



Resilience and Change Readiness Among Junior High School Teachers in Response to Educational Reforms

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Abstract

This study examined the resilience and change readiness of Junior High School teachers in the Division of Cebu City during the School Year 2025–2026 in response to ongoing educational reforms. A descriptive-correlational research design was employed with 122 teachers selected through cluster random sampling. Data were gathered using standardized questionnaires measuring resilience across seven dimensions (vision, determination, interaction, relationships, problem-solving, organization, and self-confidence) and change readiness across four dimensions (change efficacy, appropriateness, management support, and personal valence). Frequency, percentage, weighted mean, standard deviation, and Pearson correlation were used to analyze the data. Findings showed that respondents were predominantly female, aged 25–34 years, with 11–15 years of teaching experience, and mostly held the position of Teacher III. Teachers demonstrated a high level of resilience, with vision rated as always manifested and the other dimensions as often manifested. Change readiness was moderate, with change efficacy, appropriateness, and management support rated as agree, while personal valence was rated as neutral. Significant positive relationships were found between most dimensions of resilience and change readiness. The results indicate that resilience enhances teachers' preparedness to adapt to reforms. A systematic Professional Development Plan is recommended to strengthen resilience and support sustainable educational change.

Keywords

Educational reforms; Resilience levels; Change readiness levels; Junior high school teachers

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Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Teachers are at the heart of every educational reform. They are the ones who translate policies into classroom practice and turn curriculum changes into meaningful learning experiences for students. Around the world, education systems continue to evolve in response to technological advances, shifting social realities, and increasing demands for accountability and innovation. As these changes unfold, teachers are expected to adopt new teaching strategies, integrate technology, and respond to the diverse needs of learners. Meeting these expectations requires more than professional knowledge and technical skills. It also demands resilience—the capacity to recover from challenges and maintain commitment—and change readiness, or the willingness and preparedness to embrace new initiatives. These two qualities are increasingly recognized

as essential in helping teachers adapt effectively to educational reforms (Mukadimah, 2025; Duan et al., 2023; Chen, 2024; Pearson et al., 2025; Greene & Greene, 2022; Adam & Hanafi, 2022; Mathur et al., 2023; Sembiring et al., 2026).

In the Philippines, educational reforms have significantly shaped the daily work of teachers. The implementation of the K to 12 Program, the MATATAG Curriculum, blended learning approaches, and updated assessment systems has required educators to continuously adjust their instructional practices. Junior High School teachers face particularly demanding responsibilities because they must support adolescents during a critical stage of development while also responding to changing curricular and administrative expectations. They are expected to integrate technology, manage diverse classrooms, sustain student motivation, and meet institutional requirements, often under conditions of heavy workload and limited support. Studies have shown that teachers' perceptions of curriculum changes influence their openness to reform, while inadequate support may lead to resistance and uncertainty (Aytaç, 2023; Lomba-Portela et al., 2022). At the same time, prolonged demands can contribute to emotional exhaustion and reduced motivation (Wang et al., 2024). In the Philippine setting, effective school leadership, professional development, instructional supervision, and a culture of trust have been found to strengthen teachers' competence and adaptability (Pepugal, 2022; Timbol, 2026; Saro et al., 2025; Sison & Simpall, 2025; Baog & Cueme, 2026; Cariaga et al., 2025).

Although resilience and change readiness are both recognized as important in helping teachers respond to reform, they are often studied separately. Research has shown that teacher resilience is strengthened by supportive relationships, social connectedness, and positive coping strategies (Salvo-Garrido et al., 2025; Versfeld et al., 2025). Other studies indicate that change readiness is influenced by personal beliefs, professional experience, and organizational support (Du et al., 2022; Scherer et al., 2023; Mathur et al., 2023). Evidence also suggests that resilient individuals are more likely to remain motivated and engaged during periods of transition (Namaziandost et al., 2023). However, there is limited research examining how resilience and change readiness are related among Junior High School teachers, particularly in localized Philippine contexts such as Cebu City. This gap leaves an incomplete understanding of how teachers develop the emotional strength and professional preparedness needed to respond successfully to educational reforms.

This study seeks to determine the relationship between resilience and change readiness among Junior High School teachers in Cebu City in response to educational reforms. By examining these two qualities together, the study aims to provide a clearer understanding of how teachers sustain their well-being while adapting to ongoing change. The findings may help school leaders, policymakers, and professional development providers design programs that strengthen teachers' resilience, enhance their readiness for change, and create more supportive school environments. Ultimately, the study recognizes that when teachers are emotionally resilient and professionally prepared, they are better equipped to embrace reform and contribute to meaningful and lasting improvements in education.

