



# AMERICAN JOURNAL OF MULTIDISCIPLINARY RESEARCH AND INNOVATION (AJMRI)

ISSN: 2158-8155 (ONLINE), 2832-4854 (PRINT)

VOLUME 1 ISSUE 4 (2022)

Indexed in



PUBLISHED BY: E-PALLI, DELAWARE, USA

## The Mediating Effect of Adaptive Behavior of Teachers on the Relationship Between Resilience and Job Performance

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### Article Information

**Received:** September 17, 2022

**Accepted:** September 22, 2022

**Published:** September 26, 2022

### Keywords

*Adaptive Behavior, Educational  
Management, Job Performance,  
Mediating Effect, Resilience,  
Philippines*

### ABSTRACT

The study investigated the mediating effect of adaptive behavior on the relationship between Resilience and job performance among public elementary school teachers. The sample comprised 310 general elementary teachers in Kiblawan District, Davao del Sur. Questionnaires using a 5-point Lickert scale were administered by the researcher. In the statistical analysis, adaptive behavior was the mediating variable, and the result was high. At the same time, Resilience was identified as the independent variable and had a high level. Job performance was the dependent variable due to the high level also. Path Analysis was used to establish the relationships among the variables. Results showed that Resilience and adaptive behavior are positively correlated, and the connection is significant. Similarly, adaptive behavior and job performance have a positive causal relationship, and the association is also significant. Likewise, Resilience and job performance also have a meaningful relationship and are positively correlated. Findings also revealed that adaptive behavior partially mediates the relationship between strength and job performance, such that the overall influence of Resilience on job performance is transmitted through adaptive behavior. In contrast, the widespread impact can be explained, either through direct or through mediation, by other variables that were not included in the established model of the study. This implies that Resilience influences adaptive behavior, which affects job performance.

### INTRODUCTION

Stress has become a growing problem in organizations and is now a significant issue in universities. Also, organizational stress harmed academic job performance. However, academic staff has recently experienced job stress because of living in a time of constant global change, particularly significant changes in curriculum design and dynamic multitasking, which has resulted in the creation of high-performance expectations to be met in universities (Kaur, Noman, & Awang-Hashim, 2018). On the other hand, employee job performance is a significant factor in whether firms can maintain operations and accomplish their objectives. Simply described, job performance is the sum of all employee behaviors at work or the quantifiable activities, behaviors, and outputs that employees directly or indirectly contribute to further corporate goals. Job performance has a significant impact on an organization's profitability. Organizational success depends on employee performance; hence performance is crucial. Individuals must perform well since completing chores might bring them happiness. The effectiveness with which organizations manage, develop and stimulate their employees is an essential cornerstone for their performance (Al-omari & Okasheh, 2017; Katzenbach & Smith, 2015; Temmuz 2020; Yousefi & Abdullah, 2019). A study conducted to examine the analysis showed that salespersons' deep acting was positively related to adaptive selling behavior and job performance, whereas salespersons' surface acting was negatively associated with adaptive selling behavior and job performance. These findings relate to the effects of salespersons' emotional labor strategies on adaptive selling behavior and individual

job performance in the direct selling industry. Another study was conducted to determine the influencing factors on the job performance of clinical nurses who work at two university hospitals and to examine the relationships between emotional labor, communication competence, Resilience, and clinical nursing performance of university hospital nurses. Additionally, researchers come up with strength and adaptive behavior, both having one common denominator, which is the presence of protective factors that make a person rise above and adapt to situations featuring risks, difficulties and traumas in an individual's life to be able to perform and function generally as expected (Kumari and Sangwan, 2015; Park & Chung, 2016; Wang, *et al.*, 2016).

On the other hand, the researcher is interested in learning how adaptive behavior influences the impact of Resilience on job performance. There is existing literature on how job performance is associated with strength. But none so far involved all three interacting in a study. This can open up another assessment tool to help companies and schools enhance their product performance and help employees become more adaptive to their environment by using their life skills. Also, the outcomes of this paper will lead to new avenues for future study.

The main thrust of this study is to find out the mediating effect of adaptive behavior of teachers on the relationship between Resilience and job performance.

Specifically, the following objectives were formulated:

1. To describe the level of Resilience among public school teachers in terms of:
  - 1.1 personal competence,
  - 1.2 social competence,

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- 1.3 *family coherence*,
- 1.4 *social support*, and
- 1.5 *personal structure*.
2. To ascertain the level of job performance among public school teachers in terms of:
  - 2.1 *altruism*,
  - 2.2 *conscientiousness*, and
  - 2.3 *task performance*.
3. To determine the level of adaptive behavior among public school teachers
4. To find out the significance of the relationship between:
  - 4.1 *resilience and job performance*,
  - 4.2 *resilience and adaptive behavior*; and
  - 4.3 *adaptive behavior and job performance*.
5. To determine the significance of the mediation of adaptive behavior of teachers on the relationship between Resilience and job performance.

## LITERATURE REVIEW

Several approaches, point of views, theories, findings from research and publications, as well as valuable insights from different authors which are relevant to the study, are presented in this section. These support the research objectives, which are essential in understanding the study. The independent variable is Resilience with the indicators such as *personal competence*, *social competence*, *family coherence*, *social support*, and *unique structure*. At the same time, the dependent variable is job performance with the indicators such as *altruism*, *conscientiousness* and *task performance*. Lastly, adaptive behavior is the mediating variable of the study.

