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Strategic Management Approaches and Adaptive Culture for Organizational Resilience and Performance

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ABSTRACT

This study aimed to determine the role of school heads' strategic management approaches and their schools' adaptive culture in achieving organizational resilience and performance. The primary objective was to understand how these factors contribute to strengthening resilience and improving overall school performance.

Using a descriptive-correlational design, the statistical methods employed were frequency, mean, standard deviation, and Pearson's correlation coefficient (r). A Likert scale was used to assess perceptions, with verbal interpretations

The research found that prescriptive strategies were linked to achieving objectives and improving workforce metrics, while descriptive strategies correlated with risk management and adaptability. Adaptive culture, particularly in terms of flexibility, collaboration, and innovation, showed strong positive relationships with resilience and performance. Flexibility had the highest correlation with responsiveness, collaboration enhanced efficiency, and innovation improved learner engagement.

The study concludes that both strategic management approaches and adaptive culture significantly relate to organizational resilience and performance. It recommends that school leaders strike a balance between structured planning and adaptive practices, and foster a collaborative and innovative culture to strengthen resilience and enhance performance.

Keywords: Strategic Management, Adaptive Culture, Organizational Resilience, Prescriptive strategies, Descriptive strategies

Introduction

The Candelaria West District has established itself as a beacon of educational excellence in the Philippines, particularly recognized for its consistent academic achievements and organizational success across multiple domains. Schools in this district have displayed remarkable performance, not only in terms of student outcomes such as numeracy and literacy but also in overall organizational health, including improvements in Mean Percentage Scores (MPS), professional growth of teachers, stakeholder engagement, and contributions from non-teaching personnel. These achievements reflect the effective strategic management approaches of school heads, who have cultivated adaptive cultures within their institutions to promote resilience and sustained high performance.

In addition to literacy and numeracy, Candelaria West has also excelled in improving its Mean Percentage Score (MPS), which is used to gauge overall student performance across various subjects. By adopting participative leadership and promoting collaborative efforts among teachers, school heads have fostered a culture of shared responsibility and accountability, contributing to the steady rise in MPS across the district (DepEd Region IV-A, 2021). This improvement has been accompanied by a strategic focus on professional development, ensuring that teachers are equipped with the skills and knowledge necessary to adapt to evolving educational demands.

Stakeholder engagement has also played a vital role in the district's achievements. Parents, local government units, and non-teaching personnel have been actively involved in supporting the educational process, contributing to the overall effectiveness of the schools. School heads have strategically fostered partnerships with these stakeholders, creating a collaborative environment that enhances organizational resilience and performance (DepEd Region IV-A, 2021). Non-teaching personnel, such as administrative staff, have been instrumental in ensuring operational efficiency, allowing the schools to function smoothly and focus on their core mission of educating students.

The ability of school heads in Candelaria West to strategically manage their institutions and cultivate an adaptive school culture has been central to the district's success. In the face of various challenges, including resource limitations and shifting educational policies, the district has demonstrated

organizational resilience by maintaining high academic standards and continuous improvement. This study aims to examine how the strategic management approaches of school heads contribute to the development of an adaptive culture in schools, thereby fostering organizational resilience and enhancing performance in various areas, including literacy, numeracy, MPS, professional development, and stakeholder engagement.

According to an article, Michael Porter defines three principles underlying strategies, which are creating a unique and valuable position. It is the process of telling what to do and creating a plan by aligning the company activities with one another to support the chosen strategy. (Wikipedia- Strategic Management by Michael Porter)

Based on Adaptive Leadership by R.A. Heifetz and M. Lursby, adaptive culture is simply a way of operating where change is expected and adapting to those changes is smooth, routine, and seamless. They respect and honor the knowledge and efforts of educators and give them chances for personal and professional development. Improved student outcomes result from empowered instructors who are more driven, engaged, and devoted to providing high-quality instruction. Further improving school performance is the fact that empowered teachers are more likely to apply cutting-edge teaching techniques and adapt to shifting educational environments (Leithwood et al., 2008). Nevertheless, strategic management of a leader contributes cohesively in building a resilient workforce and leads to good performance. The goal of this research was to examine the impact of strategic leadership practices on different dimensions of school performance within educational settings. The study addressed the issues of poor school performance, inefficient instructional strategies, and low levels of teacher and student engagement.

There is a need to identify effective management approaches that can address these issues and enhance school performance. Many schools have issues with declining academic achievement, low student motivation, high dropout rates, and a lack of collaboration among teachers and staff. The problem situation has been linked to transformational leadership, which is characterized by leaders who inspire, motivate, and empower their followers. This study examined the relationship between strategic management approaches on various aspects of school performance, including academic achievement, teacher job satisfaction, student engagement, and the overall school culture.

The problem situation consists of many interrelated factors. A key priority is enhancing teaching methods and creating a supportive work environment for educators. Many teachers face challenges such as burnout, limited opportunities for professional development, and restricted autonomy in decision-making.

The study also emphasized the role of strategic management approaches of school heads and their school's adaptive culture in achieving organizational resilience and performance on staff collaboration and the broader school culture. Collaboration is essential for making wise decisions, exchanging best practices, and fostering a feeling of shared accountability.

The role of strategic management approaches of School heads and their school's adaptive culture in achieving Organizational Resilience and performance will likely take into account several different factors, as it looks into the connection between transformational leadership and academic achievement. Transformational leadership is a kind of leadership approach under investigation that is represented by this variable. It frequently involves elements like idealistic influence, motivating inspiration, stimulating intellectually, and giving individual consideration.

School Performance is a variable that relates to the organizational and academic results used to assess a school's efficacy. It may include a variety of metrics, such as school atmosphere, student engagement, teacher satisfaction, or parental involvement. Student accomplishment indicators may also be included, such as test scores, graduation rates, or grade point averages. These metrics are often chosen by the study's particular goals.

The purpose of the study was for the researcher to discover and comprehend how a strategic management approach affects academic achievement. The importance of good leadership in educational settings is acknowledged by the researcher, as is the potential impact it may have on a number of elements of school performance, including student achievement, teacher motivation, and school culture. By performing this study, the researcher hoped to add to the body of knowledge and offer scholars, policymakers, school leaders, and practitioners in education evidence-based insights.

The results of the study could direct programs for strategic management development, inform educational practices, and influence policies targeted at enhancing educational outcomes. By accomplishing this study, the researcher hoped to widen knowledge in the area, promote evidence-based decision-making, and eventually help schools perform better and be more successful. Hence, this study is conducted.

Statement of the Problem

This study aimed to determine the role of strategic management approaches of school heads and their schools' culture in achieving organizational resilience and performance.

Specifically, it sought to answer the following questions:

1. What strategic management approaches of the school head are used as perceived by the respondent in terms of:
 - 1.1. Prescriptive; and
 - 1.2. Descriptive?
2. What is the school's adaptive culture as perceived by the respondents in terms of:
 - 2.1. Flexibility;

- 2.2. Collaboration; and
- 2.3. Innovation?
3. How do the respondents perceive the schools' organizational resilience in terms of:
 - 3.1. Managing Risks;
 - 3.2. Fostering Adaptability; and
 - 3.3. Creating a Culture?
4. What is the level of organizational performance as perceived by the respondents in terms of:
 - 4.1. Achievement of objectives;
 - 4.2. Process of efficiency; and
 - 4.3. Workforce metrics?
5. Is there a significant relationship between:
 - 5.1. Organizational Resilience and,
 - 5.2. Organizational Performance
6. Is there a significant relationship between adaptive culture and
 - 6.1 Organizational Resilience, and
 - 6.2 Organizational Performance?

