

A Structural Equation Model on Coaching Practices in Relation to Workplace Resilience, Job Satisfaction and Organizational Commitment: Evidence Among Senior High School Teachers

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Abstract:

This study examined the relationship between workplace resilience, job satisfaction, and organizational commitment in predicting coaching practices among senior high school teachers in Region XI, Philippines. A quantitative, non-experimental, correlational research design was used, with data collected from 400 teachers through stratified random sampling. Descriptive statistics were used to analyze the data, Cronbach's Alpha tested instrument reliability, and Pearson's r-measured variable relationships. Structural Equation Modeling (SEM) identified the best-fit model, validated through Chi-Square (χ^2), RMSEA, CFI, and TLI. Findings revealed that organizational commitment was the strongest predictor of coaching practices, with affective commitment having the highest correlation. Workplace resilience (staying healthy, interacting cooperatively, managing stress) and job satisfaction (living authentically, community attachments/linkages, work environment, security) also played significant roles, reinforcing their collective influence on coaching effectiveness. The best-fit model demonstrated that these factors shaped coaching practices, assessed through planning conferences and classroom visits. The study highlights the importance of enhancing organizational commitment to improve coaching effectiveness and support professional growth in education.

INTRODUCTION

Coaching practices are widely recognized for their potential to enhance teacher development and improve educational outcomes. However, their impact is often limited by persistent implementation challenges. A significant concern is the insufficient preparation and ongoing professional development of coaches, which restricts their ability to provide purposeful and effective support (Learning Forward, 2021). Many coaches assume their roles without adequate training or structured guidance, leading to difficulties in building productive coaching relationships and achieving intended goals. Moreover, the absence of standardized coaching frameworks results in varied school practices, complicating efforts to assess effectiveness and replicate successful models. In the Philippine context, these challenges are compounded by limited access to training opportunities, a lack of resources, and systemic barriers, all of which contribute to the inconsistent application of coaching practices (Chin et al., 2022).

Additionally, coaching practices are increasingly recognized as essential in strengthening teacher performance, professional development, and overall school effectiveness. Coaching is a strategic approach to enhance instructional skills, foster reflective teaching, and build teacher resilience, which are vital in

navigating the evolving demands of today's educational landscape (Dewi et al., 2022). Recent research has shown that effective coaching practices improve classroom instruction and increase teacher job satisfaction and organizational commitment (Bayu et al., 2023). Locally, coaching has emerged as a valuable tool for supporting teachers' continuous growth and aligning instructional practices with educational reforms. Nevertheless, training, resources, and program consistency persist, highlighting the need for additional study and program refinement (Llego et al., 2021). By examining coaching practices more deeply, education stakeholders can develop evidence-based, sustainable coaching programs that empower teachers, improve school performance, and positively impact student outcomes.

Beyond this, coaching practices have a meaningful connection with workplace resilience, which refers to the ability of employees to manage stress, adapt to challenges, and maintain a positive, productive mindset in demanding situations. Research indicates that coaching improves resilience by promoting self-efficacy, adaptability, and stress management abilities, enabling individuals to effectively handle workplace challenges (Gupta & Li, 2021). Coaching equips employees with resources to enhance resilience, as it promotes goal setting, positive reframing, and problem-solving techniques, all of which are vital for reinforcing resilience in challenging work settings (Kuntz, Connell, & Näswall, 2021). This growing body of evidence confirms that coaching effectively promotes workplace resilience in modern organizational settings.

Subsequently, coaching practices significantly impact job satisfaction by fostering professional growth, enhancing role clarity, and strengthening workplace relationships. Azzahra and Arfian (2024) conducted a literature review and found that coaching, mentoring, and counseling contribute to increased job satisfaction by providing better career guidance and boosting employee engagement within organizations. Similarly, Kalkavan and Katrinli (2024) observed that managerial coaching behaviors in the insurance sector improved understanding of roles, higher job satisfaction, and enhanced organizational commitment. These findings suggest that employees who receive consistent support and development opportunities through coaching experience greater job satisfaction, leading to increased productivity and retention.