## Resilience

Resilience is viewed as a general attribute that manifests itself across many situations in one's life, highly resilient people are likely to flourish in work-related and non-work-related contexts. Teachers deal with a variety of stressful and conflictual circumstances throughout their professions. Conflict and stress can negatively impact physical and mental health if poorly managed. This could result in changes in self-worth, irregular eating and sleeping habits, depression, reduced job satisfaction, and a higher risk of sickness. Therefore, a critical factor in both the performance of the classroom and the retention of teachers is their capacity to adapt to a variety of scenarios and grow in their competence in the face of challenging circumstances. All teachers must be resilient due to their ongoing challenges in the classroom. (Britt, *et al.*, 2016; Bobek, 2016).

According to (Athota *et al.* 2019), human resilience conceptions point to signs of a person's coping mechanisms, which unavoidably involve their employment. Because it is believed that Resilience is crucial for coping with the demands of complex organizations like schools, conceptions of Resilience have been expanded to include teachers with the idea that Resilience as a personal trait or attribute may be evident in teachers who choose to stay in the profession. Because Resilience is defined as

the capacity to cope by surmounting obstacles, academics contend that Resilience must be fostered to assist teachers in dealing with problems in their work (Boon, 2021).

On the other hand, teacher resilience, in particular, can also employ personal traits and contextual factors to help their management of obstacles, as well as to develop and achieve professional satisfaction and well-being through time, as has been "conceptualized as a capability, a process, and also as an end." (Mansfield *et al.*, 2016). Research on Resilience should investigate the capacity for personal adaptation and the ability to 'bounce back' from adversity and the social situations and practices that a person engages in that allow Resilience to develop. (Boon, 2021)

Significantly, teachers, who face and struggle with many difficulties in their professional lives, require a high level of Resilience. Teaching is a profession in which members face various stressful and conflicting situations. Teachers are expected to continue working efficiently in the face of adversity. A teacher's goodness is associated with achievement, Resilience to a demanding learning environment, having friends outside of school, problem-solving skills, making recommendations to parents and students for challenging situations, responsibility and consistency, having one's ideas about the profession, ongoing professional development, and wanting to be a good teacher. Teachers may be prevented from displaying these traits by adverse circumstances in the educational system and the school environment. (Polat & Murat, 2018).

Additionally, teachers with Resilience might exercise agency if it results in greater wellbeing, a sense of belonging, enthusiasm, and engagement. When faced with adversity, resilient persons exhibit a "steeling" or strengthening response that makes managing subsequent challenges easier. Resilience is a response to environmental stress or adversity. Most study on Resilience has been done on children rather than adults. In a teaching setting, the definition of Resilience as the "ability to bounce back" is deficient and insufficient. Resilient teachers are better able to "maintain equilibrium and a sense of commitment and agency" and "handle the unavoidable uncertainties inherent in the reality of teaching." It might be argued that a lack of Resilience contributed to some teachers' decision to leave the profession. However, Mansfield and colleagues (2016) found that contextual and individual barriers are faced by teachers who want to go the work. As a result, Resilience is shaped by a dynamic interaction between individual and environmental resources and long-term interaction between risk and protective variables. The idea of teacher resilience is not original, but it does draw from a corpus of literature on Resilience in general. In the face of difficulty, Resilience is developed through a dynamic and interactive process of risk management (Drew & Sosnowski, 2019 Mansfield *et al.*, 2016).

The latent construct comprises five indicators: *personal competence*, *social competence*, *family coherence*, *social support* and *unique structure*. The first indicator is personal competence.



Emotional competencies are character qualities and skills that impact your performance in business and life. According to the University of Pennsylvania Law School, personal competencies are self-awareness, drive, relationship skills and confidence. Whether you will succeed as a manager or an employee can be determined by the total of these qualities.

As a result, the personal competence of the teacher becomes crucial to the business school's effectiveness. As a result, educators must adapt to the shifting demands of their organizations and equip themselves to better prepare pupils. The competence of the teacher is crucial from a strategic standpoint. Business schools may hire high-caliber instructors, but it is getting harder and harder to find dedicated instructors. Given the evolving situation, the study article analyzes human characteristics required for efficient instruction in business schools. A significant development is that competency is now generally regarded and used in enterprises as a crucial tool for human resource tasks like talent selection, retention, and development. Additionally, competences define the abilities, information, and mindset necessary for a successful career (Bakhru, 2018).

The second indicator is *social competence*. *Social competence* refers to the ability to communicate with people in a meaningful way is referred to as *social competence*. It is an essential skill that interventions might influence. (Junge, *et al.*, 2020). Moreover, it is described as the capacity to manage social situations skillfully. To put it another way, *social competence* is the ability to *get along* well with others, build and sustain close relationships, and behave appropriately in social situations.

Furthermore, *social competence* is the capacity of instructors to interact and communicate successfully with students, other educators, school staff, learners' parents and guardians, and the local community (Parnawi *et al.*, 2018). Furthermore, one of the most important competencies required for successful performance in the teaching profession is *social competence* (Dubovicki, 2015)

The third indicator is *family coherence*. In an observational, cross-sectional, multicenter research of families dealing with the palliative phase of illness, low hope, anxiety, and depressive symptoms were widespread in cancer patients and their family members. The significant conclusions demonstrated that hope, anxiety, and depressive symptoms were strongly and independently correlated with *family coherence*. Higher expectancy and lower levels of stress and depressive symptoms were linked to a stronger family sense of coherence in both cancer patients and their loved ones.