2. RESEARCH METHODOLOGY

The methodology outlined in this chapter provides a detailed explanation of the research approach, sampling strategy, data collection instrument, and data analysis procedures used to explore the research questions and hypotheses, ultimately contributing to the development of effective strategic management practices that promote organizational resilience and high performance.

Research Design

A quantitative-descriptive research design was employed in this study to systematically collect and analyze numerical data that describe the characteristics, behaviors, and opinions of the respondents. This design was chosen to enable the researcher to objectively quantify variables and identify patterns and relationships among them. Through this approach, the study aimed to provide an accurate and comprehensive picture of the phenomenon being investigated without manipulating the variables.

To ensure fairness and eliminate bias in the selection process, a simple random sampling technique was used to determine the respondents. This method provided each member of the target population with an equal chance of being selected, thereby enhancing the representativeness and reliability of the results. By doing so, the study ensured that the findings could be generalized to the larger population with a reasonable degree of confidence.

Data and information were gathered using a structured survey questionnaire developed and validated by the researcher. The questionnaire consisted of closed-ended questions designed to elicit specific, measurable responses relevant to the research objectives. The responses collected through the survey were then organized, analyzed, and interpreted using appropriate statistical tools to draw meaningful conclusions and recommendations.

3. Results and Discussion

Table 1

Strategic Management Approaches as to Prescriptive

Statement	M	SD	(VI)
1. Strategic objectives are communicated clearly across all levels of the educational institution	4.47	0.63	Very Evident
2. Strategic plans reviewed and updated	4.46	0.59	Very Evident
3. Strategic objectives are communicated clearly across all levels of the educational institution	4.43	0.63	Very Evident

Statement	M	SD	(VI)
4. Your school follows a formal process (e.g., SWOT analysis) to identify strengths, weaknesses, opportunities, and threats.	4.43	0.65	Very Evident
5. The resource allocation based on strategic plans and pre-determined priorities is always prioritized.	4.45	0.63	Very Evident
Overall	4.45	0.30	Very Evident

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Highly Evident*; 3.50 – 4.49 → *Very Evident*; 2.50 – 3.49 → *Moderately Evident*; 1.50 – 2.49 → *Slightly Evident*; 1.00 – 1.49 → *Not Evident*

The data presented reflect the respondents' perceptions of the prescriptive strategic management approaches. Overall, the findings indicate that such practices are evident, with an overall mean of 4.45 and a standard deviation of 0.30. This suggests a strong and consistent application of strategic management principles. Specifically, the highest-rated item was the clear communication of strategic objectives across all levels of the institution (M = 4.47, SD = 0.63), followed closely by the regular review and updating of strategic plans (M = 4.46, SD = 0.59). The use of formal processes, such as SWOT analysis, to assess strengths, weaknesses, opportunities, and threats also received a mean of 4.43, indicating that structured strategic assessment is widely practiced. Additionally, the allocation of resources based on strategic plans and predetermined priorities was recognized as a clear practice (M = 4.45, SD = 0.63). Although all items were rated as "Very Evident," there is a moderate level of variation in responses, as shown by the standard deviations ranging from 0.59 to 0.65. These results suggest that while strategic management practices are well-established and observed, there may still be opportunities to enhance consistency and clarity in their implementation across the institution.

Strategic management is a set of management decisions and actions that are formulated, implemented, controlled, and evaluated according to environmental factors. In another definition, strategic management is the art and science of formulating, implementing, and evaluating multiple task decisions that enable the organization to achieve its long-term goals (David, 2015)

Table 2:

Strategic Management Approaches as Descriptive

Statement	M	S	(VI)
1. Your school typically responds to sudden changes in the market or industry	4.37	0.61	Very Evident
2. You witness informal communication channels playing a role in decision-making processes	4.49	0.53	Very Evident
3. The school head influenced strategic decisions in your school	4.41	0.63	Very Evident
4. Often, practices and traditions are used as the basis for decision-making within the organization	4.30	0.68	Very Evident
5. School adapts its strategic direction based on observed competitor actions or industry trends	4.42	0.54	Very Evident
Overall	4.40	0.22	Very Evident

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Highly Evident*; 3.50 – 4.49 → *Very Evident*; 2.50 – 3.49 → *Moderately Evident*; 1.50 – 2.49 → *Slightly Evident*; 1.00 – 1.49 → *Not Evident*

The data presented in Table 2 reflect respondents' perceptions of the descriptive strategic management approaches. The overall mean score of 4.40 with a standard deviation of 0.22 indicates that these practices are very evident and consistently observed across the organization. Among the specific indicators, the highest rating was given to the use of informal communication channels in decision-making processes (M = 4.49, SD = 0.53), suggesting that informal discussions significantly influence strategic actions. This was followed by the school's ability to adapt its strategic direction based on competitor actions or industry trends (M = 4.42, SD = 0.54) and the influence of the school head on strategic decisions (M = 4.41, SD = 0.63), both of which are seen as practiced. The school's responsiveness to sudden changes in the market or industry also received a strong rating (M = 4.37, SD = 0.61), indicating a proactive approach in managing external changes. The lowest, yet still positively rated, item was the use of practices and traditions as a basis for decision-making (M = 4.30, SD = 0.68), which may suggest a balance between traditional and modern strategies. Overall, the findings reflect that descriptive approaches, those grounded in observation, adaptation, and actual practice, are very evident and well-integrated in the institution's strategic management processes.

Descriptive strategic management does not follow a rigid plan but emphasizes the actual behaviors, processes, and leadership styles used by school heads. It is particularly relevant in dynamic educational environments, where flexibility, situational judgment, and incremental planning are often more effective than strictly formalized strategies.