METHODOLOGY

Design

This study utilized a descriptive-correlational research design. A quantitative was used focused on collecting numerical data through structured survey questionnaires. The descriptive aimed to determine the levels of resilience and change readiness among Junior High School Teachers in the Division of Cebu City. On the other hand, the correlational part will identify the significant relationships between the teachers' resilience and change readiness, as well as the predictive influence of the different dimensions of resilience on change readiness in the context of educational reforms.

Locale

This study was conducted in selected public secondary schools in South District V, Schools Division Cebu City. The South District V comprises urban and upland secondary schools of learning with an urban population that is composed of the learners of varying socio-economic statuses. The sample used to the study consist of Tisa National High School and Cebu City National Science High School because these two schools are institutional settings in the same district. These settings, combined, offer considerable understanding of the impact of varying school settings on the resilience and change willingness of teachers.

Sampling

This study employed a probability sampling method specifically the cluster random sampling technique. Public secondary schools in South District V are considered the natural clusters from which the respondents would be selected. The schools being already geographically organized into clusters makes this method not only appropriate but also practical and efficient for drawing participants from each group. Only active Junior High School Teachers will be the ones selected. These should be teachers who have been in service for at least one school year, thus ensuring that the respondents have adequate exposure to ongoing educational reforms. Moreover, this is supported by the fact that the researcher is also located in South District V wherein the schools are more accessible and coordination during data gathering can run smoothly. The closeness and knowledge of the district increase the possibility of getting accurate and complete data while at the same time ensuring that teachers from all the participating schools are fairly represented.

Respondents

The respondents of this study were the Junior High School Teachers at the public secondary schools in South District V, under the Schools Division of Cebu City. These teachers were selected as the respondents since they are directly implementing the educational reforms in the classroom. Their realizations and viewpoints are important in figuring out their levels of resilience and readiness for change as a reaction to continuous educational transformations.

Instrument

This study used two standardized measures in collecting quantitative data. The research tool in this study consisted of three parts to collecting the information from the respondents. Part I focused on with the teachers' demographic profile

such as age, gender, teaching experience, and teaching position. Part II focuses on the Resilience Assessment Questionnaire (RAQ7) developed by a psychologist Derek Mowbray based on Norman Garmezy's study on resilience. RAQ7 has been constructed to define resilience as a multidimensional construct which can be applied in both professional and organizational settings. The RAQ7 has 35 items which are spread out in seven dimensions of resilience. The RAQ7 are assessed according to a five-point Likert scale, where Strongly Disagree (1) and Strongly Agree (5) are possible answers. Meanwhile, Part III measures on Teacher Change Readiness Scale (TCRS) which was a locally adapted and translated tool that is made based on Kucuk and Yildirims (2020) work. All items in the TCRS are rated on a five-point Likert scale, which enables the respondents to express the degree of agreement to statements with respect to change readiness.

Procedure

Data Collection begins with a Letter of Authorization with the Schools Division Superintendent of Cebu City. On approval, formal transmittal letters will be sent to the school heads of the schools to be involved in the study and coordinated to arrange an orientation with the potential respondents. After obtaining the informed consent, the respondents provided questionnaires. The questionnaires are administered either in printed forms or online Google Forms based on the respondent's availability and preference. Clear guidelines were given regarding the completion of the questionnaires to ensure uniform understanding and correct responses. Respondents were encouraged to fill out the survey questionnaire entirely and accurately. The researcher remained accessible either physically or electronically to clarify issues raised by the respondents throughout the data collection time. Individual questionnaires were tallied, organized and analyzed the data effectively. An initial data screening and cleaning were conducted after all questionnaires had been retrieved. The responses were assessed to detect missing, conflicting or invalid responses. The approved responses were encoded in a secure digital database. All electronic information was stored in an encrypted cloud storage and password-protected device that was accessible to the researcher only. Questionnaires were kept in a locked cabinet in case of printed questionnaires. After the process of data coding, the data were subjected to the corresponding statistical treatment aimed at identifying the values of the resilience and readiness to change of teachers along with the correlation between the two variables.