The fourth indicator is *social support*. *Social support* refers to the emotional and practical resources a social network offers to assist people in managing stress. It is frequently cited as a crucial element of solid interpersonal bonds and psychological well-being. *Social support* is essential to having a network of family and friends to turn to in difficult times. These relationships are critical to your ability to function in your day-to-day life, whether you

are experiencing a personal crisis and require immediate support or simply want to spend time with people who care about you. *Social support* gives people the strength to persevere and even thrive during stressful circumstances (Cherry, 2020).

On the other hand, having close relationships with others, whether they be love partners, best friends, family, or coworkers, is crucial for meeting psychological requirements and providing *social support*. These connections also meet the needs for autonomy and, to a lesser extent, competence, in addition to the relatedness need. The best personal relationships are ones in which each partner supports the other's requirements for relatedness, competence, and autonomy. Additionally, obtaining *social support* boosts self-efficacy, especially when it comes from people exposed to the same stressor and capable of handling it (Deci and Ryan 2014; Kassir *et al.*, 2019).

The last indicator is a *unique structure*. On a different side, arrangements are necessary for an organization to reflect legislative, regional, and organizational requirements. An organizational structure is a framework that specifies how specific tasks are to be carried out to meet the objectives of an organization. Rules, roles, and obligations may be a part of these activities. The organizational structure also governs the company's internal information flow between levels. (Butler & Wilson, 2015).

To summarize, motivated and enthusiastic are long seen as essential to delivering high-quality education; this necessitates that they feel well. There are two advantages to improved teacher well-being. First, it may enhance the effectiveness and happiness of teachers. Second, it can spread among students, resulting in more pleasure, which affects academic outcomes.

### Job Performance

Increasing work complexities and divergent demands may cause workplace stress, becoming a prominent and pervasive component of modern organizations. The acts teachers take in classrooms to accomplish educational goals might be considered part of their job performance. Furthermore, job performance is a critical element that has received serious attention in the fields of psychological and human resource management. High-stress levels negatively impact our physical and mental health, resulting in poor performance. When teachers experience high levels of stress, they become dissatisfied, which leads to poor work performance (Johari, Tan, & Zulkarnain, 2018; Hwang *et al.*, 2017; Liyana & Nor, 2020; Senthilkumar, 2018).

On the other hand, job performance is the accomplishment of a person's work in a specific period that has gone through a standard work process. According to some researchers, teacher performance is evaluated based on quality, quantity, and time. The achievement of an employee's duties and obligations, including additional responsibilities outside of his commitments, is referred to as job performance (Jalil *et al.*, 2015; Yuwonoa *et al.*, 2020).

The achievement of student learning outcomes can be used to assess a teacher's job performance (Shrestha, M. 2019; Baluyos, *et al* 2019). Performance is a concept that refers to the accomplishment results attained by employees through applicable procedures under the supervision of leaders (Ayundasari, *et al* 2017). Individual and group performance are required to achieve organizational performance (Arifin, 2019; Virgana, 2021). Furthermore, the primary goals of schools are to teach and learn. They serve as society's foundation for youth development. School principals direct and guide teachers in carrying out their responsibilities to achieve this ultimate goal. To promote teaching and learning in a school, the principal leadership specifically has the authority to advance teacher efforts. Teachers' jobs must be divided into subcategories of planned goal frameworks, multidimensional job performance constructs, teacher performance factors, competence standards, and KPIs to manage and measure job performance, such as teaching planning, classroom management, and evaluation. This will strengthen the process. (Armstrong, *et al*, 2014; Atsebeha, 2016; Bolman *et al*, 2018; Ishak, *et al*, 2019).

On the other hand, teaching is widely regarded as one of the most critical and challenging occupations in modern society. These professionals are held accountable for their students' academic success and social and emotional development. Given the high demands and expectations for student development, teachers' job performance, which is linked to student outcomes, is a significant concern for a wide range of stakeholders, including principals, parents, policymakers, and society at large (Alrajhi *et al*, 2017; Hwang *et al*, 2017; Li *et al*, 2018).

Furthermore, there appears to be irregular salary payment, a perception of a lack of support for their work, and poor working conditions, frequently leading to poor teacher job performance. For example, it has been stated that money is an economic reward and a means of increasing job satisfaction among Nigerian workers. Teachers' performance must be oriented toward educational goals and objectives relevant to their job (Obineli, 2013; Obozuwa, 2018).

The first indicator is *altruism*. *Altruism* is the unselfish concern for others—acting only out of a desire to assist, rather than feeling compelled to do so out of duty, loyalty, or religious obligations. It entails taking action out of concern for the welfare of others. Additionally, it is a component of what social psychologists call prosocial conduct, any activity that benefits others, regardless of its motivation or how the giver benefits from it. Some people distinguish between prosocial action and what is occasionally referred to as pure *altruism*, which is genuine selflessness without any expectation of or desire for reward for oneself (Cherry, K., 2020).