Coaching practices are vital in fostering organizational commitment by creating supportive, empowering environments that strengthen employees' emotional ties to their organizations. Ribeiro et al. (2021) demonstrated that managerial coaching positively influences employees' affective commitment by offering consistent feedback, encouragement, and opportunities for personal growth, boosting performance and loyalty. Similarly, Park et al. (2021) found that coaching enhances personal learning, enabling employees to align their personal and organizational goals and deepening their sense of belonging and commitment. Additionally, Tang et al. (2024) highlighted that coaching leadership significantly improves employee engagement through vigor, dedication, and absorption, while organizational self-esteem mediates this connection, reinforcing that when employees feel valued and supported, their organizational commitment naturally strengthens. These findings affirm that coaching is a strategic tool for building a loyal, motivated, high-performing workforce.

Beyond this, workplace resilience is a fundamental psychological ability that allows one to adapt, recover, and flourish in response to work stressors, adversity, and challenges. It consists of several major indicators that reinforce an employee's capacity to endure challenging environments. Firstly, living authentically describes the alignment of personal values and behavior, which promotes integrity and emotional stability within the workplace. Workers who sustain authenticity in the workplace tend to be more psychologically healthy and better manage pressure and uncertainty (Kuntz, 2021). Similarly, discovering one's calling

instills employees with a sense of purpose and individual meaning in the workplace, such that they stay motivated and buoyant even under trying circumstances (Duffy et al., 2021).

Additionally, holding onto perspectives entails objectively looking at things and acknowledging challenges and opportunities. This is the kind of attitude that enables employees to be flexible and cope with adversity without becoming overwhelmed. Furthermore, stress management is also a critical indicator of resilience, as it involves habits and techniques that control emotional reactions and minimize physical tension. Resilient people often employ coping mechanisms such as mindfulness, time management, and seeking social support, all of which contribute to long-term workplace performance and well-being (Gruda & Ojo, 2021). Cooperative interaction is also essential since it indicates one's ability to interact effectively and create positive working relationships, vital to team resilience and organizational cohesion (Jain et al., 2021).

Additionally, staying healthy and establishing professional networks are crucial in the workplace. Physical and mental well-being enable employees to maintain stamina and clarity to cope with workplace challenges. Routine physical activity, a balanced diet, and adequate rest correlate closely with emotional resilience and work performance (Labrague, 2021). Additionally, network building promotes exposure to social resources and expert support that protects against stress and offers the potential for future career growth and problem-solving help. Workers who build strong professional relationships are more likely to overcome adversity and stay invested in their work (Kim & Choi, 2021). Consequently, job satisfaction is a pivotal element in employee performance and organizational effectiveness, determined by various important indicators, including job security, working environment, work responsibilities, and community attachments or linkages. Initially, job security directly affects job satisfaction, meaning an employee's perception of permanence and stability. Workers assured of their employment are most likely motivated since they incur fewer career risks (De Cuyper & De Witte, 2021).

Furthermore, the work environment also contributes significantly to job satisfaction. A healthy, supportive work environment improves employee well-being and satisfaction (Kuvaas & Buch, 2021). Key factors include organizational culture, interpersonal relationships, and workplace conditions. Employees respected and valued in the work environment will likely report higher job satisfaction and organizational commitment. Additionally, job duties—roles, tasks, and clear expectations regarding employees' requirements—are integral to job satisfaction. When employees know their responsibilities and feel their work is significant, they will likely feel capable and satisfied. Clear job duties also eliminate role ambiguity, making employees confident in their work performance.

Additionally, community attachments and linkages, which refer to an employee's connection to the larger organization and community, significantly impact job satisfaction. Employees who believe their job serves a greater mission and create a support system of colleagues and external stakeholders are more satisfied with their jobs (Meyer & Allen, 2021). Such social relationships provide a sense of belongingness and meaning within their jobs, making them more satisfied in the workplace. Additionally, tight community connections can enhance employee commitment and encourage positive organizational performance. By examining these critical indicators—security, work environment, job responsibilities, and community attachments—organizations can establish a more satisfied and committed workforce, resulting in higher productivity and retention rates.