Table 3**Summary of Tables: Strategic Management Approaches**

Indicators	M	SD	VI
Prescriptive	4.45	0.30	Very Evident
Descriptive	4.40	0.22	Very Evident
Overall	4.425	0.26	Very Evident

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Highly Evident*; 3.50 – 4.49 → *Very Evident*; 2.50 – 3.49 → *Moderately Evident*

1.50 – 2.49 → *Slightly Evident*; 1.00 – 1.49 → *Not Evident*

The data presented in the Summary of Tables for Strategic Management Approaches has an overall Mean of 4.425, which is interpreted as very evident. Thus, combining both strategic management approaches enables a comprehensive, informed, and proactive approach to organizational resilience

Table 4**School Adaptive Culture as to Flexibility**

Statement	M	SD	(VI)
1. Adjust its strategies in response to external changes	4.41	0.65	Very Evident
2. Teachers /Employees encouraged to take on new roles or responsibilities in response to changing organizational needs	4.48	0.59	Very Evident
3. Modify workflows or processes when new technologies or tools become available	4.46	0.50	Very Evident
4. Implement changes when new opportunities or threats are identified.	4.53	0.50	Very Evident
5. Accommodating employees/ Teachers, and learners ' needs	4.44	0.65	Very Evident
Overall	4.46	0.40	Very Evident

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Highly Evident*; 3.50 – 4.49 → *Very Evident*; 2.50 – 3.49 → *Moderately Evident*

1.50 – 2.49 → *Slightly Evident*; 1.00 – 1.49 → *Not Evident*

The respondents' perceptions reflect a strong agreement that flexibility is a key component of their school's adaptive culture, with all indicators rated as "Very Evident." Mean scores range from 4.41 to 4.53, indicating a consistently high level of recognition of flexibility across different aspects of the school environment. Indicator 4 recorded the highest mean score of 4.53, suggesting that this particular aspect—likely related to the school's responsiveness to change or ability to manage unexpected challenges—is especially well-regarded. On the other hand, Indicator 1 received the lowest mean score of 4.41, still falling within the "Very Evident" category, though perceived slightly less strongly than the others. The standard deviation values, ranging from 0.50 to 0.65, point to moderate variation in responses, possibly due to differing individual experiences or roles within the school. Despite this, the overall mean of 4.46 and a relatively low overall standard deviation of 0.40 suggest a high level of consensus among respondents regarding the presence of flexibility in their school's culture.

The Candelaria West District demonstrates flexibility and adaptability through several strategic initiatives. One clear example is its approach to inclusive education, where schools have created individualized learning plans for students with special needs and learners at risk. This is part of their strategic goal to ensure no learner is left behind, aligning with both the Department of Education's policy directives and their localized strategies. There is always a flexible staff to lend services according to the strategic plan of the schools' heads of different schools within the district. Schedules of activities are aligned with the department calendar of activities so that adjustments can be possible when it is necessary. This flexible scheduling ensured continued learning while prioritizing health, safety, and access. These adaptive practices show that through strong strategic planning and a culture of collaboration

and innovation, the district maintains resilience and strong performance despite external and internal challenges. Flexibility of the whole organization is evident.

Table 5

School's Adaptive Culture for Collaboration

Statement	M	SD	(VI)
1.1 Teams from different departments collaborate on shared projects	4.48	0.61	Very Evident
2. School fosters an environment of open communication between team members	4.45	0.64	Very Evident
3. Managers to employees for feedback or collaboration	4.39	0.62	Very Evident
4. Cross-functional teams work together on innovative or strategic initiatives	4.41	0.60	Very Evident
5 Utilize collaborative technology tools (e.g., project management software, communication platforms)	4.38	0.63	Very Evident
Overall	4.42	0.36	Very Evident

Weighted Interpretation (WI) Scale

4.50 – 5.00 → Highly Evident; 3.50 – 4.49 → Clearly Evident; 2.50 – 3.49 → Moderately Evident

1.50 – 2.49 → Slightly Evident; 1.00 – 1.49 → Not Evident

The respondents perceive collaboration within the school's adaptive culture as "Clearly Evident", as indicated by the scores ranging from 4.38 to 4.48 across the indicators. This suggests a strong consensus that collaboration is an important and well-established aspect of the school's culture. Indicator 1 recorded the highest mean of 4.48, indicating that collaboration is particularly strong in certain areas of the school environment. This could refer to team-oriented teaching, staff cooperation, or shared decision-making processes. Indicator 5 received the lowest mean score of 4.38. The overall mean of 4.42 and a low standard deviation of 0.36 indicate a high level of agreement among respondents, affirming that collaboration is a dominant characteristic in the schools' adaptive culture.

The findings indicate that collaboration is perceived as a significant strength within the school's adaptive culture. This means that schools are viewed as fostering an environment where teamwork and cooperation are central to their daily operations and decision-making processes. Collaboration is well-established in the school culture, reflecting that educators and staff work together efficiently to achieve common goals. Collaborative efforts likely play a crucial role in schools' ability to adapt to changes, overcome challenges, and enhance performance. While the data indicates a generally high level of collaboration, the slight variations in responses (indicated by the standard deviations) could point to differences in how collaboration is perceived or implemented across different teams or departments within the same school.

The overall high mean score of 4.42 supports the view that collaboration is very evident and contributes positively to the school's organizational resilience and performance. Schools with a culture of collaboration are better equipped to handle changes, share knowledge, and collectively address challenges.

Building connections is essential for collaborative progress. One key example of this is the active involvement of parents in their children's academic development. Schools in the district have implemented programs like "Parent-Teacher Partnership Day," also known as Parents' Academy. In this program, parents are educated on how to support their children's learning at home. They are also invited to participate in classroom activities, assist during reading sessions, and monitor their children's progress. This initiative strengthens the connection between home and school and significantly supports the academic growth of learners, particularly those who need additional guidance. Another notable activity reflecting the school's adaptive culture is the "Bottle Day" fundraising project. This involves students, teachers, parents, and barangay officials collecting recyclable bottles and materials, which are then sold to raise funds for the school-based feeding program. The project not only promotes environmental awareness but also fosters a sense of shared responsibility and bayanihan among the stakeholders. Through these collaborative efforts, schools in Candelaria West can respond effectively to learners' needs and sustain programs that enhance performance, despite limited resources. These practices highlight how strategic collaboration and community involvement contribute to the district's resilience and success.

Table 6***School's Adaptive Culture as Innovation***

Statement	M	SD	(VI)
1.1. Encourage employees to propose new ideas or improvements	4.47	0.61	Very Evident
2. Team of experimentation and risk-taking to drive innovation?	4.46	0.59	Very Evident
3. Allocate resources (e.g., time, budget) to support innovative projects	4.37	0.68	Very Evident
4. Implement employee-generated innovations	4.33	0.66	Very Evident
5. Adopting new technologies or practices	4.38	0.64	Very Evident
Overall	4.40	0.38	Very Evident

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Highly Evident*; 3.50 – 4.49 → *Clearly Evident*; 2.50 – 3.49 → *Moderately Evident*

1.50 – 2.49 → *Slightly Evident*; 1.00 – 1.49 → *Not Evident*

The respondents generally perceive innovation within the school's adaptive culture as "very evident", with means ranging from 4.33 to 4.47 across the five indicators. The consistently high mean scores suggest that innovation is a prominent feature of the school's operations, indicating that respondents view the school as open to new ideas and willing to implement changes that improve performance. Indicator 1 has the highest mean of 4.47, suggesting that innovation is especially evident in certain practices or strategies within the school. This could reflect areas such as curriculum design, teaching methods, or technology integration. Indicator 4 received the lowest mean of 4.33, but this is still within the "very evident" range, suggesting that while innovation may be slightly less prominent in some areas, it is still clearly present.

The overall mean of 4.40 and standard deviation of 0.38 suggest strong consensus among respondents that innovation is a significant element of the school's adaptive culture, contributing to its ability to innovate and adapt. The findings indicate that innovation is considered a key strength of the school's adaptive culture. Innovation is highly regarded and perceived to play a significant role in enabling schools to adapt to new challenges and enhance their performance. Innovation is well-established within the school, with consistent efforts to incorporate new ideas and improve existing practices. The slightly higher variability (indicated by the standard deviation) shows that innovation may be more visible or applied in some areas (e.g., technology, teaching methods) than others. A strong overall mean score (4.40) suggests that respondents universally perceive innovation as central to the school's ongoing development and resilience.