While *altruism* behavior was initially included among the research topics of religion and philosophy, it began to be investigated by theorists and researchers in the field of psychology once philosophy became a scientific discipline. *Altruism* is a motivation that seeks to improve

the well-being of others, as opposed to egoism, which aims to improve one's own well-being. Voice behavior also includes motivation to assist the organization, society, or individual, and it is described as a collaborative behavior based on *altruism*. Altruistic behavior is motivated by voluntarism, whereas complaint behavior is expected in the case of a mistake (Of & Erkublay, 2020; Yöntem & Ihan, 2013).

Significantly, *altruism* is the behavior of voluntarily assisting other employees on tasks closely related to the task at hand within the company. One factor that can help *altruism* is a friendship relationship. It is also a spontaneous and direct behavior to assist others. (Al-Zu'bi, 2011, Emilisa 2019).

The second indicator is conscientiousness. Conscientiousness is the quality of being watchful or meticulous in one's behavior. It suggests a desire to work hard and a severe attitude toward duties owed to others. Instead of being loose and disorganized, conscientious people are typically practical and well-organized. They tend to be reliable, show self-control, behave honorably, and strive for success. They also exhibit planned behavior as opposed to impulsive action. It shows itself in typical actions like being orderly and methodical, as well as qualities like being meticulous, thorough, and deliberate (Lahiri *et al*, 2020).

Furthermore, conscientiousness is a competence, order, dutifulness, striving for achievement, and self-discipline in which the employee realizes the value of accomplishing a goal and puts forth enthusiastic, patient, and tireless efforts to feel satisfied by successfully carrying out the obligation. When compared to other leadership characteristics, conscientiousness emerges as the most reliable predictor of employee job performance (Maisarah *et al*, 2016).

The last indicator is task performance. Task performance can be defined as the efficiency with which job holders do their duties. Perform tasks that directly implement a portion of the organization's technological process or indirectly supply it with the resources or services it requires. Both methods contribute to the technical core of the organization. It is significant because it refers to creating goods and services specific to a given work and necessitates that staff members acquire and use fundamental technical abilities. While job performance is essential, contextual performance improves the workplace environment by fostering more robust social networks. Moreover, research indicates that while contextual performance improves up to 40 to 50 years of age and remains constant, employee task performance increase. This has always been a cause for concern in the hospitality sector, where employee performance is linked to customer satisfaction (Kalia, N. & Bhardwaj, B., 2019). Task performance, which describes "actions that support the creation of a good or the delivery of a service," is particularly significant (p. 67). It entails behaviors that differ between jobs, are likely to be role-prescribed, and are typically included in job descriptions. Because it is

related to core job tasks, identifying general structures for task performance is difficult, so context-specific frameworks are used instead. Only two of the five task performance indicators were shared by high- and low-level positions: technological expertise and output (in terms of quantity and quality) (Salgado and Cabal 2011; Work & Questionnaire, 2019).

On the other hand, in this approach, task performance is emphasized. It is defined as all duties that are directly related to primary job responsibilities. It refers to the competence with which employees carry out the tasks accepted as part of their jobs. As a result, it is consistent with those who claim that job performance can be defined as the effectiveness of employees' activities that contribute to achieving organizational goals (Farooqui, M.S., et.al 2014; Tworek, K. 2020).

To sum it up, the quality of an employee's work and their degree of productivity are significantly influenced by their office environment. Employee's drive to work and willingness to gain new skills are influenced by how well the workplace engages them. The motivation and aptitude of an employee, as well as how well they handle constraints in the workplace and hostile surroundings, all affect how well they accomplish their jobs. Because it causes behavioral disturbances and a decline in job performance, this cannot be ignored.

### Adaptive Behavior

Teacher adaptability is a new concept in teacher effectiveness research, with evidence linking it to better outcomes for teachers and students. Teachers must be adaptable because they must respond daily to change, novelty, and uncertainty. Furthermore, in this study, teacher adaptability is a personal determinant of teacher efficacy. In addition, teacher adaptability refers to a domain-specific trait that has emerged from a larger body of research on overall adaptability. Teacher adaptability has been linked to positive outcomes for both teachers and the students they teach (Practice, 2018; R.J. Collie & Martin, 2016; R. J. Collie & Martin, 2017).

Furthermore, adaptability in teachers has been linked to positive outcomes for both teachers and students. Adaptive teachers report more outstanding organizational commitment and a higher sense of well-being. Furthermore, teacher adaptability is connected indirectly to students' numeracy achievement in the teachers' well-being. It is important to note that adaptability is distinct from the resilience construct of the lifespan theory of control. Significantly, adaptability refers to a person's reaction to change, novelty, and uncertainty. These situations and responses can be positive and negative for an individual, whereas Resilience is aligned with a risk management approach to adverse conditions. Furthermore, adaptability has been linked to "significant academic and non-academic outcomes among adolescents and employees" (Practice, 2018; R.J. Collie & Martin, 2016, p.29; R.J. Collie & Martin, 2016; Martin, 2017).

Adaptive behavior, on the other hand, is characterized

as taught behavior that is carried out to satisfy social expectations in a range of living contexts, including the home, school, workplace, and other community settings. Adaptive conduct is based on chronological age since we have varied expectations of all community members as they age (Tass, 2020).

Furthermore, adaptive behavior has grown in interest and importance for organizations. New technologies and restructuring in response to the financial crisis require employees to adapt to changing work systems and roles. Furthermore, adaptive behavior demonstrates the importance of addressing employees' ability to adjust to changes in the workplace. Employee adaptability can result in organizational benefits like change management, organizational learning, and meeting changing customer expectations (Gorostiaga *et al.*, 2022; Landy & Conte, 2016; Park & Park, 2019).

