

## RESEARCH ARTICLE

### SCHOOL CLIMATE, TEACHER RESILIENCE, AND INTERPERSONAL SKILLS: A MEDIATION TEST

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#### ABSTRACT

This study was conducted to find out the significance of school climate, teacher resilience, and interpersonal skills: A mediation test of teachers among public schools in Baganga North and South District, Division of Davao Oriental, Region XI, Philippines. The study used quantitative, non-experimental research design using correlational technique and mediation analysis. Moreover, 128 junior high school teachers were surveyed using the universal sampling using an adapted, 5-point Likert-type questionnaires a survey questionnaire. Weighted, mean, Pearson r, and multiple regression were used as statistical tools. The result shows that the level of interpersonal skills of junior high school teachers was high, the level of school climate was high, and the level of resilience of teachers was very high. Moreover, data show that there was significant relationship between school climate and resilience of teachers, there was a significant relationship between interpersonal skills and school climate of teachers. Similarly, data revealed a significant relationship between the interpersonal skills and resilience of teachers. Further, there is very strong, positive and statistically significant direct effect of school climate on resilience of teachers. However, data shows that there is no significant mediating effect of interpersonal skills of teachers on the relationship of school climate and resilience of teachers.

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## INTRODUCTION

Anger, anxiety, mindfulness, pleasure, social support, fear, and training affect teachers' resilience. When teachers experience emotional tiredness and stress and getting more difficult, demanding, and tiring in teaching it give high rates of teacher burnout, attrition, and discontent that contributed to emotional exhaustion, less job engagement, happiness, well-being, self-care, and success (Zhang, & Luo, 2023). Teachers hold a crucial role in building social emotional and social-cognitive competence of students which heavy responsibilities are placed upon in addressing goals such as teaching and learning and increase the level of work stress are faced by teachers impacts behavior and well-being. The extent to which teacher's psychological wellbeing has been affected by the global health crisis which turnout in poor levels of resilience of teachers towards interpersonal skills pose challenges to school climate of institutions, teachers and students (Ma, Liang, Chutiyami, Nicoll, Khaerudin, & Van Ha, 2022). Resilience is an important teacher capability, particularly as a positive factor when school undergo change and struggle with complexity (McCormack, Schönwetter, Ruge, & Kennelly, 2023). One value of resilience lies in preparing teachers to adjust to frequently changing conditions, adjustment turns resilience

becomes a buffer to growing stresses associated with teaching (Rajasekaran, Sreedevi, & Chang, 2024). High levels of resilience helping teachers to cope with stress and burnout. School teacher resilience with interpersonal skills of teacher effectiveness promote positive outcomes for students academically, emotionally and socially also provides evidence that indicates school teacher resilience is positively and significantly correlated with school climate that protect teachers from burnout and increase their satisfaction with their job and sustain effectiveness (Dudzik, & Dzięcioł-Pędich, 2023). In line with this, research indicates a strong relationship between school climate, and resilience which recognize the importance of resilience of teachers that influence student character development, and reflect enhancing resilience together as a way to higher well-being and (Go, 2022). Moreover, school climate and teachers resilience are crucial for creating a positive learning environment and enhancing resilience of teachers teaching quality and this skills is seen from the teachers' ability in mastering various forms of skills which includes speaking skills, classroom control, teaching techniques and the use of effective communications school climate setting (Kumari, 2020). Thus, Nurturing a positive school climate is an vital aspect of school improvement (Mat Zin, Zainudin, & Sulong, (2023). Moreover, positive school

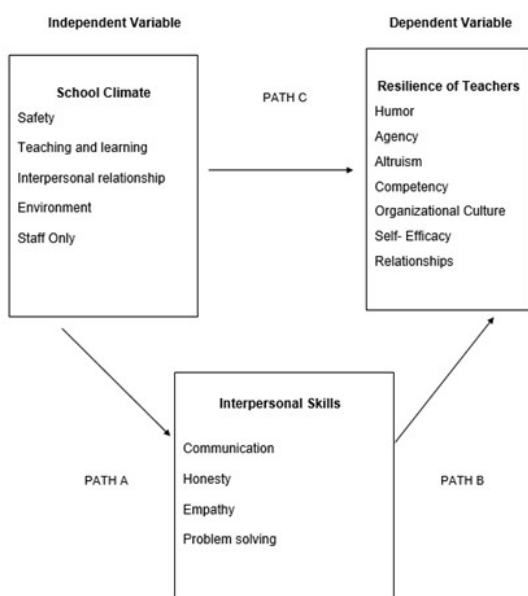
climate embraces a learning atmosphere that influences students and teachers, endorses successful teaching and facilitating activities that has an impact on resilience of teacher's commitment, that may uphold improvements in students' psychological, social, behavioral, and academic success (Fu, and Zhang, 2024). Optimizing school climate consistently demonstrates the significant impact of school climate on student development and achievement strongly associated with students' perceptions of safety, particularly in environmental safety and interpersonal skills (Mehmood, Taresh, Hafizah, & Hassan (2023). Therefore, positive school climate is precise as safe, respectful, and supportive environment that promotes learning well-being that link to interpersonal skills for creating a positive and supportive learning environment for students and staff, in which school climate plays a supportive learning environment, and fosters successful teaching commitment (Boatsi, & Van Der Merwe (2024). Thus, it serves as avenue to increase student achievement (Mehmood, Taresh, Hafizah, & Hassan, 2023). Interpersonal skills including communication, trustworthiness, empathy, and problem-solving, play a vital role showed the shortcoming trend in teachers resilience engagement of their interpersonal skills. Many teachers, parents and experts expressed their concern about the poor engagement of interpersonal skills towards teachers' resilience which address student needs individually and create the teaching process of quality environment, behavior, collaboration, decision-making, and instructional innovation (Abubakar, Abubakar, & Itse, 2017). Hence, over the years, there have been significant efforts to untangle the complex relationship between factors that might enhance interpersonal skills relationship and the actual teacher resilience that decode to desired results (Adelaja, 2021).