Ethical Considerations

The study followed the ethical standards set by the Department of Education. The research permission is accorded by the Schools Division Superintendent of Cebu City and the principals of the participating schools. Participation will be on a voluntary basis, and the respondents' rights will be informed to them through a consent form. Any information obtained will be kept under the strictest confidentiality and will only be utilized for academic purposes. The study is committed to following the rules set out by Republic Act No. 10173, or the Data Privacy Act of 2012, meticulously. All personal and organizational details collected from the subjects will be kept private and will only be utilized for the research part of the study. The information will be kept in a safe place from where only the researcher can have access to it, and after the study is over, it will be thrown away in a proper way so that the privacy and security of all the people taking part in it will be safeguarded.

Analysis

The gathered data were analyzed with suitable descriptive and inferential statistical instruments like frequency and percentage used to detail the demographic profile of the respondents while, weighted average mean and standard deviation is used to find the level of teachers' resilience and their readiness for change in the different dimensions. Lastly, correlational analysis was used to determine the degree of teachers' resilience and their readiness for change, along with the different dimensions of each.

RESULTS AND DISCUSSION

Table 1 indicates that most respondents were female teachers aged 25 to 44 years, suggesting that the participants were predominantly in the early to mid-career stages of their professional lives. This demographic profile closely reflects the composition of the public secondary school teaching workforce in the Philippines, where women continue to comprise the majority of teachers at the basic education level (Department of Education [DepEd], 2022). The predominance of teachers within this age range implies a workforce that is professionally active and substantially involved in implementing major educational reforms, including curriculum revisions, technology integration, and evolving policy directives. Teachers in the early and mid-career stages are often characterized by a productive balance between accumulated instructional experience and openness to innovation. Mid-career educators tend to demonstrate stronger professional engagement, clearer understanding of career systems, and greater adaptability to institutional expectations (Navalta, 2024). Teaching experience has also been associated with higher levels of preparedness for emerging instructional modalities, particularly in contexts requiring rapid pedagogical adjustments (Scherer et al., 2023). Likewise, receptiveness to curriculum changes appears to be more pronounced among teachers who have already established foundational classroom competencies while remaining open to new instructional approaches (Aytaç, 2023). These findings suggest that respondents in this study are well positioned to adapt to educational reforms because they combine practical classroom expertise with a willingness to embrace new pedagogical practices. The predominance of female teachers also has important implications for understanding resilience and readiness for change. Teacher resilience is increasingly conceptualized as a dynamic developmental process that enables educators to maintain effectiveness and psychological well-being amid continuous demands and reform initiatives (Chen, 2024). Strong resilience has been linked to improved teacher performance and overall well-being, especially in contexts characterized by high workload and systemic pressures (Salvo-Garrido et al., 2025). Social connectedness and supportive professional relationships further strengthen teachers' capacity to cope with adversity and sustain commitment to their work (Versfeld et al., 2025). In the Philippine setting, where many female teachers balance professional responsibilities with family and caregiving roles, gender-responsive support systems are particularly important

to sustain resilience and long-term effectiveness. Organizational conditions likewise shape teachers' capacity and willingness to adapt to change. Readiness for organizational change is influenced by both individual and institutional factors, including perceptions of support, trust in leadership, and access to professional development opportunities (Adam & Hanafi, 2022; Mathur et al., 2023). Empathetic and transparent leadership practices strengthen trust and foster positive attitudes toward reform implementation (Baog & Cueme, 2026). Similarly, effective instructional supervision and sustained assistance from school leaders contribute to teachers' confidence and instructional performance (Saro et al., 2025). Taken together, these findings suggest that the demographic profile presented in Table 1 represents a teaching force with strong potential for resilience and readiness for change, provided that schools offer differentiated, gender-responsive, and developmentally appropriate support mechanisms to enable teachers to effectively implement ongoing educational reforms in Philippine public secondary schools.