Notably, it includes the skills that a person needs to meet personal needs and cope with their environment's social and natural demands. Adaptive behavior has been broadly defined as "the effectiveness and degrees to which the individual meets the standards of personal independence and social responsibilities." These abilities include being able to take care of one's health and safety on one's own, dressing and bathing oneself, speaking, acting in a socially acceptable manner, effectively using academic abilities, engaging in leisure and work, and leading a lifestyle in the community (Price *et al.*, 2018).

On the other hand, the definition of "adaptive behavior" was given as "how well and to what extent the individual satisfies the criteria of personal independence and social duties required for his or her cultural group," including what a person does to take care of themselves and others and to interact with others. The construct contains the abilities that a person needs to meet their requirements and the expectations of their environment, both social and natural. These abilities include being able to dress and bathe oneself independently, communicate, act in a socially acceptable manner, effectively engage in academic skills, leisure and employment, and engage in a community lifestyle. They also include the ability to take care of one's own personal health and safety. Deficiencies in adaptive functioning cause individuals to fall short of developmental and sociocultural norms for social responsibility and self-reliance. Without continued assistance, the adaptive impairments restrict functioning in one or more everyday tasks, such as social interaction, independent living, and communication, in various situations, involving the neighborhood, work, school, and home. (Price *et al.*, 2018; Solomon, 2017).

To sum it up, COVID-19, on the other hand, has produced a pressing need for companies to adjust to quickly changing situations while facing significant uncertainty. The disruptions have all impacted the long-term plans, company models, workforce size and composition, and everyday working conditions of employees. It has never been more crucial to be able to lead and implement change in such situations. However, a well-planned strategy is

less likely to succeed. Bas because disruptions continue to provide unanticipated problems on the requirement for ongoing change, we evaluate suggested managerial procedures for assisting employee adaptive performance.

## METHODOLOGYS

This study employed a quantitative approach, using a correlation design to assess the relationship between Resilience and job performance, Resilience and adaptive behavior, and job performance and adaptive behavior. Descriptive non-experimental correlational design controlled the extent of a relationship between two or more variables (Goertzen, 2017). In this study, correlation method is the best design to meet the study's objectives and determine whether the hypothesis is accepted. If the significance value is more significant than .05,  $H_0$  is born, and  $H_a$  is accepted. Hypothesis testing determines if the correlations can be strong or weak (Creswell, 2012). Moreover, it is also a fact-finding investigation that allows the researcher to look into the characteristics, actions, and experiences of study participants, which was applied in the data collection (Calmorin, 2007). Furthermore, this is correlational since it investigates the relationship between variables such as Resilience, job performance, and adaptive behavior, using the survey questionnaire to gather the primary data. More specifically, the interest of the study is to investigate the relationship between

Resilience and adaptive behavior; the relationship between adaptive behavior and job performance; the relationship between strength and job performance; and the mediating effect of adaptive behavior on the relationship between Resilience of teachers and job performance in public elementary schools in Kiblawan District. Finally, Path Analysis was utilized in determining the mediation.

## RESULTS AND DISCUSSION

Level of *Resilience* of Public Elementary School Teachers Shown in Table 1 is the Level of Resilience. The overall mean score was 4.19 labeled as high, showing consistency in responses with standard deviation of below 1.0 or 0.460. It can be noted consistency is also manifested in the mean scores of responses across all Resilience indicators which revealed less than 1.0 standard deviations.

Among the indicators of Resilience, *family coherence*, *social support* and personal competence have the highest means at 4.33, 4.30 and 4.25 respectively with corresponding standard deviations of 0.555, 0.553 and 0.518. Although at relatively lower levels, the respondent public school elementary teachers still expressed high in terms of personal structure, with mean score of 4.12 and standard deviation of 0.563, and *social competence*, with mean score of 3.93 and standard deviation of 0.524.

### Level of Job Performance of Public Elementary

**Table 1:** Level of *Resilience*

Indicators	SD	Mean	Descriptive Level
Personal Competence	0.52	4.25	Very High
Social Competence	0.52	3.93	High
Family Coherence	0.56	4.33	Very High
Social Support	0.55	4.30	Very High
Personal Structure	0.56	4.12	High
Overall	0.46	4.19	High

### School Teachers

Shown in Table 2 is the level of job performance. The overall mean score was 3.95 labeled as high, standard deviation of less than 1.0 in all indicators, including the overall job performance level indicates consistency of the responses among the respondents. Task performance has the highest mean score at 4.06 (standard deviation at 0.512), followed by *altruism* with mean score of 4.02

(standard deviation at 0.543), and then conscientiousness with mean score of 3.76 (standard deviation at 0.520). Moreover, overall, job performance level has a mean score of 3.95 (standard deviation of 0.456). All scores denote that the level of job performance of the teachers is high.

