part IV assesses School Innovation through 20 items. Each part is designed to gather data consistently across the variables using the same scale format.

Research Procedure

The first step before going to the testing proper is for the researcher to make a request letter. Upon approval, the researcher retrieved the request letter. The rest of the data came from the research instrument. The researchers sent a letter to the principals of the public elementary schools of the San Francisco District to ask permission to conduct the study.

Statistical Treatment of Data

- To measure perception, the level of agreement or disagreement of teachers' weighted mean and standard deviation was employed.
- The gathered data were subjected to the following statistical tools. The data were presented in frequency form to show the actual distribution of the teacher-respondents' person-related factors

RESULTS AND DISCUSSION

Table 1

Test of Correlation Between Organizational Resiliency and School Effectiveness

School Effectiveness	Organizational Resiliency		
	Leadership and Strategy	Culture and Behaviors	Preparedness and Managing Risk
Strong School Leadership and Planning	-.077	-.014	-.140
Strategic Staffing	-.027	-.017	-.058
Positive School Culture	-.033	.013	-.047
High-Quality Instructional Materials and Assessments	.011	.045	.034
Effective Instruction	-.039	-.014	-.054

Table 18 interprets the correlation analysis between school effectiveness and organizational resiliency, providing valuable insights into the dynamics that influence educational institutions. The findings indicate that school leadership and planning do not correlate with all dimensions of organizational resiliency. This suggests that preparedness and risk management have no correlation in schools where leadership and planning are emphasized. This could imply that leadership initiatives in the district might focus more on strategic vision and planning rather than risk mitigation strategies, highlighting a potential area for improvement.

Table 19

Test of the Relationship Between Organizational Resiliency and Innovation

School Innovation	Organizational Resiliency		
	Leadership and Strategy	Culture and Behaviors	Preparedness and Managing Risk
Learning and Learning Environment	-.016	.046	-.053
Teacher Professionalism	-.022	.007	-.036
Leadership	-.064	-.056	-.096

Partnership	.059	.055	-.016
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Learning and Learning Environment shows no correlation with leadership and strategy, preparedness, and managing risk, but a slight positive correlation with culture and behaviors. This suggests that while a resilient organizational culture may support learning environments, strong leadership and risk preparedness measures may not necessarily contribute directly to innovative learning settings. Even if a school has strong leadership structures or is well-prepared for emergencies, these may not automatically result in engaging, innovative, or student-centered learning environments. For example, a school might have clear strategic plans and solid risk management systems. Still, the learning environment remains unaffected if these plans do not focus on or translate into improvements in teaching methods, classroom dynamics, or learner support systems.

Table 2***Test of the Relationship Between Change Management and School Effectiveness***

School Effectiveness	Change Management				
	Awareness	Desire	Knowledge	Ability	Reinforcement
Strong School Leadership and Planning	-.063	-.061	.008	.028	.076
Strategic Staffing	-.005	-.018	.072	.069	.086
Positive School Culture	-.006	-.011	.077	.057	.053
High-Quality Instructional Materials and Assessments	.022	.071	.109	.118	.061
Effective Instruction	-.024	-.039	.048	.031	-.002

The correlation results in Table 20 reveal the relationship between change management dimensions—awareness, desire, knowledge, ability, and reinforcement—and various aspects of school effectiveness. Notably, no correlations between these variables. Strong school leadership and planning show no correlation with awareness and desire. Strategic staffing and positive school culture also exhibit no correlations across change management dimensions. High-quality instructional materials and assessments, particularly with knowledge and ability, display the strongest positive correlations. This indicates that a greater understanding and capability in change management may contribute to improving instructional resources.

Table 3***Test of the Relationship Between Change Management and Innovation***

School Innovation	Change Management				
	Awareness	Desire	Knowledge	Ability	Reinforcement
Learning and Learning Environment	-.022	-.036	.081	.077	.078
Teacher Professionalism	-.053	-.016	.058	-.006	.052
Leadership	-.136	-.057	-.034	-.043	.010
Partnership	-.016	.032	.098	.070	.050

The correlation results in Table 21 illustrate the relationship between change management dimensions—awareness, desire, knowledge, ability, and reinforcement—and various aspects of school innovation. The findings indicate generally no significant correlations, suggesting minimal direct influence of change management on innovation. Learning and learning environment show slight positive correlations with knowledge, ability and reinforcement, implying that a greater understanding and capability in change management may contribute to fostering an innovative learning environment. Teacher professionalism also exhibits weak positive correlations, particularly with knowledge and reinforcement. At the same time,

awareness shows a slight negative relationship, suggesting that initial awareness of change management may not directly enhance teacher professionalism.

RECOMMENDATIONS

Considering the findings and conclusions of this study, the following recommendations are hereby offered:

1. To boost resiliency in San Francisco District schools, leaders should improve decision-making during crises through leadership training and practice drills to boost resiliency in San Francisco District schools. Schools should hold regular emergency drills and train staff in psychological first aid. An early warning system can track attendance, student health, and community risks to prevent disruptions. Risk assessment meetings and consultations with stakeholders can improve communication. Schools should also create detailed crisis plans aligned with district policies. These steps will help schools become more adaptable, collaborative, and resilient.
2. To improve change management, schools should use clear strategies to maintain new initiatives over time. This includes gathering regular feedback, rewarding success, and making change management part of professional development. Encouraging innovation through shared leadership can boost staff commitment. Mentorship and hands-on training will help educators adapt to changes. These actions will make change efforts more effective and lasting.
3. To improve school effectiveness, schools should offer leadership training focused on decision-making and teamwork. Hiring and retention should match long-term goals. Promoting inclusion, mental health, and conflict resolution can build a strong school culture. Instructional tools and technology should be updated regularly to meet changing needs. More structured evaluations can improve teaching quality and student outcomes.
4. To promote innovation, schools should better integrate technology into teaching, providing teachers with tools and training. Encourage teamwork and sharing of teaching strategies. Involving teachers in decisions will increase their motivation and support for new ideas. Continued professional development and teacher feedback will also drive innovation and engagement.
5. To improve resiliency and effectiveness, schools should include risk management in their leadership and planning. Focus on building flexible staffing and a strong school culture that can handle crises. Strengthen partnerships with parents, communities, and local businesses to gain extra support. Invest in quality instructional materials that help build resiliency and promote innovation.
6. To better connect change management with school effectiveness and innovation, schools should focus on filling gaps in staff awareness, motivation, skills, and support. Leaders should promote a culture of change through ongoing training and staff involvement. Align quality teaching materials with change goals to improve teaching effectiveness. Support innovative learning spaces and strong external partnerships to make change efforts more successful and lasting.

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