The personal value that influences interpersonal skills of teachers as an open and accepting attitude, in which they have the ability to empathize with others, self-insight, resistance to ambiguity, and values in individuals where in resilience of teachers plays vital role in interaction and learning of the students (Sneca and Ramasamy, 2023). Teacher Resilience denotes to people's capacity to bounce back and cope despite hardship that signifies of developing interpersonal skills to improve educational outcomes and teacher retention. The capacity for adapting in spite of challenging conditions and adverse derive satisfaction from their work respond positively in stressful in-class situations, and demonstrate effective strategies for handling difficult situations in teaching students (Stavraki, & Karagianni, 2020). Further, The results, discussions, and findings from this study can increased the individuals' sense of interpersonal skills, school climate which developed early in life, and resilience of teachers can be translated to lifelong commitment to teacher burnout involvement. For researchers, in educational setting, this study found that the design of this study adopted the notion of interpersonal skills, school climate can be used to investigate teachers' resilience progress. In this sense, development researchers can benefit from this research as it provides them ideas for their future endeavors. The findings may provide useful information for related policy makers. To the school administrator, this may serve as their basis for the assessment and improvement resilience of teachers. The results of the study are beneficial to the school such as the faculty and students that enhance the benefits of implementing

teachers' resilience. The gap in the study lies in the need to explore effects of interpersonal skills, represented by school climate and resilience of teachers. It is perspective that the study was conducted to investigate whether interpersonal skills mediate the school climate affects the resilience of teachers. Limited studies explore interpersonal skills, school climate and teacher resilience in school settings, existing literature focus on general resilience of teacher. Addressing this gap can provide valuable insights into interpersonal skills, a good climate atmosphere that promote resilience of teachers. This study aimed to determine the significance of the mediating effect of interpersonal skills on the relationship between school climate and resilience of Junior High School teachers in Baganga North and South Districts. This study is anchored on Bronfenbrenner's (1979) ecological systems theory posits that individuals including students and teachers, exist within multiple interconnected systems or layers, known as the microsystem, mesosystem, exosystem, and macrosystem. In this context of study, interpersonal skills and school climate as components of structures that contribute their learning development by teacher resilience to engage in teaching learning process. These systems interact and influence one another, and they affect an individual's development and behavior. This explain that school climate influences the interpersonal skills and student academic achievement through teachers' resilience by cultivating a positive school environment.

Additionally, there siliency theory as proposed by Krovetz (1999) supports the study. The theory describes the critical role of teacher that plays in preventing attrition and burnout in schools. The context of this study explained that resilient teachers embed themselves in school communities, embrace uncertainty, and utilize relationships to endure challenges. This attributes interpersonal skills and school climate engage in social competence, problem solving skills, autonomy, sense of purpose and future individuals that cope with adversity in their lives depends on protective factors in families, schools, and communities. On similar note the social exchange theory of George Casper Homans (1958) strengthens the study. According to Social Exchange Theory "give and take" forms the basis of almost all relationships though their proportions might vary the intensity of the relationship specifically in learning outcomes of the students. In a relationship, interpersonal skills every individual has expectations from any situation in relation to school climate towards resilience of teachers. Social exchange theory provides a valuable lens for understanding teacher resilience. Teachers, like individuals in any relationship, engage in a continuous process of evaluating the benefits and costs associated with their work. A positive school climate, characterized by strong interpersonal relationships, mutual respect, and collaborative efforts, can significantly increase the perceived rewards for teachers. Specifically, this research sought answers to the following objectives: First is to describe the level of interpersonal skills in terms of communication, honesty, empathy, and problem solving. Second is to determine the school climate of schools in North and South Districts in terms of safety, teaching and learning, interpersonal relationship, environment, and staff only. Third is to describe the level of resilience of teachers in terms of humor, agency, altruism, competency, organizational culture, self- efficacy, and relationships. Fourth is to ascertain the significance of the relationship between school climate and