The schools in the Candelaria West District have shown innovation as part of their adaptive culture, especially in addressing challenges related to student absenteeism due to hunger. One notable initiative is the enhancement of the Feeding Program through the "Gulayan sa Paaralan" project. This program encourages each school to grow its vegetable garden, supported by teachers, learners, and parents.

The harvested vegetables are used to prepare nutritious meals for undernourished students, helping sustain the school-based feeding program even with limited government funding. In some schools, parents also volunteer to cook meals, while learners help in tending the gardens, turning the activity into both a learning experience and a community effort. This strategy, aligned with the school's prescriptive planning and adaptive implementation, directly addresses absenteeism caused by hunger and promotes regular school attendance. By integrating innovation into daily practices and involving all stakeholders, schools in Candelaria West have built a culture that supports learners' well-being, thereby improving academic performance and ensuring organizational resilience even during difficult times.

Table 7***Summary of Table for Adaptive Culture***

Indicator	M	SD	(VI)
1.1. Flexibility	4.46	0.40	Very Evident
2. Collaboration	4.42	0.36	Very Evident
3. Innovation	4.40	0.38	Very Evident
Overall	4.43	0.38	Very Evident

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Highly Evident*; 3.50 – 4.49 → *Very Evident*; 2.50 – 3.49 → *Moderately Evident*

1.50 – 2.49 → *Slightly Evident*; 1.00 – 1.49 → *Not Evident*

The summary of the table for Adaptive Culture shows that flexibility has the highest mean percentage score with 4.46 and an average SD of 0.40, which is interpreted as Very Evident, while innovation has the least mean percentage score of 4.40 and an SD of 0.38, which still appears as Very Evident. It clearly states that the organization is well-equipped to respond to change and uncertainty, foster a culture of continuous learning and improvement, and drive innovation and growth through employee collaboration and creativity.

Adaptive culture refers to an organization's ability to adjust, respond, and thrive in changing environments through shared values and practices that promote flexibility, innovation, and collaboration. In the schools of Candelaria West District, an adaptive culture is reflected in how leaders, teachers, and stakeholders work together to address challenges, embrace change, and continuously improve processes to support student learning and organizational goal.

Table 8

School's Organizational Resilience in Managing Risks

Statement	M	SD	(VI)
1.1. The school has a clear strategy in place to identify potential risks that may affect its operations.	4.41	0.64	High
2. The school head proactively assesses risks and develops contingency plans.	4.43	0.68	High
3. Teachers and staff are involved in the process of identifying and managing risks.	4.44	0.64	High
4. The school effectively communicates potential risks and mitigation strategies to all stakeholders	4.42	0.66	High
5. The school provides resources and support to help students meet high academic performance standards	4.42	0.64	High
Overall	4.42	0.38	High

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Very High*; 3.50 – 4.49 → *High*; 2.50 – 3.49 → *Moderate*; 1.50 – 2.49 → *low*;

1.00 – 1.49 → *Very Low*

The respondents perceive the school's organizational resilience in terms of managing risks as "High", with mean scores ranging from 4.41 to 4.44 across the five indicators. These high mean scores indicate that respondents strongly believe that the school effectively manages risks, thereby contributing to its resilience. Statement 3, with a mean of 4.44, stands out as having the highest score, suggesting that certain risk management practices or strategies are perceived to be particularly effective. Statement 1, with a mean of 4.41, still falls within the "High" range, further supporting the overall impression that risk management is a crucial aspect of the school's resilience. The overall mean of 4.42 with a standard deviation of 0.35 reflects a strong consensus among respondents that risk management is a well-established part of the school's operations, contributing to its overall resilience.

The findings suggest that managing risks is a key component of the school's organizational resilience. The consistently high mean scores across the indicators demonstrate that respondents perceive the school's risk management practices to be highly effective. This indicates that the school is well-prepared to handle potential challenges and can adapt to changing circumstances. Risk management practices are seen as highly effective across all areas, with consistent efforts to identify, assess, and mitigate risks. The slight variability in the standard deviations (0.62 to 0.68) indicates that while most respondents agree on the importance of risk management, some may perceive it to be more effective in specific areas. The strong overall mean score of 4.42 confirms that risk management is perceived as a core strength of the school's resilience.

Candelaria West District has shown effective implementation of Disaster Risk Reduction and Management (DRRM) strategies as part of their adaptive and strategic response to various risks that could disrupt learning. One situation that highlights this is how schools make timely decisions during natural calamities such as typhoons or heavy flooding. Schools follow a pre-established DRRM plan, which includes shifting to modular or online learning during class suspensions, ensuring learning continuity. School leaders coordinate with barangay officials, parents, and DepEd supervisors to deliver learning materials and keep communication lines open. In cases of armed conflict or nearby security threats, school heads act quickly by implementing emergency response protocols, suspending classes if needed, and relocating learners to safer areas. Psychosocial support is also provided after such incidents, in coordination with local authorities and child protection units. Enclosed with this is a memorandum of agreement between the barangay and school officials.

To address bullying and personnel conflict, schools organized Child Protection Committees and School Grievance Mechanisms. These have helped manage internal issues through mediation and counseling. School heads ensure a safe and respectful environment by conducting regular orientation, team-building activities, and values formation programs.

These proactive and strategic decisions, guided by clear plans yet flexible enough to adapt to the situation, demonstrate how Candelaria West schools manage risks effectively. Through strong leadership and an inclusive, responsive culture, they ensure that learning continues and organizational performance remains strong even in times of crisis.

Table 9

School's Organizational Resilience in Fostering Adaptability

Statement	M	SD	(VI)
11. The school encourages a flexible approach to dealing with changes in the external environment	4.53	0.52	Very High
2. The school head fosters an environment where staff are encouraged to adapt to new challenges	4.40	0.65	High
3. The school is quick to implement changes in response to new educational policies or technological advancements	4.36	0.68	High
4. School staff members are given the training and resources needed to adapt to changing circumstances	4.43	0.60	High
5. Encourages continuous learning and development to maintain adaptability	4.49	0.63	High
Overall	4.44	0.27	High

Weighted Interpretation (WI) Scale

4.50 – 5.00 → Very High; 3.50 – 4.49 → High; 2.50 – 3.49 → Moderate;

1.50 – 2.49 → low; 1.00 – 1.49 → Very Low

The data shows that the respondents perceive the school's ability to foster adaptability as "High". The mean scores for all five indicators are within the range of 4.36 to 4.53, which indicates a strong consensus that the school is effectively fostering adaptability across various aspects. Statement 1, with a mean of 4.53, stands out as having the highest score, suggesting that respondents view certain adaptability practices as particularly successful. Indicator 3, with a mean of 4.36, is still considered "High" but reflects a slightly lower score compared to the other indicators, indicating that there may be some areas where fostering adaptability could be improved. The overall mean of 4.44 with a standard deviation of 0.27 further confirms that fostering adaptability is widely perceived as an important and effective aspect of the school's resilience, with a high level of agreement among respondents.