### Level of Adaptive Behavior of Public Elementary

**Table 2:** Level of Job Performance

Indicators	SD	Mean	Descriptive Level
Altruism	0.54	4.02	High
Conscientiousness	0.52	3.76	High
Task Performance	0.51	4.06	High
Overall	0.46	3.95	High

### School Teachers

Shown in Table 3 is the level of adaptive behavior of the respondent elementary school teachers. Results showed that the teachers have high degree of adaptive behavior with mean score of 4.17 and standard deviation of 0.468. Seventeen (17) out of 26 behavioral practices namely: Appropriate Group Game Behavior Demonstration (mean score = 4.18, standard deviation

= 0.628); Shoe Tying (mean score = 4.17, standard deviation = 0.692); Activity Readiness (mean score = 4.17, standard deviation = 0.618); Adjusting Behavior to Expectations (mean score = 4.25, standard deviation = 0.645); Contact Information Communication (mean score = 4.13, standard deviation = 0.631); Toileting Care and Assistance (mean score = 4.13, standard deviation = 0.659); Verbal Responsiveness (mean score = 4.11,



standard deviation=0.634); Written Communication Comprehension (mean score=4.11, standard deviation =0.688); Academic Communication (mean score=4.11, standard deviation=0.636); Physical Exchange Responsiveness (mean=4.11, standard deviation=0.626); Environmental and Social Cues Responsiveness (mean =4.10, standard deviation=0.640); Group Situation Interaction (mean=4.09, standard deviation=0.665); Verbal Communication Comprehension (mean score =4.08, standard deviation=0.621); Disagreement Resolution (mean score=4.07, standard deviation=0.617); Friendly Teasing Responsiveness (mean score = 4.06, standard deviation=0.661); Interpersonal Interaction (mean score=4.05, standard deviation=0.664); and Expressive Vocabulary Adequacy (mean score=3.92, standard deviation=0.682) exhibit high levels. Meanwhile, the remaining 9 adaptive behavioral practices showed very high levels. These are: Proper Hygiene

**Table 3:** Level of Adaptive Behavior

Items	SD	Mean	Descriptiv e Level
Comprehending typical verbal communications (e.g., verbal directions, conversations, questions)	0.62	4.08	High
Providing relevant verbal responses to conversations, questions, etc.	0.63	4.11	High
Communicating name, address, and phone number	0.63	4.13	High
Having an adequate expressive vocabulary	0.68	3.92	High
Comprehending written communication (e.g., understanding written directions, signs, symbols, warnings, etc.)	0.69	4.11	High
Applying functional academics to communication (e.g., reading a letter, writes a letter, reads and fills out a form, etc.)	0.64	4.11	High
Taking care of toileting needs	0.66	4.13	High
Tying or fastening shoe	0.69	4.17	High
Fastening articles of clothing (e.g., zips, buttons, etc.)	0.66	4.22	Very High
Demonstrating appropriate hygiene (e.g. clean hands and face, free of body odor, changes clothing when appropriate, etc.)	0.66	4.46	Very High
Demonstrating appropriate mealtime behavior (i.e., skills involved in eating, drinking, disposing of trash, etc.)	0.68	4.28	Very High
Turning on faucet, flushing toilet, operating light at lunch, at work, etc.	0.71	4.32	Very High
Taking care of personal property (e.g., clothing, toys, books, pencils, etc.)	0.66	4.46	Very High
Demonstrating appropriate behavior (e.g., walking, sitting, speaking, controlling temper, etc.) for the immediate environment (e.g., home, school, movie, restaurant, work, etc.)	0.70	4.31	Very High
sBeing ready for an activity at the specified time (e.g., verbal directions, conversations, questions, etc.)	0.62	4.17	High
Demonstrating appropriate social interaction skills (e.g. maintaining appropriate distance from others, greets others appropriately, etc.)	0.59	4.22	Very High
Responding appropriately to typical physical exchanges with other persons (e.g., being bumped, touched, brushed against, etc.)	0.63	4.11	High
Responding appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)	0.66	4.06	High
Interacting appropriately in a group situation (e.g., at a table with several peers, at a desk with peers nearby, standing in line, walking with a group, etc.)	0.67	4.09	High
Demonstrating the ability to appropriately resolve disagreements (e.g., withdrawal, talking, etc.)	0.62	4.07	High
Making appropriate use of free time	0.68	4.20	Very High
Responding appropriately to environmental social cues (e.g., when it is appropriate to interact, when it is not appropriate to interact, etc.)	0.64	4.10	High
Interacting appropriately with one other person (e.g., in a tutoring situation, in a team situation, at lunch, at work, etc.)	0.66	4.05	High
Shares with others	0.64	4.21	Very High
Adjusting behavior to expectations of different situations (e.g., classrooms, recess, etc.)	0.65	4.15	High
Demonstrating appropriate behavior in group games (e.g., following existing rules, shows good sportsmanship, etc.)	0.63	4.18	High
<b>Overall</b>	<b>0.47</b>	<b>4.17</b>	<b>High</b>



Demonstration with mean score of 4.46 (standard deviation = 0.661), Personal Property Care with mean score of 4.46 (standard deviation = 0.656), Facility Management with mean score of 4.32 (standard deviation = 0.710), Appropriate Behavior Demonstration with mean score of 4.31 (standard deviation = 0.701), Appropriate Mealtime Behavior Demonstration with mean score of 4.28 (standard deviation = 0.679), Clothing Assistance with mean score of 4.22 (standard deviation = 0.655), Appropriate Social Interaction with mean score of 4.22 (standard deviation = 0.590), Sharing Demonstration with mean score of 4.21 (standard deviation = 0.638) and Free Time Appropriate Usage with mean score of 4.20 (standard deviation = 0.683).

With all standard deviations below 1.0, this means that the public elementary school teachers manifested high level of adaptive behavior in general.