Additionally, organizational commitment is a crucial factor influencing employee behavior and engagement, ultimately enhancing individual and organizational productivity. It consists of three categories: affective, normative, and continuance commitment. Affective commitment refers to an

employee's emotional attachment to the organization, including their identification with and involvement. High practical commitment means employees feel closer to the organization; they are more likely to believe in its goals and values and are invested in creating better results. This type of commitment has been linked to positive work-related outcomes, such as increased job performance and organizational citizenship behaviors (Dawley, Houghton, & Bucklew, 2021).

Alternatively, normative commitment represents the feeling of obligation that an employee must remain with a company for moral or ethical reasons. Employees with this type of commitment feel obligated to the organization due to the employer's support, training, or development (Gkorezis & Petridou, 2020). This is typically driven by the culture and practices of the organization that encourage loyalty and reciprocation. Lastly, continuance commitment is determined by the perceived costs of leaving the organization, including the loss of benefits, job security, and social ties. Underlying the high continuance commitment, employees remain in an organization mainly because they believe they have no good alternatives. The continuance commitment might lead to less turnover and lower employee engagement and intrinsic motivation.

All three components of organizational commitment are important, but each helps determine the nature of the employee's engagement with the organization. This sense of responsibility, stemming from normative commitment, fosters pursuing higher goals that can only be achieved through a deep and intrinsic connection to the organization, working towards a greater purpose and vision. Although it plays an important role in reducing turnover, this commitment would not aid in fostering an organizational culture with a high level of engagement or proactivity (Meyer, Stanley, Herscovitch, & Topolnytsky, 2021).

Furthermore, employee resilience, job satisfaction, and organizational commitment are significantly correlated with coaching practices, as these three metrics provide insights into well-being and overall employee engagement, all of which are relevant to the effectiveness of coaching interventions. A key aspect of successful coaching outcomes is workplace resilience. Sipondo and Terblanche (2024) found that organizational coaching improves employees' resilience when tackling challenges at work, providing them with the necessary support for such attempts. Coaching is easy for resilient athletes; they can better absorb feedback, cope with stress, and push through challenges. This means that those with higher levels of resilience are getting more out of their coaching and role-modeling helpful behaviors that ripple effect on those around them in their organizations.

Job satisfaction is another critical factor in the success of coaching practices. As highlighted by Carrell, Schwartz, and Lin (2022), individuals who are content in their roles and workplace settings are more inclined to be coachable and receptive to developmental feedback. Happy employees mean more motivated employees who are open to growth and willing to invest in their development. Therefore, job satisfaction is key to building a collaborative, productive relationship between a coach and a coachee. This harmonious association elevates the effectiveness of the coaching process since contented employees tend to cooperate, exchange insights, and take proactive measures to hone their skills.

Organizational commitment, especially affective commitment, strengthens the relationship between job satisfaction and coaching outcomes. Passionately committed employees are more receptive to coaching and are more likely to align their personal and organizational objectives. According to Aydoğan and Arslan (2021), organizational commitment can significantly affect an employee's involvement in coaching processes. Individuals with high organizational commitment perceive coaching as a pathway for growth aligned with the organization's goals and values. Therefore, building organizational commitment increases the number of participants in coaching and maintains employees' motivation and engagement throughout

the coaching process, leading to better organizational performance and growth.

The relationship between coaching practices, workplace resilience, job satisfaction, and organizational commitment is best understood through Social Exchange Theory (SET), introduced by Homans (1958) and expanded by Blau (1964). This theory suggests that relationships are based on mutual benefit—people provide support in exchange for something positive. In the context of this study, when teachers receive coaching in the form of guidance and feedback, they are more likely to respond with greater job satisfaction, resilience, and loyalty to their school. Teachers who view coaching as valuable tend to handle stress better and feel more committed.