resilience of teachers, school climate and interpersonal skills, and interpersonal skills and resilience of teachers. And lastly, is to determine the significance of the mediation of Interpersonal skills on the relationship between school climate and resilience of teachers. The null hypothesis of the study was formulated and tested at 0.05 level of significance. Firstly, there is no significant relationship among interpersonal skills, school climate, and resilience of teachers and lastly, there is no significance of the mediating effect of interpersonal skills on the relationship between school climate and resilience of junior high school teachers in Baganga North and South Districts. The Conceptual Framework as shown in Figure 1 shows the independent, dependent and mediating variable in the study. The independent variable of the study is the school climate, which has the following indicators, namely: safety, teaching and learning, interpersonal relationship, environment, and staff only. The school climate is defined as the environment that encompasses the standards, ideals, and aspirations of the organization (Dagli & Agalay, 2017). It is a multidimensional notion that incorporate the safety, environment, and involvement that happens in school. Furthermore, resilience of teachers is the dependent variable of this study, with the following indicators, namely: humor, agency, altruism, competency, organizational culture, self-efficacy, and relationships. As defined in this study, resilience of teachers or the ability to stand against the natural stressors and setbacks in teaching as a tough profession is of utmost importance in all educational arenas in that it can generate numerous positive outcomes. More specifically, resiliency reflects job satisfaction, responsiveness, effectiveness, self-efficacy, sense of pride, sense of agency, interpersonal relationships, competency, autonomy, optimism, positive interpersonal emotions, empathy, and emotionally intelligent teachers (Zhang, & Luo, 2023).



**Figure 1. Conceptual Framework Showing the Relationship of the Variables**

Consequently, the mediating variable of the study is the interpersonal skills, which has the following indicators, namely: communication, honesty, empathy, and problem solving. Interpersonal skills are the skills we use every day when we communicate and interact with other people, both

individually and in groups. They include a wide range of skills, but particularly communication skills such as listening and effective speaking. They also include the ability to control and manage your emotions (Adelaja, 2021). This could contribute to the body of research particularly interpersonal skills, school climate and resilience of teachers. While there is overwhelming literature pointing out the relationship of the variable covering in learning general. This is more focused on teachers resilience and provide rigorous empirical data for multiple teachers resilience variables can explain variance in school performance beyond intellect and prior success for effective education policy and school reform. Thus, the study would like to answer to sustainable development goal four, which is quality education. The findings from this study also offer importance because it makes in formation important for educational development policy. Since teachers resilience is an significant component of educational and instructional method, the findings of this study will further explain the significance of teachers resilience in teaching process. The evidence collected from this study is useful in labeling the interpersonal skill and school climate to a deeper understanding of interpersonal skills and school climate could influence the resilience of teachers in teaching.

## MATERIALS AND METHODS

**Research Respondents:** The respondents to the study were the 128 junior high school teachers from secondary school in one of the coastal municipalities within the Division of Davao Oriental, Region XI. These institutions are well-known in the community for their dedication to providing students with high-quality education in Baganga, Davao Oriental. The researcher used the universal sampling to select the respondents. Teachers were assessed the interpersonal skills and school climate of their interpersonal skills. They were the best candidates for the study because they could provide helpful information to test the hypothesis. In addition, the researcher considered the inclusion and exclusion criteria when selecting participants for the study. The respondents are bona fide public school teachers in the identified public secondary schools, have teaching loads in junior high school, and have voluntarily agreed to be respondents by accomplishing and signing the Inform Consent Form (ICF).

Meanwhile, teachers are considered excluded from the study if they do not have teaching loads in junior high school. Furthermore, teachers who refuse to sign the Informed Consent Form will be excluded from the study. Lastly, the junior high teachers who withdraw before and during the conduct of data gathering will also be excluded from the study. The researcher, however, acknowledges that the respondents have the right to withdraw their participation in this study at any time without penalty or loss of benefits. If respondents choose to withdraw, they are encouraged to inform the researcher promptly. In addition, respondents who withdraw from the study will not be required to provide a reason for their decision, and the researcher will remove their data from the analysis to ensure confidentiality. Further, the researcher will assure the respondents that withdrawal from the study does not affect their relationship with the researchers.