The findings suggest that the school is perceived to be highly effective in fostering adaptability within its organizational culture. The high mean scores for all indicators reflect a strong perception of adaptability practices across various areas, which are seen as contributing significantly to the school's resilience. The school's efforts to foster adaptability are perceived as "High", indicating that respondents believe these efforts are successfully helping the school navigate challenges. Statement 1 with the highest mean score (4.53) suggests that certain aspects of fostering adaptability, such as flexibility or responsiveness to change, are particularly well-developed. The slightly higher standard deviations (0.60–0.68) indicate some variation in perception, with some respondents possibly feeling that adaptability could be further fostered in specific areas. The overall mean of 4.44 strongly reinforces the perception that fostering adaptability is a core strength of the school's organizational resilience.

In conclusion, the respondents perceive the school's ability to foster adaptability as a key aspect of its organizational resilience. With an overall mean of 4.44, this suggests that the school is seen as highly adaptable and able to respond effectively to challenges. The high mean scores across the five indicators indicate that the school has successfully embedded adaptability into its operations, contributing to its overall resilience and performance.

Table 10

School's Organizational Resilience in Creating a Culture

Statement	M	SD	(VI)
11. The school head fosters a positive, supportive, and resilient school culture	4.53	0.52	Very High
2. The school has a shared vision that guides decision-making and promotes organizational unity.	4.40	0.65	High
3. Teachers and staff feel a sense of belonging and purpose in the school's culture	4.36	0.68	High
4. The school head actively promotes collaboration and teamwork among staff members.	4.43	0.60	High
5. The school's culture encourages open communication and the sharing of ideas	4.49	0.63	High
Overall	4.44	0.27	High

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Very High*; 3.50 – 4.49 → *High*; 2.50 – 3.49 → *Moderate*; 1.50 – 2.49 → *low*;

1.00 – 1.49 → *Very Low*

The data reflect that respondents perceive the school's ability to create a culture as "High" across the various indicators. The mean scores for all five indicators range between 4.43 and 4.50, which places them in the "High and Very High" category, respectively, showing a strong perception that the school is successfully creating and maintaining a positive organizational culture. Statement 5 stands out with the highest mean of 4.50, suggesting that certain aspects of creating a culture, possibly those directly related to engagement or values alignment, are perceived as particularly effective. Statement 4 has the lowest mean score (4.43), though it still falls under the "High" category, indicating that while the school's cultural creation practices are effective, there may be small areas for further improvement.

The overall mean of 4.45 with a standard deviation of 0.58 suggests a high level of agreement among respondents that the school's efforts to create a culture are significant and effective, with some minor differences in opinion.

The findings suggest that the school is widely perceived as being successful in creating a culture that supports organizational resilience. The high mean scores indicate a consensus among respondents that cultural practices within the school are aligned with fostering adaptability and performance. Here are the key interpretations: The school's efforts to create a positive and adaptive culture are "High" to the respondents, with an overall mean of 4.49, indicating a strong perception of effectiveness. Indicator 5, with a mean of 4.50, suggests that some specific cultural creation practices, such as values alignment or fostering a sense of belonging, are particularly strong in the eyes of the respondents. The standard deviations ranging from 0.61 to 0.67 indicate some level of variation in how respondents perceive specific aspects of cultural creation, though this variation is not extreme. The overall consistency in scores suggests that there is a shared belief in the school's capacity to create a culture conducive to resilience, even though some minor differences in perception remain.

The respondents perceive the school's organizational resilience in terms of creating a culture as strongly positive. With an overall mean of 4.44, it is clear that the school's efforts in creating an adaptive and supportive culture are viewed as highly effective. The slightly varying perceptions (reflected in the standard deviations) suggest room for refinement in certain cultural aspects, but overall, the school is seen as fostering a culture that enhances organizational resilience.

The aspect of the School's Organizational Resilience as to creating a Culture in Candelaria West District reveals that there are slightly varying perceptions among stakeholders, as shown by the standard deviations in the data. This implies that while many schools are perceived as promoting a strong and adaptive culture, some differences in leadership style and execution may affect how this culture is experienced across the district.

Despite these variations, schools in Candelaria West are generally seen as fostering a culture that enhances organizational resilience. A key factor contributing to this is the leadership style of school heads, who are observed to practice transformational and participative leadership. They lead by example, encourage collaboration, and empower teachers, parents, and learners to take part in school initiatives. These leaders create an environment where innovation is welcomed and challenges are viewed as opportunities for growth.

For example, during times of crises, whether from natural calamities, personnel conflicts, or learner-related issues, school heads demonstrate strategic thinking and adaptive responses. They ensure learning continuity, initiate support programs, and maintain open communication with stakeholders.

A school's organizational resilience in creating a culture refers to its ability to adapt, recover, and thrive in the face of challenges while fostering a strong, positive, and cohesive environment. This resilience is reflected in how the school builds shared values, maintains open communication, and supports the well-being and growth of both staff and students. By encouraging collaboration, continuous improvement, and a clear sense of purpose, resilient schools are better equipped to navigate disruptions, such as policy changes, social shifts, or crises, without compromising their core mission. Ultimately, cultivating such a culture not only strengthens the institution internally but also enhances its impact on the broader community.

While there is room for refinement in certain cultural areas due to differing perceptions, the overall leadership in the Candelaria West District supports a culture that builds resilience, one that is aligned with strategic goals, responsive to change, and focused on sustained school performance, aiming to be highly evident in creating a culture.

Table 11**Summary Table for Organizational Resilience**

Indicator	M	SD	(VI)
11. Managing Risks	4.42	0.3	High
2. Fostering Adaptability	4.44	0.27	High
3. Creating a Culture	4.34	0.27	High
Overall	4.4	0.28	High

Weighted Interpretation (WI) Scale

4.50 – 5.00 → *Very High*; 3.50 – 4.49 → *High*; 2.50 – 3.49 → *Moderate*;

1.50 – 2.49 → *low*; 1.00 – 1.49 → *Very Low*

The table shows that all indicators fall under “High” interpretation, which clearly states that the organization demonstrates a strong ability to withstand and recover from challenges, stating that the organization is well-equipped to navigate uncertainty and adversity, respond to changing circumstances, and build a strong foundation for long-term success.

Organizational resilience in schools is built on three key pillars: managing risks, fostering adaptability, and creating a strong culture. Managing risks involves identifying potential threats, such as safety concerns, policy changes, or resource shortages, and implementing proactive strategies to minimize their impact. Fostering adaptability ensures that the school can respond quickly and effectively to unexpected changes, whether through flexible leadership, innovative teaching approaches, or staff development. Creating a culture rooted in shared values, trust, and collaboration empowers all members of the school community to work together toward common goals, even in times of uncertainty. Together, these elements strengthen a school's capacity to sustain high performance and positive outcomes, regardless of the challenges it may face.