The Job Demands-Resources (JD-R) Model, proposed by Bakker and Demerouti (2007), also supports this link. It explains that employee well-being depends on how job demands (like workload) are balanced by job resources (like coaching). Coaching helps teachers manage stressors, including classroom challenges and administrative pressures, by providing them with tools and emotional support, which boosts resilience and job satisfaction.

Herzberg's Two-Factor Theory (1959) categorizes job factors into two types: hygiene factors (such as salary and working conditions) that prevent dissatisfaction and motivators (like recognition and growth) that truly enhance satisfaction. Coaching falls under motivators because it helps teachers grow professionally and feel recognized, leading to deeper job satisfaction and a stronger connection to their organization.

Lastly, the Conservation of Resources (COR) Theory by Hobfoll (1989) explains that people attempt to protect and restore personal resources, such as time, energy, and emotional strength. When these resources are depleted, stress increases. In the teaching context, where demands are high, coaching helps replenish these resources by providing consistent support and development, helping teachers stay emotionally healthy and more engaged in their roles.

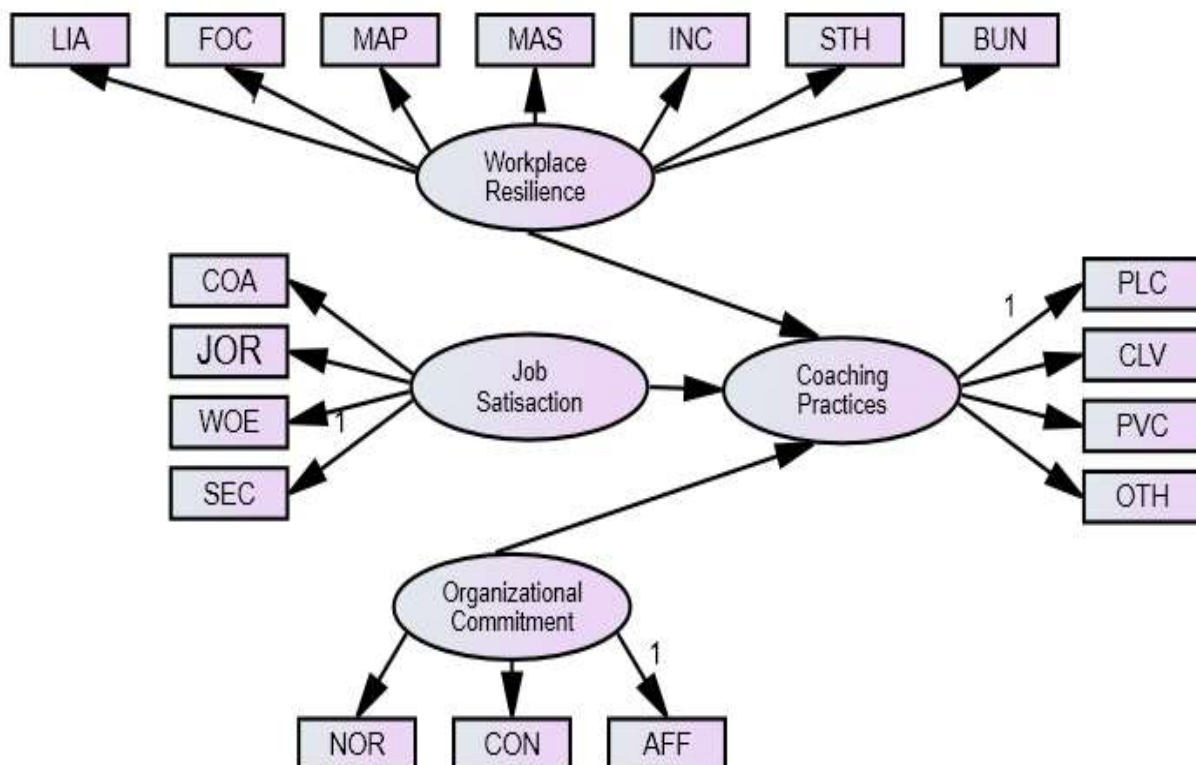


Figure 1. Conceptual Framework of the Study

Legend:

LIA	- Living Authentically	WOE	- Work Environment
FOC	- Finding One's Calling	SEC	- Security
MAP	- Maintaining Perspective	NOR	- Normative
MAS	- Managing Stress	CON	- Continuance
INC	- Interacting Cooperatively	AFF	- Affective
STH	- Staying Healthy	PLC	- Planning Conference
BUN	- Building Networks	CLV	- Classroom Visit
COA	- Community Attachments/Linkages	PVC	- Post-Visit Conference
JOR	- Job Responsibilities	OTH	- Other

Figure 1 shows the conceptual framework of the study. The framework comprises independent and dependent variables, with workplace resilience, job description, and organizational commitment as the independent variables and coaching practices as the dependent variable. This framework examines how resilience, job roles, and organizational attachment influence the implementation and effectiveness of coaching practices among senior high school teachers.

In this study, the independent variables—workplace resilience, job satisfaction, and organizational commitment—are measured through specific indicators. Workplace resilience includes indicators such as living authentically, finding one is calling, maintaining perspectives, managing stress, interacting cooperatively, staying healthy, and building networks (Winwood et al., 2013). Job satisfaction is assessed through security indicators, work environment, job responsibilities, and community attachments or linkages (APIAR, 2017). Organizational commitment is evaluated using the indicators of affective commitment, continuance commitment, and normative commitment (Ayele, 2014).

Lastly, coaching practices are measured by indicators such as planning conferences, classroom visits, post-visit conferences, and others (Anderson & Snyder, 1993). These indicators collectively provide a comprehensive framework for understanding how workplace resilience, job satisfaction, and organizational commitment influence coaching practices.

While coaching has become a widely adopted structure for supporting teacher professional development, most research on coaching has focused on its relationship to instructional improvement and student outcomes (Ishimaru et al., 2021). One area that has received less attention in the literature is the intersection between coaching practices and workplace resilience, job satisfaction, and organizational commitment, especially among Senior High School teachers in the Philippines. A review of prior research indicates that much of this work focuses on one or more of these variables independently, without considering their interrelationships in a unified model. Beyond this, applying the Structural Equation Model (SEM) to address coaching practices substantively remains limited. Therefore, this study aims to bridge this gap by utilizing SEM to analyze the impact of coaching on workplace resilience, job satisfaction, and organizational commitment of senior high school teachers in Region XI, hence building a comprehensive model for understanding these dynamics. This provides a novel addition to coaching and research on organizational behavior, especially given the context of Philippine education.

The urgency in this study stems from the challenges that Senior High School teachers face in Region XI, which include navigating a high-pressure environment resulting from the implementation of the K-12 curriculum, the influence of the COVID-19 pandemic, and imbalances in access to regional training programs for professional development. Heavily laden with substantial workloads and insufficient support, research has shown that Filipino public school teachers experience intensified stress and discontent (Dizon et al., 2022). Nevertheless, teachers in Region XI face these challenges, which have

been exacerbated by the unequal distribution of resources and the need for targeted interventions to support their well-being. With these pressing issues in mind, this study aims to provide data-driven insights that can inform the development of tailored coaching interventions. This study aims to provide data that can be used to inform policies and improve support systems for teachers in Region XI, leading to resilience, job satisfaction, and organizational commitment that can be bolstered through effective coaching practices. The main thrust of the study was to determine which domain of workplace resilience, job satisfaction, and organizational commitment best influences the coaching of Senior High School teachers in Region XI. Beyond this, it deals with the following objectives: to determine the level of workplace resilience in terms of living authentically, finding one is calling, maintaining perspectives, managing stress, interacting cooperatively, staying healthy, and building networks; to determine the level of job satisfaction in terms of security, work environment, job responsibilities, and community attachments or linkages; to assess the level of organizational commitment in terms of affective commitment, continuance commitment, and normative commitment; and to determine the level of coaching in terms of planning conference, classroom visits, post-visit conferences, and others.