Table 1
 Profile of the Teacher-Respondents in Terms of Age and Gender

Age Group	Male	Female	f	%
55-64	1	4	5	4.10
45-54	5	26	31	25.41
35-44	7	33	40	32.79
25-34	8	38	46	37.70
Total	21	101	122	100.00

Table 2 shows that most respondents were mid-career teachers, particularly those with 6 to 15 years of professional experience. This finding indicates that the majority of participants had already accumulated substantial classroom experience and were highly familiar with instructional practices, school-related challenges, and policy-driven educational reforms within the Philippine basic education system. The relatively small number of novice teachers suggests that the results are largely shaped by the perspectives of educators who have sustained long-term engagement with both classroom instruction and institutional processes. Teachers with moderate to extensive experience tend to exhibit greater preparedness for instructional changes because they have developed both pedagogical competence and confidence in navigating evolving educational demands (Scherer et al., 2023). Mid-career professionals also demonstrate stronger understanding of career systems and professional advancement pathways, reflecting their continued commitment to professional growth and institutional adaptation (Navalta, 2024). This demographic profile is particularly relevant in the context of resilience, which is increasingly viewed as a dynamic and developmental process rather than a fixed personal trait (Chen, 2024). Teacher resilience evolves as educators confront challenges, adapt to changing conditions, and strengthen their capacity to sustain effectiveness and well-being over time (Mukadimah, 2025; Pearson et al., 2025). Strong resilience has been associated with improved performance and psychological well-being, especially when teachers receive social and organizational support (Salvo-Garrido et al., 2025; Versfeld et al., 2025). At the same time, readiness for change is shaped by both individual and institutional factors, including leadership support, trust, and opportunities for professional development (Adam & Hanafi, 2022; Mathur et al., 2023). These findings suggest that the predominance of mid-career teachers in the sample represents a significant source of resilience and readiness for change, as these educators possess the experience, professional maturity, and adaptive capacity necessary to implement reforms effectively, provided that sustained institutional support is available to help them navigate continuing changes in Philippine education.

Table 2
 Profile of the Teacher-Respondents in Terms of Teaching Experience

Teaching Experience	f	%
More than 25 years	5	4.10
21-25 years	7	5.74
16-20 years	17	13.93
11-15 years	43	35.25
6-10 years	26	21.31
1-5 years	21	17.21
Less than 1 year	3	2.46
Total	122	100.00

Table 3 shows that most respondents occupied non-promotional teaching positions, with only a small proportion serving in leadership or specialist roles such as Master Teachers. This distribution indicates that the teaching workforce in the study primarily consisted of classroom teachers who are directly responsible for delivering instruction and implementing educational reforms in day-to-day practice. The predominance of Teacher I to Teacher III positions suggests that many respondents simultaneously manage classroom teaching, curriculum adjustments, increasing documentation requirements, and performance accountability measures. Because only a few respondents held Master Teacher positions, instructional leadership responsibilities are concentrated among a limited number of individuals, which may increase the demands placed on regular classroom teachers during periods of reform. This finding is consistent with the Department of Education's continuing emphasis on strengthening teacher development to address systemic learning challenges and build future-ready classrooms (Department of Education [DepEd], 2025). The concentration of teachers in frontline instructional roles

underscores the importance of resilience, which develops through the interaction of personal, professional, and contextual factors rather than as a fixed characteristic (Chen, 2024; Salvo-Garrido et al., 2025). Teachers who occupy operational positions are especially vulnerable to workload pressures, but their capacity to sustain performance and well-being can be enhanced through supportive leadership, social connectedness, and access to professional development (Baog & Cueme, 2026; Versfeld et al., 2025). Furthermore, readiness for change is strengthened when teachers perceive trust, organizational support, and opportunities to expand their competencies (Adam & Hanafi, 2022; Mathur et al., 2023). Therefore, the distribution of teaching positions presented in Table 3 highlights the need for differentiated support systems that not only strengthen the resilience and adaptive capacity of classroom teachers but also cultivate well-prepared instructional leaders who can effectively guide educational reforms in Philippine public secondary schools.

Table 3
Profile of the Teacher-Respondents in Terms of Teaching Position

Teaching Position	f	%
Special Science Teacher I	1	0.82
Master Teacher II	2	1.64
Master Teacher I	4	3.28
Teacher III	58	47.54
Teacher II	8	6.56
Teacher I	49	40.16
Total	122	100.00