**Materials and Instrument:** To determine the resilience of teachers, the researcher used resilience of teachers scale,

which was developed by Dağlı and Ağalday (2017). This scale consists of seventeen (17) items overall and 7 indicators, namely: humor, agency, altruism, competency, organizational culture, self-efficacy, and relationships. This adapted instrument was also subjected to Cronbach alpha analysis with 0.953 alpha coefficient, indicating the instrument's excellent internal consistency. In identifying the school climate in terms of safety, teaching and learning, interpersonal relationship, and environment, environment, and staff only, the researcher has used the 33-item survey questionnaire developed by (Durham, Bettencourt, & Connolly, 2014). This adapted instrument was also subjected to Cronbach alpha analysis with 0.943 alpha coefficient, indicating that the instrument's excellent internal consistency. In identifying the interpersonal skills, a psychometric test made developed by (Durham, Bettencourt, & Connolly, 2014), will be used, which will consist of 16 questions divided into 4 segments (communication, honesty, empathy, and problem solving). This adapted instrument was also subjected to Cronbach alpha analysis with 0.808 alpha coefficient, indicating that the instrument's good internal consistency. Moreover, the pilot testing, the survey questionnaires were subjected to evaluation from the expert validators which gained an average mean of 4.5 describe as Very Good. In interpreting the responses of the study participants, the following range of means were used: 4.20 – 5.00 or Very High, which implies that the measures are always observed, 3.40 – 4.19 or High, which implies that the measures are often observed, 2.60 – 3.39 or Moderate, which implies that the measures are sometimes observed, 1.80 – 2.59 or Low, which implies that the measures are rarely observed; and 1.00 – 1.79 or Very Low, which implies that the measures are almost never observed.

**Design and Procedure:** This study used the quantitative, non-experimental design of research using correlational technique. Describe first the quantitative study. Correlational technique is a non-experimental research design in which researchers investigate the relationship between two or more variables in a natural environment, without manipulation or control. In correlation studies, researchers assess the strength of relationships between variables by analyzing the correlation between the change in one variable and the change in the other variable (Cresswell, 2013). Moreover, a mediation analysis was used in this study. Mediation analysis is one that seeks to identify and explicate the mechanism or process that underlies and observed relationship between an independent variable (school climate) and dependent variable (resilience of teachers) via the inclusion of a third explanatory variable, known as mediator variable (interpersonal skills). Rather than hypothesizing a direct casual relationship between the independent variable and dependent variable, a mediation model hypothesizes that the independent variable influences the mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between occur when a third variable plays an important role in governing the relationship between the two variables (MacKinnon, 2008).

Lastly, this study employed the survey method. By examining a sample of a population, this type of research provides a numerical description of the attitudes, opinions, or tendencies of that population. According to Preston, (2020) it is a technique for obtaining large amounts of data, typically in the

form of statistics, from a large number of individuals in a relatively brief period of time using closed-ended questions. This method is useful when a researcher employs a large sample size and rigorous statistical analysis to examine multiple variables (Vashdi & Vigoda-Gadot, 2020). The researcher ensured smooth and ethical collection of data. Foremost, the researcher secured the Certificate of Approval for the initial review from University of Mindanao Ethics Review Committee (UMERC). Then, the researcher will ask permission from the office of Public School Division Superintendent of the Division of Davao Oriental to conduct the study to the school under its jurisdiction. Next, the researcher also secured permission from the Public School District Supervisor from Baganga North and South Districts. In addition, the researcher asked permission to conduct study from the public school principal where the respondents are teaching. Then, the researcher secured the lists of teaching personnel with teaching loads in junior high school. After the determination of prospective research respondents, the researcher will give copies of Informed Consent Form (ICF) to all respondents. The respondents were asked to return the accomplished ICF five (5) days after receiving the said forms. Teachers who return the accomplished form will be given the survey questionnaires. The administration of survey questionnaire was done inside the classroom. To avoid conflict of schedules, the researcher informed the school principal and respondent teachers ahead of time about the conduct of the survey. The respondents were given thirty (30) minutes to answer the survey, Then, appropriate statistical tools will be used to derive the necessary data for interpretation and further analysis. Different statistical tools were used in the analysis of data at 0.05 level of significance. The mean is used to determine the level of interpersonal skills, school climate and resilience of teachers. Pearson Product Moment Correlation (Pearson r). This statistical tool was used to determine the significance of the relationship between interpersonal skills, school climate and resilience of teachers. Universal sampling was used to determine the significance of the mediating effect of interpersonal skills on the relationship between school climate and resilience of teachers. To uphold the integrity and credibility of this study, it was conducted in compliance with the ethical principles. Before, during, and after data collection, the researcher was compliant with the University of Mindanao Ethics Review Committee ethical standards specifically with the appropriate consideration of the following inclusion criteria, exclusion criteria, withdrawal criteria, potential risks and benefits, voluntary participation, privacy and confidentiality, informed consent, fabrication, falsification, deceit, and conflict of interest. All these ethical standards were discussed and stipulated in the respective sections of the informed consent form, minor assent form, and parental consent form. The study was approved and granted a compliance certificate with UMERC-2022-432 certification number by the University of Mindanao Ethics Review Committee on October 23, 2023.

## RESULTS AND DISCUSSION

Presented in this section are the results significant finding and discussions of data gathered after the administration of the research instruments. The discussions are arranged as follows: level of interpersonal skills, level of school climate, level of

resilience of teachers, significance of the relationship between school climate and resilience of teachers, significance of the relationship between school climate and interpersonal skills, significance of the relationship between interpersonal skills and resilience of teachers, and significance of the mediation of interpersonal skills on the relationship between school climate and resilience of teachers.