What is the level of organizational performance as perceived by the respondents in terms of:**Table 12****Organizational Performance in terms of Achievement of Objective**

Statement	M	SD	(VI)
1. Communicate its goals and objectives to all employees	4.47	0.66	Very Satisfactory
2. The team successfully achieved its set objectives within the designated timeframe	4.32	0.60	Very Satisfactory
3. Feel your performance contributes to the achievement of organizational goals.	4.40	0.63	Very Satisfactory
4. Align its resources (time, budget, personnel) to meet its strategic objectives.	4.37	0.65	Very satisfactory
5. Provide the necessary support to achieve organizational objectives	4.43	0.62	Very Satisfactory
Overall	4.40	0.36	Very Satisfactory

Verbal Interpretation (VI) Scale

4.50 – 5.00 → *Outstanding*; 3.50 – 4.49 → *Very Satisfactory*; 2.50 – 3.49 → *satisfactory*

1.50 – 2.49 → *Unsatisfactory*; 1.00 – 1.49 → *Needs Improvement*

The data shows that respondents rated all indicators related to the achievement of objectives within the "Very Satisfactory" range, with mean values ranging from 4.32 to 4.47. This suggests a consistent and favorable perception of the school's ability to meet its set goals. Statement 1, with the highest mean of 4.47, implies that respondents strongly believe the school effectively meets its key targets, possibly referring to academic outcomes or institutional goals. Statement 2 has the lowest mean at 4.32, indicating a slightly lower perception in that area, but it remains within the "Very Good" category. The overall mean of 4.40 confirms that the respondents generally perceive the achievement of objectives in their schools as Very Satisfactory, pointing to a strong level of goal attainment. The standard deviation values (ranging from 0.60 to 0.66) suggest moderate agreement among respondents, with some slight variations in individual perceptions.

Based on the responses, the school's ability to achieve its objectives is very evident, with a solid overall rating of 4.40, this high rating signifies that school strategies and adaptive culture likely support effective planning and implementation aligned with strategic goals, while some variation exists in how respondents perceive certain aspects (as shown in the SDs), the general agreement reflects a strong institutional capability in performance outcomes, the data indicate that organizational performance in terms of achievement of objectives is perceived to be very evident by the respondents. The findings reflect the positive impact of strategic management and adaptive culture in helping schools realize their goals.

The recent Performance Monitoring and Review Form (PMRF) religiously monitors the programs, Projects, and Activities of the Candelaria West District. This monitoring tool allows the district to plan and adjust according to the data revealed on the assessment.

Table 13

Organizational Performance in the Process of Efficiency

Statement	M	SD	(VI)
1.1. Regularly assess and improve its internal processes	4.45	0.66	Very Satisfactory
2.2. Processes streamlined to eliminate redundancies or inefficiencies	4.36	0.68	Very satisfactory
3. Use technology to automate or improve processes	4.40	0.64	Very satisfactory
4. Its processes when there are changes in the external environment (e.g., regulations, market conditions)	4.37	0.60	Very satisfactory
5. Balance process efficiency with maintaining high quality in its outputs	4.38	0.63	Very Satisfactory
Overall	4.39	0.39	Very Satisfactory

Verbal Interpretation (VI) Scale

4.50 – 5.00 → Outstanding; 3.50 – 4.49 → Very Satisfactory; 2.50 – 3.49 → satisfactory

1.50 – 2.49 → Unsatisfactory; 1.00 – 1.49 → Needs Improvement

The data reflects a consistent rating across all indicators, with all items falling in the "Very Satisfactory" range, statement 1 received the highest mean rating (4.45), indicating strong perceptions of efficiency in a specific aspect (e.g., resource use, process implementation), statement 4 registered the lowest mean at 4.35, still within the Very Satisfactory category. The overall mean of 4.39 implies that respondents perceive their school's processes as generally efficient and well-executed. The standard deviations (ranging from 0.60 to 0.68) show moderate variation among responses, indicating relatively consistent agreement across participants.

Respondents strongly agree that efficient processes are in place and are practiced consistently within their schools. The very satisfactory rating suggests that schools are likely applying strategic management practices that enhance productivity, minimize waste, and align actions with performance goals. This efficiency contributes significantly to organizational resilience, enabling schools to respond adaptively to changes while maintaining service delivery and quality.

The results indicate that organizational performance in terms of process efficiency is perceived as "Very Satisfactory" by the respondents, with an overall mean of 4.39. This underscores the presence of well-managed, streamlined, and goal-oriented systems within the schools, which support the broader goal of achieving resilience and high performance through strategic and adaptive practices.

In Candelaria West, school heads strategically manage their schools by aligning their OPCR targets with the School Improvement Plan (SIP) and District and Division Performance Priorities. For instance, one school implemented a system where key performance indicators (KPIs) were tracked monthly, enabling real-time monitoring of targets such as learner performance, attendance, financial utilization, and program implementation. (PMCF)

An example of this in practice is during the rollout of the learning recovery programs. The school head ensured that all activities, such as remedial reading sessions, catch-up classes, and learning action cell (LAC) sessions, were documented and aligned with the OPCR deliverables. Teachers were also involved in setting targets and reviewing outcomes, creating a shared responsibility model that increased work efficiency.

Moreover, process efficiency was seen in how schools managed resources. Through strategic scheduling, proper task delegation, and digital record-keeping, schools reduced redundancy, avoided delays in reporting, and maximized the use of both human and material resources.

This example from Candelaria West highlights how strategic management and an adaptive school culture contribute to efficient processes, leading to improved performance ratings in OPCRF, and more importantly, a school system that is both resilient and responsive to the needs of its stakeholders.

Table 14

Organizational Performance as to Workforce Metrics

Statement	M	SD	(VI)
1.1.Organization tracks employee performance against set goals	4.33	0.66	Very satisfactory
2. Workforce performance metrics used in decision-making processes	4.35	0.64	Very Satisfactory
3. The tools and systems used by your organization to track workforce productivity	4.40	0.62	Very satisfactory
4. Assess employee engagement through surveys or other tools	4.35	0.69	Very satisfactory
5. Organizations use workforce data to forecast staffing needs	4.35	0.63	Very satisfactory
Overall	4.39	0.28	Very satisfactory

Verbal Interpretation (VI) Scale

4.50 – 5.00 → Outstanding; 3.50 – 4.49 → Very Satisfactory; 2.50 – 3.49 → satisfactory

1.50 – 2.49 → Unsatisfactory; 1.00 – 1.49 → Needs Improvement

The highest mean rating (4.40) was recorded for Indicator 3, suggesting strong perceptions of performance related to a specific workforce-related aspect, possibly professional growth or staff development. All other indicators show close values (4.33 to 4.35), reinforcing the consistency of perceptions across different workforce performance dimensions. The overall mean of 4.36 reflects a "Very satisfactory" level of performance in workforce metrics. The standard deviations (ranging from 0.62 to 0.69) suggest moderate agreement among respondents, with the overall SD of 0.28 indicating a high level of consistency in the aggregated perception.

Respondents recognize a strong presence of effective workforce strategies, highlighting the significance of human capital in enhancing organizational resilience. The "Very Satisfactory" interpretation means that schools are perceived to be implementing performance evaluation systems, continuous development programs, and staff engagement activities that contribute to overall institutional goals. These metrics are crucial for ensuring that the workforce remains agile, motivated, and aligned with the strategic direction of the organization.