Table 4 presents the level of teachers' resilience across seven dimensions and shows that respondents demonstrated high to very high resilience in all areas. Vision emerged as the strongest dimension, indicating that teachers possess a clear sense of purpose and long-term professional direction. The remaining dimensions—determination, social interaction, relationships, problem-solving, organization, and self-confidence—received similarly high ratings, reflecting a balanced and robust pattern of personal, social, and professional competencies that support adaptive functioning. This suggests that junior high school teachers have a well-rounded resilience profile anchored in a strong sense of vision and reinforced by the behavioral and interpersonal skills necessary to cope effectively with ongoing educational demands. The prominence of vision highlights the importance of purpose-driven work in sustaining resilience, as teachers who perceive their profession as meaningful are more likely to interpret challenges as part of a worthwhile journey rather than as insurmountable obstacles. This finding aligns with contemporary perspectives that conceptualize teacher resilience as a dynamic developmental process supported by both internal strengths and contextual resources (Chen, 2024; Pearson et al., 2025). Internal strengths such as determination and self-confidence enable teachers to persist through adversity, while relational and organizational resources such as supportive relationships, social connectedness, and effective problem-solving foster sustained professional functioning (Mukadimah, 2025; Versfeld et al., 2025). High levels of resilience have also been linked to improved well-being and teaching performance, particularly in contexts characterized by rapid policy shifts and increasing professional expectations (Salvo-Garrido et al., 2025). The consistently high ratings across all dimensions suggest that teachers frequently exhibit resilient behaviors, allowing them to respond to reform-related challenges in realistic and sustainable ways. In the Philippine context, where educators continue to navigate major initiatives such as the K-12 Program and the MATATAG Curriculum, resilience is strengthened by meaningful work, social support, and adaptive capacities that enable teachers to maintain effectiveness amid change. These findings indicate that the respondents are not only capable of enduring difficulties but also possess the psychological and professional resources necessary to serve as change agents who can adapt, innovate, and sustain their performance in an increasingly complex educational environment.

Table 4
Level of Teachers' Resilience Across Dimensions

Dimension	M	SD	Verbal Description
Vision	4.26	0.71	Always
Determination	3.92	0.74	Often
Interaction	3.97	0.79	Often
Relationships	3.78	0.91	Often
Problem-Solving	3.75	0.81	Often
Organization	3.63	0.88	Often
Self-Confidence	3.69	0.81	Often

Table 5 presents the level of teachers' change readiness across its key dimensions and indicates that junior high school teachers are generally prepared to participate in educational reforms. The highest scores were observed in change efficacy and management support, suggesting that teachers are confident in their own abilities and trust that school leaders will provide the resources, guidance, and encouragement needed to implement change successfully. This finding reflects the central role of self-efficacy and institutional support in strengthening readiness for organizational change (Adam & Hanafi, 2022; Mathur et al., 2023). Teachers who believe they possess the necessary skills and competencies are more likely to approach reform initiatives with confidence and persistence, while supportive leadership enhances trust and promotes positive attitudes toward innovation (Baog & Cueme, 2026). The results are also consistent with evidence that teacher

readiness varies according to professional competence, pedagogical flexibility, and access to organizational support, all of which influence willingness to adopt new instructional modalities (Scherer et al., 2023). In contrast, the comparatively neutral ratings for appropriateness and personal valence suggest that although teachers are capable of implementing reforms, they may still harbor uncertainties about whether these changes are practically relevant or personally beneficial. This pattern implies that readiness is driven more by professional responsibility and external expectations than by deep personal commitment. Such findings underscore the importance of helping teachers understand how reforms contribute to improved teaching practice, career development, and learner outcomes. Readiness for change is strengthened when educators perceive that innovations are meaningful, feasible, and aligned with their professional goals (Aytaç, 2023; Du et al., 2022). Moreover, resilience and change readiness are closely connected, as teachers with strong adaptive capacities are better able to sustain motivation and effectiveness during periods of uncertainty (Chen, 2024; Pearson et al., 2025). Overall, the findings indicate that junior high school teachers possess moderate to high readiness for change, characterized by confidence in their capabilities and trust in institutional support. However, lingering doubts regarding the relevance and personal benefits of reforms may limit full engagement. Clear communication about the purpose and advantages of educational innovations, together with sustained leadership support and targeted professional development, is therefore essential to deepen teachers' commitment and ensure the successful implementation of educational reforms in Philippine public secondary schools.