**Table 1. Level of interpersonal skills**

Indicator	SD	Mean	Descriptive Level
Communication	0.621	4.02	High
Empathy	0.728	3.95	High
Honesty/Trustworthiness	0.679	3.90	High
Problem-Solving	0.641	3.86	High
<b>Overall</b>	<b>0.589</b>	<b>3.93</b>	<b>High</b>

**Table 2. Level of School Climate**

Indicator	SD	Mean	Descriptive Level
Staff Only	0.721	4.21	Very High
Teaching and Learning	0.685	4.21	Very High
Interpersonal Relationship	0.658	4.18	High
Safety	0.677	4.11	High
Environment	0.552	4.09	High
<b>Overall</b>	<b>0.567</b>	<b>4.16</b>	<b>High</b>

**Table 3 . Level of Resilience of Teachers**

Indicator	SD	Mean	Descriptive Level
Competency	0.443	4.31	Very High
Organizational Culture	0.666	4.29	Very High
Self-Efficacy	0.620	4.27	Very High
Relationships	0.483	4.25	Very High
Altruism	0.638	4.24	Very High
Agency	0.464	4.22	Very High
Humor	0.697	4.21	Very High
<b>Overall</b>	<b>0.463</b>	<b>4.26</b>	<b>Very High</b>

### Interpersonal Skills

Table 1 shows the level of interpersonal skills with the following indicators, namely: communication, honesty/trustworthiness, empathy, and problem-solving. As shown, the level of interpersonal skills of junior high school teachers revealed an overall standard deviation of 0.589 mean of 3.93 describe as high. Among the four indicators under interpersonal skills, communication has the highest mean 4.02, followed by empathy 3.95 honesty/trustworthiness 3.90 and problem-solving 3.86. This indicates that they can communicate with colleagues effectively by being comfortable talking with them, and clearly articulating the thing that they considered important (Lestari, Syihabuddin, Kosasih, and Somad, 2024). This further implies that the junior high school teachers value honesty and trustworthiness of their colleagues especially those who keep their word and those who act with other teachers' best interest in mind. In addition, the junior high school teachers are generally emphatic. This means that they care and understand other's feelings and perspectives especially about their personal problems and the pressure they experienced in their teaching career. Lastly, data analysis shows that the respondents tend to solve the problems by avoiding conflict that still can be handled, and helping their colleagues when they approach them. This implies that the junior high school teachers deal conflict resolution efficiently by resolving the problem peacefully, seeking win-win solutions, and avoiding unnecessary confrontation (Mulyani, 2023).

**School Climate:** Table 2 shows the level of school climate with the following indicators, namely: safety, teaching and learning, interpersonal relationship, environment, and staff only. Specifically, the overall mean for level of school climate is 4.16, which can be considered as *high* and can be interpreted as always clear and focused among the respondents. Indicators teaching and learning 4.21 and staff only 4.21 can be described as *very high*, safety 4.11 interpersonal relationship 4.18 and environment 4.09 which can be described as *high*. Table 2 suggests that the school climate of the junior high school teachers is often clear and focused. This implies that they feel safe and secure in their workplace as their academic community clearly communicates and observes the rules about physical violence, verbal abuse, harassment, and teasing. Moreover, data analysis also shows their colleagues promote teaching and learning process thorough encouragement and constructive feedback; promote conducive atmosphere for dialogue and questioning, demonstrate efficient risk-taking and independent thinking, and support the holistic development of other teachers (Jacinto, 2022). Furthermore, the school climate of the junior high school teachers promotes interpersonal relationships among colleagues by providing support and mutual respect to one another and shows willingness to listen and personally acquainted with their colleagues. Similar data analysis suggests that junior high school teachers deemed their environment as appealing, clean and in order; and that the school provides positive place to learn and participate to school events (Misnawati, 2020).

**Resilience of Teachers:** Table 3 shows the level of resilience of junior high school teachers with the following indicators: humor, agency, altruism, competency, organizational culture, self-efficacy, and relationships. Presented in Table 3 is the level of level of resilience of junior high school teachers which revealed an overall Standard deviation of 0.463 and a total *mean* rating of 4.26 labeled as *Very High*. Specifically, all the indicator has a very high *mean* of Competency 4.31, Organizational Culture mean of 4.29, Self-Efficacy Relationships mean of 4.25, Altruism mean of 4.24, Agency mean of 4.22, Humor mean of 4.21, which can be described as very high and can be interpreted as always observed. This result is consistent with the research study of Attami, Budiyo, Indriati, (2020) which shows that the respondents can control works and related outcomes, they are willing to take actions, and they make informed professional decisions. In other words, a high resilience of teachers displays confidence in their ability and career as valuable, socially important. In addition, the respondents are confident with their teaching skills particularly in terms of understanding the subject matter, effective lesson delivery, and their pedagogical skills (Wahyudin, Rusmana, and Budiman, 2022). Data analysis further shows that the respondents have a positive relationship among the members of the academe, and they have a clear view of the school's mission and values. Likewise, the same data analysis reveals that the junior high school teachers have the belief and confidence to effectively perform the challenges in their career.