Furthermore, the study aims to determine the significant relationship between workplace resilience and coaching, job satisfaction and coaching, and organizational commitment and coaching. It also seeks to identify which variable best influences these relationships and which model best fits the coaching of Senior High School teachers in Region XI.

The null hypothesis will be tested at a significance level of 0.05. A high positive relationship between the variables and the scale to be developed is anticipated. It is hypothesized that workplace resilience is not significantly associated with coaching, job satisfaction is not significantly associated with coaching, and teachers' organizational commitment is not significantly associated with coaching. Additionally, it is presumed that no single predictor or variable best predicts the coaching practices of senior high school teachers in Region XI. Finally, it is proposed that no best-fit structural equation model exists for the coaching practices of senior high school teachers in Region XI.

This study contributes to the global discourse about educational quality, teacher well-being, and organizational development. It draws directly from the United Nations Sustainable Development Goal (SDG) 4, which promotes inclusive, equitable, and quality education, as well as the promotion of lifelong learning opportunities for all. In an increasingly complex and demanding educational landscape, promoting professional growth and resilience among teachers is crucial for sustaining academic institutions' quality and effectiveness. The current research fills a vital gap in the global arena concerning teacher retention, work-related stress, and organizational loyalty through a structural equation model of workplace resilience, job satisfaction, and organizational commitment based on coaching practices. The study provides insight from empirical evidence on how coaching practices can be intentionally leveraged to strategically enhance educators' attitudes toward their well-being, professional engagement, and longer-term alignment of institutions. The findings are applicable internationally in terms of refining effective education leadership and human resource management strategies that develop strong, happy, committed teachers—the building blocks of a sustainable, high-quality education system in any country.

The findings of this study offer valuable insights for teachers, school heads, and researchers at the local level. For teachers, it highlights the importance of coaching practices in building resilience, increasing job satisfaction, and strengthening organizational commitment, which can improve well-being, motivation, and teaching performance. For school heads, the findings provide a solid foundation for developing evidence-based leadership initiatives and professional development programs that promote a positive,

supportive, and stable work environment. Beyond this, the study presents a valuable framework for creating structured coaching systems that align institutional goals with teachers' professional needs. It also allows future researchers to explore additional variables, frameworks, or educational contexts, contributing to a deeper understanding of leadership practices, teacher well-being, and organizational effectiveness in public and private schools.

METHOD

This section of the paper outlines the research respondents, materials and instruments, research design and procedures, and ethical considerations involved.

Research Respondents

This study was conducted in Region XI (Davao Region), Philippines, and targeted senior high school teachers in public secondary schools who are actively engaged in teaching and have been exposed to coaching practices. The population comprised licensed Plantilla teachers with at least four years of teaching experience and involvement in formal coaching programs, mentoring, or structured professional development initiatives. 400 respondents were selected using power analysis and guidelines for Structural Equation Modeling (SEM). According to Kline (2023), 200–400 participants are recommended for SEM to ensure valid model estimation; 400 were selected to enhance representativeness and statistical power (Muthén & Muthén, 2021).

The respondents were selected from diverse subgroups to reflect a broad range of senior high school teachers in Region XI. These subgroups differed in school location, institutional setting, and years of teaching experience, including novice, intermediate, and experienced teachers. A stratified random sampling technique ensured that each subgroup was proportionally represented. This method involved dividing the population into strata and randomly selecting participants from each group, a practice recommended for its ability to increase representativeness and generalizability (Creswell & Poth, 2021; Patton, 2021).