Table 5
Level of Teachers' Change Readiness Across Dimensions

Dimension	M	SD	Verbal Description
Change Efficacy	3.49	0.84	Agree
Appropriateness	3.48	0.93	Agree
Management Support	3.80	0.86	Agree
Personal Valence	2.71	0.97	Neutral

Table 6 shows that the different dimensions of teacher resilience are associated with varying levels of change efficacy, or teachers' belief in their capacity to successfully implement educational reforms. Among the seven resilience dimensions, Interaction and Relationships demonstrated the strongest correlations with change efficacy, indicating that social and relational aspects of resilience play a particularly important role in strengthening teachers' confidence to manage change. This finding suggests that teachers who maintain supportive professional relationships and engage actively with colleagues are more likely to feel capable of implementing new policies and instructional practices. Social connectedness has been identified as a critical pathway to teacher resilience because collaborative relationships provide emotional support, shared problem-solving, and professional encouragement during challenging periods (Versfeld et al., 2025). Similarly, resilience is enhanced when teachers are embedded in supportive networks that foster belonging and collective efficacy (Mukadimah, 2025; Pearson et al., 2025). Vision, Determination, and Self-Confidence also showed moderate but significant positive relationships with change efficacy, indicating that teachers with a clear sense of purpose, persistence, and belief in their own abilities are more likely to perceive themselves as competent change agents. A strong professional vision helps teachers interpret reform-related challenges as meaningful and worthwhile, while determination and self-confidence sustain motivation and perseverance in the face of uncertainty (Chen, 2024; Salvo-Garrido et al., 2025). In contrast, Problem-Solving and Organization were not significantly related to change efficacy, suggesting that although these technical and procedural skills are essential for everyday teaching, they may not directly influence teachers' confidence in implementing large-scale reforms. This distinction implies that change efficacy is shaped more by psychological and social resources than by task-management competencies alone. The findings are consistent with research showing that readiness for change is strongly influenced by self-efficacy, trust, and perceived organizational support (Adam & Hanafi, 2022; Mathur et al., 2023). Teachers who feel supported by colleagues and school leaders and who possess strong internal motivation are more likely to embrace innovation and sustain commitment to reform initiatives (Baog & Cueme, 2026; Saro et al., 2025). Overall, the results indicate that teachers' confidence in implementing educational change depends largely on their sense of purpose, emotional resilience, and quality of professional relationships rather than solely on technical competence. Consequently, interventions designed to strengthen change efficacy should emphasize collaborative school cultures, mentoring programs, professional learning communities, and goal-oriented professional development that nurture both personal and social dimensions of resilience. By cultivating these protective factors, schools can enhance teachers' readiness and confidence to effectively lead and sustain educational innovation.

Table 6
Significant Relationship Between Teachers' Resilience Dimensions and Change Efficacy

Construct	r	t	p	Remarks	Decision
Vision	0.204	2.279	.0245	Significant	Reject H ₀
Determination	0.210	2.354	.0202	Significant	Reject H ₀
Interaction	0.356	4.171	.0001	Significant	Reject H ₀
Relationships	0.323	3.737	.0003	Significant	Reject H ₀
Problem-Solving	0.164	1.824	.0707	Not significant	Fail to Reject H ₀
Organization	0.164	1.826	.0704	Not significant	Fail to Reject H ₀
Self-Confidence	0.254	2.871	.0048	Significant	Reject H ₀

Note. Significant at $p < .05$ (two-tailed).

Table 7 shows that all dimensions of teachers’ resilience were significantly associated with perceptions of the appropriateness of change, although the strength of these relationships varied across dimensions. Interaction and Relationships demonstrated the strongest correlations, indicating that teachers who maintain frequent collaboration and supportive professional relationships are more likely to perceive educational reforms as relevant, justified, and aligned with institutional goals. This finding suggests that social and interpersonal resilience plays a critical role in shaping how teachers interpret and evaluate the necessity of change. Social connectedness has been identified as a central pathway to teacher resilience because collaborative cultures characterized by trust, emotional support, and shared problem-solving help teachers manage workload pressures and reform-related stress (Versfeld et al., 2025). Similarly, resilience is strengthened when teachers are embedded in professional networks that foster belonging and collective understanding of educational goals (Mukadimah, 2025; Pearson et al., 2025). Other resilience dimensions, including Vision, Determination, Problem-Solving, Organization, and Self-Confidence, also showed moderate but significant positive relationships with change appropriateness. These findings indicate that teachers with a clear sense of purpose, perseverance, confidence, and effective coping strategies are more likely to interpret reforms positively and view them as meaningful and necessary. A strong professional vision helps teachers connect reform initiatives to long-term educational objectives, while determination and self-confidence support constructive interpretations of challenging changes (Chen, 2024; Salvo-Garrido et al., 2025). Organizational readiness research likewise suggests that employees are more likely to endorse change when they feel psychologically prepared and socially supported (Adam & Hanafi, 2022; Mathur et al., 2023). In educational contexts, professional development, technical assistance, and supportive leadership enhance teachers’ willingness to engage with new practices by clarifying the rationale and benefits of reform (Aytaç, 2023; Du et al., 2022). Overall, the findings indicate that resilience is a key factor in teachers’ readiness to accept and support educational reforms. Strengthening teachers’ resilience—particularly its social and interpersonal dimensions—can enhance their perception that reforms are appropriate and worthwhile, thereby promoting more effective, meaningful, and sustainable implementation of educational change in Philippine public secondary schools.