Organizational performance in terms of workforce metrics focuses on evaluating how effectively employees contribute to the institution's goals. Key metrics include staff retention rates, employee satisfaction, professional development participation, absenteeism, and productivity levels. These indicators provide insight into workforce stability, engagement, and overall efficiency, helping schools or organizations identify strengths and areas for improvement in human resource management.

The data indicates that organizational performance in terms of workforce metrics is evident with an overall mean of 4.36. This suggests that schools are performing well in managing their human resources, which positively affects resilience and sustained institutional performance.

Table 15

Summary of Table for Organizational Performance

Indicator	M	SD	VI
11. Achievement of Objective	4.40	0.36	Very Satisfactory
2. Process of Efficiency	4.39	0.64	Very Satisfactory
3. Workforce Metrics	4.39	0.28	Very Satisfactory
Overall	4.4	0.28	Very Satisfactory

4.50 – 5.00 → Outstanding; 3.50 – 4.49 → Very Satisfactory; 2.50 – 3.49 → satisfactory

1.50 – 2.49 → *Unsatisfactory*; 1.00 – 1.49 → *Needs Improvement*

The summary of the table for Organizational Performance receives an overall average score of 4.4, with an equivalent interpretation as Very Satisfactory. This means that the organization is effective in goal achievement, which means meeting objectives and delivering results, efficient in operations, meaning it minimizes waste and maximizes output, and has a strong workforce performance, which is having a skilled, motivated, and productive workforce. This implies that the organization has a strong foundation for continued success.

The organizational performance, as reflected in the ratings for achievement of objectives (4.40), process efficiency (4.39), and workforce metrics (4.39), all falling under the “Very Satisfactory” category, indicates a well-functioning and resilient institution. These results align with the principles of the Balanced Scorecard Framework (Kaplan & Norton, 1992), which emphasizes performance evaluation across multiple dimensions, including internal processes, employee development, and goal attainment. The consistently high scores and low standard deviations, particularly in workforce metrics ($SD = 0.28$), suggest strong staff engagement and effective human resource strategies. This supports findings by Delaney and Huselid (1996), who noted that organizations with robust HR practices tend to exhibit higher overall performance and employee satisfaction. Collectively, these indicators demonstrate a healthy organizational environment where strategic objectives, operational efficiency, and human capital are effectively aligned.

Table 16

Test of the Relationship between Strategic Management Approaches, Organizational Resilience, and Organizational Performance

Organizational Resilience	Strategic Management Approaches	
	Prescriptive	Descriptive
Managing Risk	.112	.334**
Fostering Adaptability	.061	.241**
Creating A Culture	.515**	-.195**

Organizational Performance	Strategic Management Approaches	
	Prescriptive	Descriptive
Achievement of Objectives	.710**	-.065
Process Efficiency	.100	.135*
Workforce Metrics	-.202**	.790**

Prescriptive Approach:

The only significant relationship here is with Creating a Culture ($r = 0.515^{**}$), which suggests that prescriptive planning strongly contributes to building a positive, resilient school culture.

The relationships with Managing Risk ($r = 0.112$) and Fostering Adaptability ($r = 0.061$) are not statistically significant, implying that rigid or highly structured planning may not be enough to deal effectively with dynamic challenges or promote flexibility.

Descriptive Approach:

Significant relationships were found with:

Managing Risk ($r = 0.334$): Suggests that flexible, emergent strategies help school leaders better manage unexpected events (e.g., calamities, conflicts).

Fostering Adaptability ($r = 0.016$), this correlation is very close to zero, indicating virtually no relationship between the strategic management approach and the ability of the school to foster adaptability. This might mean that adaptability is seen as a general cultural or behavioral trait across schools in the Candelaria West District, rather than a direct outcome of whether a school uses a prescriptive or descriptive strategy.

Creating a Culture ($r = 0.515^{**}$), this result shows a moderate positive and statistically significant relationship between the strategic approach and efforts in creating a school culture. The double asterisk (**) indicates that the relationship is statistically significant at a high confidence level (often $p < 0.01$). This implies that schools that implement well-defined (likely prescriptive) strategic approaches tend to be more effective in building a strong and adaptive culture, which supports organizational resilience and performance.

These results suggest that while risk management and adaptability may operate independently of formal strategic frameworks, the creation of a strong school culture is positively and significantly influenced by how schools apply strategic management approaches. In the context of the Candelaria

West District, this supports the idea that clear planning, goal-setting, and values-based leadership are critical in building resilient and high-performing schools.

Test of relationship between Strategic Management Approaches (Prescriptive and Descriptive) and Organizational Performance as to Achievement of Objective, Process Efficiency, and Workforce Metrics can be defined as the school's set goals, formal processes, and clearly defined actions to manage school operations.

Achievement of Objective ($r=.710$, $P\leq .01$), there is a strong and significant positive correlation, indicating that schools using a prescriptive strategy effectively achieve their goals and targets. This reflects how clear strategic planning in Candelaria West District schools leads to focused efforts and successful attainment of desired results, such as improved learner performance, timely program implementation, and target-based development.

Process Efficiency ($r=.100$, $P\geq .05$), this is a very weak and non-significant correlation, suggesting that prescriptive approaches do not significantly impact operational efficiency. This may indicate that while planning helps with goal achievement, strictly following a plan may create rigidity that limits quick decision-making and responsiveness in day-to-day school management.

Workforce Metrics ($r=-.202^{**}$), A moderate negative and statistically significant correlation, which implies that a rigid, top-down strategic approach may hurt workforce performance and morale. This could be due to a lack of flexibility, limited teacher input, or overemphasis on compliance over creativity, possibly resulting in reduced motivation or collaboration among personnel.

In the descriptive Strategic Management Approach, this approach is characterized by flexibility, responsiveness, and emergent decision-making. Strategies are shaped by real-time situations rather than rigid, pre-set plans, whereas in Managing Risk ($.334^{**}$), this is a moderate and statistically significant positive correlation, indicating that schools applying a descriptive strategy are relatively effective in managing risks. In the context of the Candelaria West District, this suggests that schools using a flexible and responsive approach are more prepared to adjust quickly during crises, such as natural disasters, health threats, or safety concerns, because they can tailor their responses to the situation at hand. It reflects how situational leadership and collaborative problem-solving are helping schools stay resilient in unpredictable scenarios. In fostering Adaptability ($.241^{**}$), this shows a positive and significant correlation, though slightly lower, suggesting that a descriptive strategy also supports the development of an adaptive school culture. Schools in Candelaria West that allow stakeholder participation, shared leadership, and flexible structures tend to empower both teachers and learners to adjust to change, adopt innovations, and maintain continuity in learning. It reflects a culture that encourages creative solutions, openness to change, and a growth mindset.

Creating a culture ($r=-.195^{**}$), this negative and statistically significant correlation suggests a potential downside: schools that are too reactive or loosely structured might struggle in building a consistent and cohesive organizational culture. In the descriptive approach, the lack of formal planning may result in unclear values, inconsistent communication, and varying expectations, which can lead to confusion or fragmentation among staff and stakeholders. For Candelaria West, this implies that while flexibility supports risk management and adaptability, too little structure might weaken the unity, identity, and shared goals of the school.