Inclusion criteria required participants to be employed in public senior high schools within Region XI, hold Plantilla positions, and have at least four years of teaching experience with exposure to coaching. Teachers classified as job order, casual, temporary, or coterminous, and those with less than one year of experience or no coaching exposure were excluded. Participants retained the right to withdraw at any point due to personal reasons, health concerns, or ethical issues. Withdrawals were coordinated via the Senior High School Focal Person and required no obligation to explain the reason for withdrawal.

Materials and Instruments

Workplace resilience was measured using a modified version of the instrument developed by Winwood, Colon, Psych, and McEwen (2013), tailored for senior high school educators in the Davao Region. The tool demonstrated strong reliability, with a Cronbach's alpha of 0.925. Job satisfaction was assessed through a revised questionnaire created by the Asia Pacific Institute of Advanced Research (APIAR, 2017), which measured satisfaction with work conditions, support, and professional development, achieving a Cronbach's alpha of 0.969.

Organizational commitment was measured using a modified version of Ayele's (2014) instrument, which assessed emotional attachment, perceived obligation, and dedication. The instrument was adapted to the local context and yielded a Cronbach's alpha of 0.968. Coaching practices were evaluated using a revised

questionnaire based on Anderson and Snyder's (1993) work, which examined mentoring and feedback processes. The adapted version reached a Cronbach's alpha of 0.982.

A five-point Likert scale was used to measure responses across all variables. The scale was designed to capture the frequency or intensity with which participants exhibited certain behaviors or attitudes related to workplace resilience, job satisfaction, organizational commitment, and coaching practices. Scores ranging from 4.20-5.00 indicated "very high" manifestation, 3.40-4.19 as "high," 2.60-3.39 as "moderate," 1.80-2.59 as "low," and 1.00-1.79 as "very low." This scale allows for precise categorization of responses, helping to differentiate the intensity of the participants' experiences and perceptions across the different variables. By using this consistent interpretation scale, the study ensured a reliable means of analyzing and comparing responses across the four key variables, providing a standardized approach to data interpretation.

The instrument was validated by expert validators and received an average rating of 4.41, which was classified as excellent. To assess reliability, a pilot test was conducted among 30 permanent senior high school teachers in the Division of Mati City. The Cronbach's alpha test results were as follows: 0.925 for workplace resilience, 0.969 for job satisfaction, 0.968 for organizational commitment, and 0.982 for coaching practices, all indicating excellent internal consistency. These high-reliability scores confirm that the instrument was well-constructed and suitable for the main study, providing confidence in the validity and dependability of the data collected.

Design and Procedure

The study employed a quantitative, non-experimental, correlational research design deemed the most appropriate for exploring the relationships between coaching practices and key workplace outcomes such as workplace resilience, job satisfaction, and organizational commitment. This design was chosen because it allows for examining naturally occurring variables without manipulation, making it suitable for educational research where variables cannot always be experimentally controlled (Creswell & Creswell, 2023). The correlational design facilitates the identification of patterns and associations between variables, which is particularly valuable in understanding how coaching practices might influence teacher outcomes in real-world settings (Reddy et al., 2022). Additionally, this design enables the researcher to analyze the strength and direction of these relationships, offering insights into how coaching practices may contribute to enhancing resilience, satisfaction, and commitment among senior high school teachers. This non-experimental approach aligns with the study's objectives of investigating these relationships without intervening in the natural educational environment, ensuring that the findings accurately reflect the experiences of educators in Region XI.

Furthermore, the study utilizes Structural Equation Modeling (SEM) as the primary analytical technique to test the hypothesized relationships among the variables of interest—coaching practices, workplace resilience, job satisfaction, and organizational commitment. SEM is an advanced statistical method that allows for the simultaneous examination of multiple relationships between observed and latent variables, making it particularly well-suited for complex, multivariable models (Byrne, 2022). SEM was chosen because it assesses direct effects and explores indirect relationships, offering a more comprehensive understanding of how coaching practices influence key teacher outcomes (Kline, 2023). This technique allows the study to evaluate both causal and non-causal associations within a single model, thereby providing deeper insight into the mechanisms underlying the relationships between coaching and teacher outcomes (Hair et al., 2021). By employing SEM, the study examines the multifaceted impact of coaching

practices on teachers' workplace resilience, job satisfaction, and organizational commitment while identifying mediating factors that may influence these relationships.