Table 7
 Significant Relationship Between Teachers’ Resilience Dimensions and Appropriateness

Construct	r	t	p	Remarks	Decision
Vision	0.3036	3.4903	.000676	Significant	Reject H_0
Determination	0.2574	2.9177	.004211	Significant	Reject H_0
Interaction	0.4430	5.4122	< .001	Significant	Reject H_0
Relationships	0.3729	4.4028	< .001	Significant	Reject H_0
Problem-Solving	0.3190	3.6873	.000342	Significant	Reject H_0
Organization	0.2848	3.2546	.001475	Significant	Reject H_0
Self-Confidence	0.2785	3.1763	.001897	Significant	Reject H_0

Note. Significant at $p < .05$ (two-tailed).

Table 8 presents the correlation between the dimensions of teachers’ resilience and perceived management support and shows that all resilience dimensions, except Organization, were significantly associated with management support at varying levels of strength. Interaction exhibited the strongest correlation, indicating that teachers who actively communicate and collaborate with colleagues are more likely to perceive school leadership as supportive and responsive. This finding suggests that social engagement and professional connectedness enhance teachers’ ability to recognize and value the assistance provided by administrators during periods of educational change. Social connectedness has been identified as a key pathway to teacher resilience because supportive relationships foster trust, emotional security, and shared understanding in challenging contexts (Versfeld et al., 2025). Similarly, resilience is strengthened when teachers work in collaborative environments characterized by open communication and mutual support (Mukadimah, 2025; Pearson et al., 2025). Self-Confidence and Problem-Solving also demonstrated moderate and significant correlations with management support, indicating that teachers who believe in their abilities and can effectively address challenges tend to perceive stronger leadership support. Teachers with greater confidence and adaptive capacity are better positioned to interpret administrative guidance and resource provision as meaningful and empowering (Chen, 2024; Salvo-Garrido et al., 2025). In contrast, the non-significant relationship between Organization and management support suggests that technical efficiency and planning skills, while important for instructional performance, do not necessarily shape how teachers perceive leadership responsiveness. These findings imply that perceptions of management support are influenced more by psychological and interpersonal resilience than by procedural competencies alone. Organizational readiness research similarly emphasizes that trust, leadership responsiveness, and supportive communication are essential for strengthening positive attitudes toward change (Adam & Hanafi, 2022; Mathur et al., 2023). In the Philippine context, effective school-based management practices such as shared decision-making and transparent communication contribute to stronger teacher motivation and trust in leadership (Pepugal, 2022). Empathetic and relationally transparent leadership also enhances teachers’ perceptions of support and reinforces their willingness to engage in reform initiatives (Baog & Cueme, 2026). Overall, the findings indicate that teachers who are socially engaged, self-confident, and adaptable are more likely to view school leaders as reliable sources of support during educational reforms. Strengthening these dimensions of resilience, while fostering collegial climates and participatory leadership practices, can enhance trust in management and promote more effective implementation of educational change in Philippine public secondary schools.

Table 8
Significant Relationship Between Teachers' Resilience Dimensions and Management Support

Construct	r	t	p	Remarks	Decision
Vision	0.1838	2.0488	.042662	Significant	Reject H ₀
Determination	0.1889	2.1071	.037187	Significant	Reject H ₀
Interaction	0.3741	4.4190	< .001	Significant	Reject H ₀
Relationships	0.2009	2.2470	.026469	Significant	Reject H ₀
Problem-Solving	0.2607	2.9580	.003730	Significant	Reject H ₀
Organization	0.1268	1.4003	.164018	Not significant	Fail to Reject H ₀
Self-Confidence	0.2875	3.2877	.001326	Significant	Reject H ₀

Note. Significant at $p < .05$ (two-tailed).