### Correlation Between Resilience and Job Performance of Public Elementary School Teachers

Presented in the Table 4, the results revealed that there is a significant association between Resilience and job performance with p-value of less than 0.05, which is significant at 0.05 level of confidence and even at 0.01. This indicates significant relationship between the variables. R-value was found to be at 0.785 which represents positive relationship.

Personal competence, which is one of the indicators of Resilience, resulted in r-value equivalent to 0.622 on *Altruism*, 0.524 on c conscientiousness, and 0.576 on

task performance, all signifying positive relationship, and at p-value of less than 0.05 across all measures of job performance, the relationships proved significant.

Similarly, *Social Competence* produced r-value of 0.607, 0.578 and 0.596 on *Altruism*, Conscientiousness and Task Performance respectively. This depicts positive relationship which is significant at both 0.05 and 0.01 significance level since the resulting p-value is less than 0.05.

*Family coherence* also exhibited positive relationship, which is significant at 0.05 and 0.01 levels of significance with r-value of 0.559 (p = 0.000) on *Altruism*, 0.485 on Conscientiousness (p=0.000), and 0.504 (p= 0.000) on Task Performance.

Likewise, *social support* depicted significant positive relationship on *Altruism* (r-value = 0.646, p= 0.000), Conscientiousness (r-value = 0.501, p = 0.000) and Task Performance (r-value = 0.606, p = 0.000).

Personal structure also presented significant positive relationship with *Altruism* having r-value of 0.622 at p=0.000. The same is true on its relationship with conscientiousness with r-value of 0.534 at p= 0.000, and task performance with r-value of 0.695 at p = 0.000. The relationships of these variables tested significant at set level of significance at 0.05, and also at 0.01.

The above results led to the rejection of the hypothesis which states that there is no significant relationship between resilience and job performance of public-school elementary teachers.

### Correlation Between Resilience and Adaptive

**Table 4:** Significance of the Relationship between the Resilience and Job Performance

Resilience	Job Performance			Overall
	Altruism	Conscientiousness	Task Performance	
<b>Personal</b>				
Competence	.622* (0.000)	.524* (0.000)	.576* (0.000)	.663* (0.000)
Social Competence				
Family Coherence	.607* (0.000)	.578* (0.000)	.596* (0.000)	.684* (0.000)
Social Support	.559* (0.000)	.485* (0.000)	.504* (0.000)	.595* (0.000)
Personal Structure				
	.646* (0.000)	.501* (0.000)	.606* (0.000)	.674* (0.000)
	.622* (0.000)	.534* (0.000)	.695* (0.000)	.711* (0.000)
<b>Overall</b>	<b>.721* (0.000)</b>	<b>.618* (0.000)</b>	<b>.703* (0.000)</b>	<b>.785* (0.000)</b>

\*Significant at 0.05 significance level

### Behavior of Public Elementary School Teachers

As presented in the Table 5, all indicators of Resilience showed p-values of 0.000 which means that the relationship of each indicator (Personal Competence, *Social Competence*, *Family Coherence*, *Social Support*, and Personal Structure) to Adaptive Behavior is significant at significance level of 0.05, even at 0.01. The positive r-values also show positive linear relationship between each indicator of Resilience and Adaptive Behavior.

Further, the overall result with r-value of 0.689 and p-value of less than 0.05, means that there is a significant relationship between Resilience and Adaptive Behavior, and thus the null hypothesis which states that there is

no significant relationship between the two variables is rejected.

### Correlation Between Adaptive Behavior and Job Performance of Public Elementary School Teachers

Shown in Table 6 were the results of the relationship between Adaptive Behavior and Job Performance are depicted in Table 5. Adaptive Behavior shows r-value of 0.624 (p=0.000) on *Altruism*, r-value of 0.544 (p=0.000) on Conscientiousness (p=0.000), and r-value of 0.630 on Task Performance (p=0.000). All p-values at <0.05 represent significant relationship between the variables at 0.05 and even at 0.01 level of significance. Similarly, Adaptive Behavior and Overall, Job Performance showed

**Table 5:** Significance of the Relationship between the Resilience and Adaptive Behavior

Resilience	Adaptive Behavior Overall
Personal Competence	.620*(0.000)
Social Competence	.512* (0.000)
Family Coherence	.543* (0.000)
Social Support	.656* (0.000)
Personal Structure	.588* (0.000)
<b>Overall</b>	<b>.689* (0.000)</b>

\*Significant at 0.05 significance level.

**Table 6:** Significance of the Relationship between the Adaptive Behavior and Job Performance

Adaptive Behavior	Job Performance			
	Altruism	Conscientiousness	Task Performance	Overall
Overall	.624.* (0.000)	.544* (0.000)	.630* (0.000)	.691* (0.000)

\*Significant at 0.05 significance level.\*

statistically significant positive relationship at both 0.05 and 0.01 significance level as evident in r-value of 0.691 with p-value of less than 0.05. Therefore, the hypothesis that there is no significant relationship between adaptive behavior and job performance is rejected.

### Mediating Effect of Adaptive Behavior on the Relationship Between Resilience and Job Performance of Public Elementary School Teachers

Shown in Table 7 is the path analysis on the mediating effect of adaptive behavior on the relationship between Resilience and job performance and the result is partially mediated. The data obtained in this table were results after conducting the SPSS AMOS. Results show that the path between Resilience and Adaptive Behavior (Path A) is significant at 0.05 level of significance. The path between Adaptive Behavior and Job Performance (Path B) is also significant at the same level of significance, 0.05. The path between Resilience and Job Performance (Path C) is likewise significant considering significance level of 0.05. With very low levels of standard errors, the estimates are therefore more precise.