**Significance of the Relationship between School Climate and Resilience of Teachers:** The researcher used the person product-moment correlation analysis shown in the table 4. It can be seen from the table that the correlation gained an overall r-value of *0.865* with p-value of 0.001 which is lower

**Table 4. Significance of Relationship between School Climate and Resilience of Teachers**

		Hu	Ag	Alt	Cmp	Org	SE	Rel	ROT
Sf	Pearson's r	0.535	0.442	0.538	0.417	0.515	0.482	0.523	0.618
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
TL	Pearson's r	0.697	0.551	0.642	0.538	0.738	0.709	0.599	0.806
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
IPR	Pearson's r	0.674	0.522	0.691	0.483	0.809	0.740	0.596	0.819
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
Env	Pearson's r	0.468	0.632	0.497	0.517	0.493	0.488	0.700	0.659
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
SO	Pearson's r	0.712	0.570	0.708	0.452	0.747	0.670	0.583	0.805
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
SchC	Pearson's r	0.724	0.628	0.720	0.557	0.775	0.723	0.692	0.865
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001

Legend: Hu=HumorAg=AgencyAlt=AltruismCmp=CompetencyOrg=Organizational Culture SE=Self-Efficacy Rel=Relationships ROT=Resilience of teachers SF=Safety TL=Teaching and Learning IPR=Interpersonal Relationship Env=Environment SO=Staff Only SchC=School Climate

**Table 5. Significance of the Relationship between School Climate and Interpersonal Skills**

		Com	HT	Em	PS	IPS
Sf	Pearson's r	0.511	0.484	0.622	0.539	0.614
	df	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001
TL	Pearson's r	0.646	0.661	0.703	0.595	0.741
	df	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001
IPR	Pearson's r	0.674	0.677	0.738	0.607	0.767
	df	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001
Env	Pearson's r	0.473	0.579	0.487	0.436	0.561
	df	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001
SO	Pearson's r	0.618	0.640	0.617	0.518	0.679
	df	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001
SchC	Pearson's r	0.684	0.708	0.741	0.630	0.785
	df	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001

Legend:Com=CommunicationHT=HonestyEm=EmpathyPS=Problem Solving

**Table 6. Significance of the Relationship between Interpersonal Skills and Resilience of Teachers**

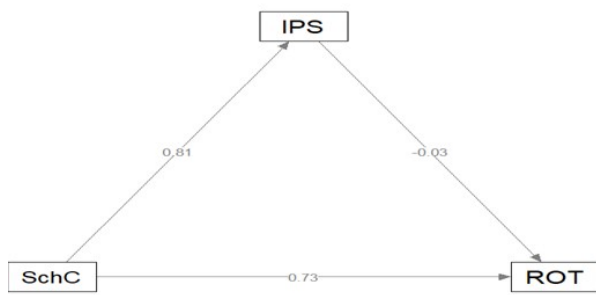
		Hu	Ag	Alt	Cmp	Org	SE	Rel	ROT
Com	Pearson's r	0.569	0.424	0.518	0.356	0.583	0.544	0.463	0.627
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
HT	Pearson's r	0.551	0.451	0.516	0.292	0.582	0.478	0.477	0.607
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
Em	Pearson's r	0.490	0.417	0.471	0.315	0.626	0.558	0.419	0.599
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
PS	Pearson's r	0.461	0.367	0.443	0.314	0.455	0.402	0.344	0.504
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
IPS	Pearson's r	0.586	0.471	0.552	0.361	0.639	0.563	0.483	0.663
	df	131	131	131	131	131	131	131	131
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001

**Table 7. Indirect and total effects on the Mediation of Interpersonal Skills on the Relationship Between School Climate and Resilience of Teachers**

Type	Effect	Estimate	SE	95% C.I. (a)		β	z	p
				Lower	Upper			
Indirect Component	SchC ⇒ IPS ⇒ ROT	-0.0268	0.0449	-0.115	0.0612	-0.0329	-0.597	0.550
	SchC ⇒ IPS	0.8146	0.0557	0.705	0.9238	0.7852	14.624	<.001
Direct	IPS ⇒ ROT	-0.0330	0.0551	-0.141	0.0751	-0.0419	-0.598	0.550
	SchC ⇒ ROT	0.7322	0.0572	0.620	0.8443	0.8980	12.802	<.001
Total	SchC ⇒ ROT	0.7053	0.0356	0.636	0.7751	0.8651	19.816	<.001