Table 9 presents the relationship between the dimensions of teachers' resilience and personal valence, or the extent to which teachers perceive educational reforms as personally beneficial. The results reveal varying degrees of association, with Interaction showing the strongest correlation. This finding suggests that teachers who actively engage with colleagues and maintain open channels of communication are more likely to view reforms as advantageous to their professional growth and less threatening to their established practices. Social engagement appears to help teachers interpret change more positively by providing emotional support, shared experiences, and opportunities to better understand the personal implications of reform initiatives. This interpretation is consistent with evidence that social connectedness is a central component of resilience and contributes significantly to teachers' motivation and well-being during periods of uncertainty (Versfeld et al., 2025). Relationships, Problem-Solving, and Self-Confidence also demonstrated moderate and significant correlations with personal valence, indicating that teachers who receive support from colleagues, feel capable of resolving challenges, and trust in their own abilities are more likely to perceive educational reforms as personally rewarding. Teachers with strong self-confidence and adaptive capacities are better able to view change as an opportunity for professional growth rather than as a source of stress (Chen, 2024; Salvo-Garrido et al., 2025). In contrast, Vision, Determination, and Organization were not significantly related to personal valence, suggesting that goal orientation, persistence, and planning skills alone may not directly shape teachers' judgments about whether reforms will benefit them personally. This pattern indicates that teachers' perceptions of personal gain are influenced more by social and emotional resources than by cognitive or task-oriented competencies. Research on readiness for change supports this interpretation, emphasizing that individuals are more likely to embrace change when they feel supported, capable, and psychologically secure (Adam & Hanafi, 2022; Mathur et al., 2023). Overall, the findings suggest that teachers' willingness to perceive educational reforms as personally beneficial depends largely on the quality of their relationships, their confidence in managing challenges, and the social support available to them. Strengthening these core dimensions of resilience through collaborative school cultures, mentoring, and targeted professional development can enhance teachers' personal commitment to reform and contribute to more sustainable implementation of educational change in Philippine public secondary schools.

Table 9
Significant Relationship Between Teachers' Resilience Dimensions and Personal Valence

Construct	r	t	p	Remarks	Decision
Vision	0.1447	1.6019	.111804	Not significant	Fail to Reject H ₀
Determination	0.1524	1.6896	.093693	Not significant	Fail to Reject H ₀
Interaction	0.3990	4.7674	< .001	Significant	Reject H ₀
Relationships	0.1985	2.2187	.028387	Significant	Reject H ₀
Problem-Solving	0.1872	2.0871	.038993	Significant	Reject H ₀
Organization	0.1621	1.7999	.074382	Not significant	Fail to Reject H ₀
Self-Confidence	0.2251	2.5309	.012671	Significant	Reject H ₀

Note. Significant at $p < .05$ (two-tailed).

Conclusion and Recommendations

This study determined the levels of resilience and change readiness among Junior High School teachers in the Division of Cebu City during the School Year 2025–2026 and examined the relationship between these two constructs. The demographic profile of the respondents was described in terms of age, gender, teaching experience, and teaching position. Teachers' resilience was assessed across seven dimensions: vision, determination, interaction, relationships, problem-solving, organization, and self-confidence, while change readiness was measured in terms of change efficacy, appropriateness, management support, and personal valence. The findings revealed that the respondents demonstrated a high level of resilience, indicating that they possess a strong capacity to cope with challenges, maintain motivation, and adapt effectively to the demands of educational reforms. Their level of change readiness was moderate, suggesting that although they are generally willing and able to embrace change, their readiness is influenced by organizational and contextual factors such as leadership support, communication, and opportunities for professional growth. Teachers possess a strong resilience that significantly enhances their change readiness in contributing to the effective and sustainable implementation of educational reforms.

Based on these findings, the Department of Education (DepEd), together with school leaders and division officials, is encouraged to develop and implement a systematic Professional Development Plan aimed at strengthening both teacher resilience and change readiness. This plan should include interventions such as resilience-building workshops, mentoring programs, collaborative learning communities, and leadership initiatives that promote trust, effective communication, and shared decision-making. In addition, policies that foster a positive organizational climate—through sustained management support, access to relevant training, and teamwork—should be reinforced to help teachers navigate and sustain educational reforms successfully. By investing in these support mechanisms, schools can enhance teachers' adaptive capacity, deepen their commitment to reform, and ensure the effective and sustainable implementation of educational innovations.

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