Considering the significance in the relationships of the above variables, results further indicated that the causal relationship between Resilience and Adaptive Behavior, which displayed a positive coefficient of 0.70 means that Resilience affects the adaptive behavior of public-school teachers in the sense that the presence of Resilience increases manifestation of adaptive behavior. It also suggests that the effect of Resilience on adaptive behavior is about 70%.

In addition, Adaptive Behavior and Job Performance also has a positive coefficient equivalent to 0.28 which relates that the more evident is the adaptive behavior among public school teachers, the higher is their level of job performance. This also implies that the size of effect of adaptive behavior on job performance is 28%.

Further, the coefficient which equals 0.58 on the relationship between Resilience and Job Performance suggests that the two variables are positively related, that is the higher Resilience is manifested the better is the job performance. Congruently, about 58% of the level of job performance can be explained by Resilience.

The mediating effect of Adaptive Behavior on the

**Table 7:** Mediating Effect: Path Analysis (Partial Mediation)

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
RES --> AB	.701	.689	.042	16.715	***
AB --> JP	.278	.286	.045	6.230	***
RES --> JP	.582	.588	.045	12.819	***

relationship between Resilience and Job Performance is statistically significant at 0.05 level of significance. This asserts that Adaptive Behavior mediates the relationship between Resilience and Job Performance. This is depicted in Figure 1. The mediating effect of Adaptive Behavior is supported by the fact that the regression coefficient on the relationship between Resilience and Job Performance has been substantially reduced from 0.785 (See Table 6) to 0.582 but remained significant. This demonstrates that only part of the Resilience is mediated by Adaptive Behavior and that other portions are either direct or mediated by some other factors that were not included in the model.

It can be derived that the degree of correlation between Resilience and Job Performance with the consideration of

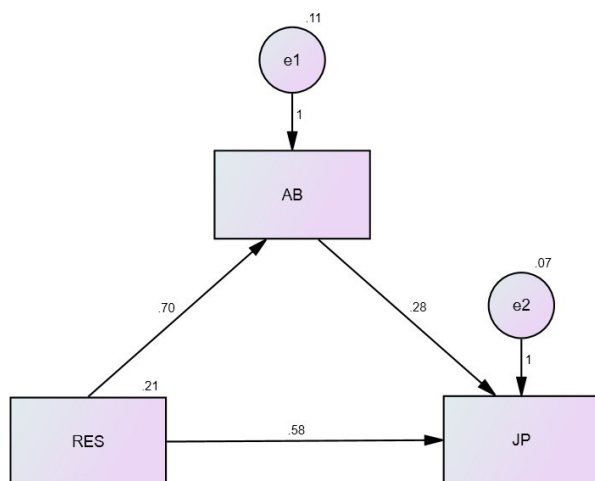
Adaptive Behavior in the equation is represented by the direct effect value of 0.582. The indirect value, computed as the product of coefficients of Path A and Path C (0.70 x 0.28), is equivalent to 0.196 and measures the amount of effect between Resilience and Job Performance that was transferred to Adaptive Behavior. Dividing the indirect effect value (0.196) by the total effect (0.785) results in 0.250.

This means that 25% of the overall influence of Resilience on job performance is mediated by Adaptive Behavior, while the rest of the 75% are either direct or mediated by factors that were not included in the model.

X =RESILIENCE

Y=JOB PERFORMANCE

M = ADAPTIVE BEHAVIOR



**Figure 1:** The mediating effect of Adaptive Behavior on the Relationship between Resilience and Job Performance

## CONCLUSIONS

Based on the findings, the following conclusions are derived. Firstly, is the public elementary school teachers have high level of Resilience, job performance, and adaptive behavior. The high level of job performance is consistent with the exhibited high level of strength and adaptive behavior. Secondly, a significant relationship exists among the three research variables: Resilience, performance, and adaptive behavior. The findings also revealed that the strength of the public elementary school teachers has a significant positive effect on job performance. This could indicate that as Resilience becomes increasingly manifested among school teachers, they tend to better carry out their duties and responsibilities better. The study also showed a significant positive correlation between adaptive behavior and job performance. This suggests that the more evident the adaptive actions are among teachers, the more efficient they are in executing their daily tasks. Further, the research investigation also proved a significant positive association between Resilience and job performance. When teachers can successfully cope with and not cower to the challenges, they tend to exhibit more enthusiasm in delivering their output. Lastly, while Resilience and adaptive behavior individually significantly influence their job performance, the results strongly emphasize the role of adaptive behavior in mediating the effect of strength in that 25% of the total influence of Resilience on job performance went through adaptive behavior. The remaining 75% may be attributed to the other factors not delved into in this study.

Overall, the study reinforces the role of Resilience for employees working under unfavorable conditions in the context of job performance. It demonstrated that adaptive behavior as a mediator also explains the relationship between strength and job performance.

The result is in parallel to the theory of Individual Adaptability Theory (I-ADAPT) by Ployhart and Bliese (2006), which claims that a person's capacity for changing or adapting to various task, social, and environmental

characteristics is represented by their ability, skill, disposition, willingness, and motivation.

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