Percent of Mediation = 3.54%





**Figure 2. Path Analysis showing the Mediation of Interpersonal Skills on the Relationship Between School Climate and Resilience of Teachers**

than the 0.05 level of significance. This indicates that there is significant relationship between school climate and resilience of teachers. Therefore, the null hypothesis of no significant relationship between school climate and resilience of teachers is rejected. It can also be seen from the table that school climate is significantly correlated to resilience of teachers, since the p-value is 0.001 and the overall r-value ranging from 0.659-0.819 of *safety, teaching and learning, interpersonal relationship, environment, and Staff only*. Moreover, data revealed that resilience teacher is positively correlated with school climate as the indicators revealed the following r-value 0.482-0.538: *humor, agency, altruism; competency; organizational culture, self-efficacy, relationship* and the p-value is 0.001. Thus, the two variables are significantly associated. The correlation between measures revealed that there is a significant relationship between school climate and resilience of teachers. This implies that school climate is positively correlated with teacher resilience. This result is consistent with the study (Capp, Sullivan, & Park, 2022) which states that significant positive relationships between school climate and awareness of teachers' resilience in promoting characteristics how they are interrelated.

Furthermore, this finding is supported by Krovetz's Resiliency Theory (1999). Krovetz's resiliency theory aligns with the research finding by emphasizing the importance of a supportive environment (such as a positive school climate) in fostering teachers' resilience. Resiliency theory is founded on the proposition that if members of one's family, community, and school deeply care about an individual, have high expectations, offer purposeful support, and value a person's participation in the group, that person will maintain faith in the future and can overcome almost any adversity.

**Significance of the Relationship between School Climate and Interpersonal Skills:** Table 5 is the correlation between measures relationship between school climate and interpersonal skills. Data analysis reveals that there is a strong and positive relationship between school climate and interpersonal skills of junior high school teachers with r-value of 0.785 with a p-value of 0.001 which is less than the 0.05 level of significance. This signifies that the school climate improves, teachers' interpersonal skills tend to improve as well. Essentially, a more positive and supportive school environment is associated with better interpersonal abilities among teachers. Moreover, data revealed that school climate is positively correlated with interpersonal skills as the indicators revealed the following r-values ranging from 0.561-0.767 of *safety, teaching and learning, interpersonal relationship,*

*environment, and staff only*. Thus, the two variables are significantly associated.

### **Significance of the Relationship between Interpersonal skills and Resilience of Teachers**

Table 6 reveals the results on the correlation between the measures of interpersonal skills and resilience of teachers. Results revealed that the overall r-value of 0.663 has a p-value of 0.001 which is lower than the 0.05 level of significance. This means that interpersonal skills has a significant relationship with resilience of teachers. Additionally, data revealed that interpersonal skills is positively correlated with resilience of teachers as the indicators revealed the following r-values ranging from 0.504-0.627 with and the p-value is 0.001: *communication, honesty, and empathy* with; *problem solving*. Thus, the two variables are significantly associated. The correlation between the measures of interpersonal skills and resilience revealed a significant relationship. This implies that interpersonal skills is positively associated with resilience of teacher. These findings are supported by the study of (Stavraki & Karagianni, 2020) Interpersonal skills mention that enhancing teaching effectiveness and student development.

This indicates that teachers' interpersonal skills are positively correlated with teaching efficacy and performance that teacher resilience clear as the process of capacity for outcome of bouncing back and successfully adapting in spite of challenging conditions for any adverse circumstances that enables teachers to adjust to challenging situations, withstand hardships, and develop strategies to respond positively in adverse circumstances.

### **Significance of the Mediation of Interpersonal Skills on the Relationship Between School Climate and Resilience of Teachers:**

Table 7 shows the results of a mediation analysis examining the mediation effect of Interpersonal Skills (IPS) on the relationship between School Climate (SchC) and Resilience of Teachers (ROT). Table 7 shows that the indirect effect of School Climate on Resilience of Teachers through Interpersonal Skills is negative ( $\beta = -0.0329$ ) but not statistically significant  $p\text{ value} = 0.550$ . The confidence interval (C.I) crosses zero ( $-0.115$  to  $0.0612$ ), further indicating the lack of a significant mediation effect.

Meanwhile, Table 7 also shows the component effect; that is the effect of school climate to interpersonal skills, and the effect of interpersonal skills to resilience of teachers. Analysis on Table 7 reveals that there is a strong, positive, ( $\beta = 0.7852$ ) and statistically significant relationship between School Climate and Interpersonal Skills ( $p < 0.001$ ). This result implies that a better school climate is associated with higher interpersonal skills among teachers. In contrast, Table 7 reveals that the relationship between Interpersonal Skills and Resilience of Teachers is negative ( $\beta = -0.0419$ ) but not statistically significant ( $p = 0.550$ ). This suggests that interpersonal skills do not significantly impact teacher resilience. In addition, Table 7 and Figure 2 shows the direct effect, which determines the effect of school climate to resilience of teachers excluding the possible moderating effect of interpersonal skills. Table 7 reveals that there is a very strong, positive, ( $\beta = 0.8980$ ) and statistically significant