Descriptive Strategic Approach, the descriptive approach is more adaptive, flexible, and responsive, where strategies evolve based on the actual school context, emerging needs, or stakeholder inputs. Achievement of Objective ($r=-.065$), a very weak and negative correlation, showing that descriptive approaches may not effectively drive formal goal achievement. Since this style is more reactive, schools may lack the consistency and structure needed to meet specific targets or long-term objectives.

Process Efficiency ($r=.0175$, $P<.05$), a slightly positive and statistically significant correlation, suggesting that descriptive strategies contribute modestly to improving efficiency in daily operations. This is likely because school heads can adjust processes quickly in response to changing needs or unexpected challenges.

Workforce Metrics ($.790^{**}$), a very strong and significant positive correlation, indicating that schools using a descriptive approach have high levels of teacher engagement, performance, and professional growth. This reflects that flexible leadership promotes collaboration, teacher empowerment, and a more dynamic work environment.

Overall Interpretation for Candelaria West District: These findings show that. Prescriptive approaches work best when it comes to achieving specific objectives, thanks to clear planning and structured direction. However, they may negatively impact workforce engagement due to a lack of flexibility and top-down leadership styles, while descriptive approaches, while less effective in goal setting and achievement, support a strong, empowered workforce and improve process adaptability, which are crucial for building organizational resilience. In the context of the Candelaria West District, these results suggest that school leaders should consider a balanced or hybrid strategic approach, using the structure of prescriptive planning to meet goals while integrating descriptive flexibility to engage personnel and adapt efficiently. This balance will strengthen both performance and resilience, especially in challenging and rapidly changing educational environments. Positive responses with an asterisk indicate that respondents who possess clear evidence of prescriptive strategic management perceived a high resilience in adaptive culture.

Table 17

Test of Relationship between Healthy Habits, Home Environment, Motivation, and Self-Efficacy.

Adaptive Culture	Organizational Resilience			Organizational Performance		
	Managing Risk	Fostering Accountability	Creating a Culture	Achievement of Objective	Process Efficiency	Workforce Metrics
Flexibility	.359**	-0.76	.936**	.662***	-0.26	-.414**
Collaboration	.017	.551**	.482**	-.185**	.377	.625**
Innovation	.324**	-0.10	.675**	.436	.043	-.159**

Strategic Management Approaches and Schools' Adaptability in Achieving Organizational Resilience and Performance, with the variables: Healthy Habits, Home Environment, Motivation, and Self-Efficiency related to Organizational Resilience through Adaptive Culture: Flexibility, Collaboration, Innovation, and Organizational Performance Achievement of Objectives, Process Efficiency, Workforce Metrics.

Adaptive Culture (Organizational Resilience): Flexibility: The ability to adapt to change or disruptions. Collaboration: Working together internally (teachers, staff) and externally (parents, community). Innovation: Creating and applying new ideas to solve problems and improve performance. Organizational Performance. Achievement of Objectives: Meeting academic and institutional goals. Process Efficiency: Smoothness and timeliness of school operations, Workforce Metrics: Staff morale, productivity, attendance, engagement, Managing Risk

Flexibility (.359**): Schools that promote healthy habits, motivation, and adaptive behaviors tend to be better at managing risks like calamities, conflict, or emergencies. Flexibility enables schools to act quickly and decisively. **Collaboration** (.017): Not significantly related; possibly because risk decisions often rest with leadership, not groups. **Innovation** (.324**): Innovative schools through feeding programs, online classes, or emergency responses can adapt creatively during crises. A flexible and innovative culture, supported by self-efficient students and motivated staff, helps schools in the Candelaria West District reduce the impact of risks and continue operations effectively.

Fostering Accountability

Flexibility (-.076): Slightly negative (but not significant); too much freedom might reduce consistency in responsibility. **Collaboration** (.551**): Strong positive; team-oriented culture encourages people to take ownership of roles and monitor one another's performance. **Innovation** (-.010): No significant link; innovation focuses more on creativity than enforcing.

When collaboration is high (e.g., parent-teacher involvement, stakeholder support), schools build a culture of shared responsibility, especially when students are motivated and supported at home.

Creating a Culture

Flexibility (.936**): Extremely strong correlation; being open to change creates a resilient, student-centered school culture. **Collaboration** (.482**): Strong correlation; collaborative planning, open communication, and trust shape a positive, cohesive learning environment. **Innovation** (.675**): Strong link; new ideas foster a dynamic and future-ready school climate. An adaptive culture built through healthy behaviors, a positive home environment, and motivated learners strengthens school identity, values, and belonging.

Organizational Performance

Achievement of Objectives

Flexibility (.662***): Strong and highly significant; schools that adapt quickly can still hit academic and development targets. **Collaboration** (-.185**): Slight negative; possibly too much collaboration without clear leadership can slow down goal achievement. **Innovation** (.436**): Helps achieve goals by enabling creative, effective solutions. Motivated students and involved families enhance flexible and innovative cultures, allowing schools to reach educational objectives even during disruptions.

Process Efficiency

Flexibility (-.026): No real effect; too much flexibility may create inconsistency in routines. **Collaboration** (.377**): Moderate and significant; working together streamlines processes and ensures smooth school operations. **Innovation** (.043): Minimal effect; innovation may improve outcomes more than daily efficiency. Strong home-school partnerships and collaborative practices improve the day-to-day management of the school.

Workforce Metrics

Flexibility (-.414**): Negative and significant; too much flexibility might create unclear roles or stress in staff. **Collaboration** (.625**): Strong positive; team support and shared decision-making boost staff morale, productivity, and engagement. **Innovation** (-.159*): Slightly negative; too many changes may overwhelm staff. While innovation is key, schools must balance change with support. Motivated, healthy staff thrive in collaborative cultures, not overly fluid environments.

In Candelaria West District, schools that encourage healthy habits, strong home support, and student motivation, foster flexibility, collaboration, and innovation in culture, tend to be more resilient and better positioned to manage risks, create a strong school culture, and reach goals. However, over-reliance on flexibility or excessive innovation without structure may negatively affect staff performance or efficiency. The best outcomes come from balance, strategic leadership that blends adaptability with collaboration, and supportive environments.

Recommendations

Based on the findings and conclusions, the following recommendations were formulated:

1. A balanced strategy implementation is recommended, combining prescriptive planning with the flexibility of descriptive approaches to ensure clear direction while adapting to change.
2. A strengthened adaptive culture is recommended by institutionalizing collaboration, innovation, and flexibility through initiatives such as increased parent involvement, community-driven programs, and coordinated planning with key stakeholders.
3. A professional development program may be of help in providing continuous training for school heads and teachers on strategic leadership, risk management, and adaptive planning to enhance their capacity to manage uncertainties.
4. A Policy Support and Resources program is recommended to provide schools with responsive policies, funding, and recognition for innovation and resilience.
5. For future researchers, this study may serve as a reference, and the information may have some bearing on future research work.

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