( $p < 0.001$ ) direct effect of effect, which includes both direct and indirect effects of school climate on resilience of teachers. This indicates that a positive school climate directly enhances teacher resilience. Moreover, Table 7 shows the total effect of School Climate on Resilience of Teachers is also very strong, positive ( $\beta = 0.8651$ ), and statistically significant ( $p < 0.001$ ). This indicates the overall positive influence of school climate on teacher resilience. Lastly, Table 7 shows that only 3.54% of the total effect of School Climate on Resilience of Teachers is mediated by Interpersonal Skills. This means the majority of the effect is direct rather than through the mediation of interpersonal skills. The interpersonal skills as a mediating variable shown that no mediation analysis occurs with regard to the relationship to resilience of teachers. It explains that teacher's interpersonal skills support does not improved the resilience of teachers by the support delivered and have not meet the philosophies and standards recognized by the school in terms of actions, morals, attitudes, and even customs, all of which influence the level of school standard performance. The school climate significantly correlated with interpersonal skills and resilience of teachers. It denotes to the excellence and character of school environment related to organizational procedures and structures, norms and values, interpersonal relations and social communications. School climate sets the quality for all the teaching and knowledge completed in the school setting, and as researchers, it is projecting of students' ability to learn and improve in fit ways. Study has shown that established school climate has an influence as an vital pointer of success, such as improved teacher retention, lesser dropout rates, reduced incidences of violence, and advanced student achievement. The results were in line with the assertion of Mousena & Raptis (2020) that school climate impacts resilience of teacher affective attitude.

## CONCLUSION AND RECOMMENDATION

Presented in this section are the conclusions and recommendations drawn from the findings of the study. With considerations on the findings of the study, the conclusions and are drawn in this section. There is a high level of school climate and resilience of teachers. There is a high level of interpersonal skills. Moreover, there is significant relationship between school climate and resilience of teachers, school climate and interpersonal skills and resilience of teachers. However, mediation analysis reveals that, while school climate has significant effect to interpersonal skills, there is no significant mediating effect of interpersonal skills on resiliency of teachers. Thus, majority of the effect is direct, which is the effect of school climate to resiliency of teachers rather than through the mediation of interpersonal skills. The findings of the study clearly confirm the notion about the mediating effect of interpersonal skills on the relationship between school climate and resilience of teachers. The findings are supported by the theory of the Bronfenbrenner's (1979) ecological systems wherein interpersonal skills and school climate works as organizations that give their learning progress by teacher resilience to take part in education knowledge development. Furthermore, the results of the study remained corroborated and the resiliency theory as proposed by Krovetz (1999) social exchange theory by George Casper Homans (1958). Furthermore, this study confirmed the propositions of previous researchers, which established the

link between school climate and resilience of teachers, school climate and interpersonal skills and resilience of teachers. Kumari,(2020) suggest the significant relationship between teacher's resilience and school climate. Meanwhile, some researchers (Seema and Raja, 2020) revealed the relationships between school climate and interpersonal skills of teachers. Moreover, the study of Fang et., al., (2024) suggests the link between school climate and the resilience of teachers. In general, the results of the study imply the resilience of teachers' relationships with colleagues, students, family, and friends to support resilience and longevity. Teachers need agency and competence to make informed decisions and then take action teacher to see their career from a wider scope of influence and can help maintain their commitment to the profession. The study further implies the importance of interpersonal skills, specifically trustworthiness and problem-solving, positively impact school climate as they relate to climate, academics, and teacher turnover. Moreover, School climate, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. The Department of education must offer access to junior high school teachers with professional counselors who can help them manage stress, anxiety, and other personal challenges. Moreover, the agency must conduct training sessions focused on developing critical thinking and decision-making skills. It is essentials to deliberate the professional growth and education plans or training regarding teachers should hold and implement practices that highlight instructional policies that inspire and upgraded teachers' flexibility improvement and must allow teachers to have a say in the curriculum design and enable them to adapt it to meet the needs of their students.

For junior high school teachers, they must foster an inclusive culture where diverse perspectives are valued and respected. Furthermore, teachers should maintain strict confidentiality regarding any personal issues shared by their co-teachers. They must also encourage teamwork and collaboration to reduce the feeling of isolation and ensure that their co-teachers know they have a support network. Teachers are also encouraged to have collaborative projects among teachers and students to build teamwork skills and foster supportive relationships. Thus, teachers should promote an environment where open and honest communication is the norm. Finally future studies recommended to examine other variables not encompassed in this study which can be possible to mediate interpersonal skills between resilience of teachers among teaching strategies will be relevant to the research community. Moreover, they can propose new models that account for the lack of significant mediating effect of interpersonal skills on teacher resilience, considering direct and indirect pathways. Furthermore, they may look for other potential mediators (e.g., job satisfaction, professional development, work-life balance) that might explain the relationship between school climate and teacher resilience.

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