Data collection for this study followed a structured process, ensuring the necessary ethical and procedural protocols were observed. The process began after obtaining approval from the University of Mindanao Ethics Review Committee (UMERC) and relevant educational authorities, including the DepEd Regional Director and School Division Superintendent. Once approval was granted, the survey questionnaire was distributed to the target respondents—senior high school teachers in Region XI—using printed forms and a digital format via Google Forms. The distribution occurred over four to five weeks. Respondents were given a week to complete the survey, ensuring they could do so without affecting their official work hours. Accompanying the questionnaire was an Informed Consent Form, which outlined the study's purpose and participants' rights, including their right to withdraw from the study at any time without penalty. The researcher worked closely with the focal persons in each school to ensure the timely completion and collection of the surveys. The completed questionnaires were then encoded for analysis. To enhance the accuracy of the data, the researcher also conducted pre-testing to ensure the instrument's reliability before the official data collection period. This meticulous process facilitated a smooth collection of reliable data necessary for the study's analysis.

To achieve the research objectives, several statistical treatments and analyses were employed. First, Mean and Standard Deviation were used to determine workplace resilience, job satisfaction, organizational commitment, and coaching practices among senior high school teachers in Region XI, providing a descriptive overview of the data. Next, Pearson's r correlation was utilized to examine the significant relationships between the exogenous variables (workplace resilience, job satisfaction, and organizational commitment) and the endogenous variable (coaching practices), helping to identify the strength and direction of these associations. Regression analysis was then employed to assess the influence of the exogenous variables on coaching practices, allowing the researcher to determine which factors had the most significant impact. To test the hypothesized relationships and examine direct and indirect effects, Structural Equation Modeling (SEM) was used. SEM provided a comprehensive approach to assess the multivariable relationships and mediation effects, utilizing fit indices such as the Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and other goodness-of-fit statistics to evaluate the model's validity (Schreiber et al., 2021).

The standard criterion statistics that were utilized in the evaluation of the goodness of fit for structural models are found below:

Chi-Square/Degree of Freedom (CMIN/DF)	$0 < \text{value} < 2$
P-Value	> 0.05
Normed Fit Index (NFI)	> 0.95
Comparative Fit Index (CFI)	> 0.95
Goodness of Fit Index (GFI)	> 0.95
Tucker-Lewis Index	> 0.95
Root Mean Square or Error Approximation (RMSEA)	< 0.05
P-Close	> 0.05

Finally, this study adhered to the ethical standards established by the University of Mindanao Ethics Review Committee (UMERC). Before data collection, the UMERC reviewed and approved the research proposal under certificate number UMERC-2023-200, ensuring that the study met the ethical requirements regarding participant welfare and data handling.

All participants provided informed consent and were informed of their rights, including the option to participate and withdraw at any time without consequence. Data confidentiality was strictly maintained, and all responses were anonymized and securely stored for academic use only.

After the final defense, the revised manuscript will be submitted to UMERC for compliance review and issuance of the final ethical clearance certificate, affirming continued adherence to ethical research practices.

RESULTS AND DISCUSSION

This section presents and analyzes the data collected on workplace resilience, job satisfaction, organizational commitment, and coaching practices among senior high school teachers in Region XI.

Workplace Resilience

As presented in Table 1, workplace resilience is measured by living authentically, finding one's calling, maintaining perspectives, managing stress, interacting cooperatively, staying healthy, and building networks. The data show that workplace resilience has a very high rating, with an overall mean of 4.41 across key indicators, indicating that workplace resilience is always manifested. Upon analyzing the indicators individually, it was found that the indicators of living authentically and interacting cooperatively have the highest mean of 4.59, indicating a very high level, with a standard deviation of 0.57. In contrast, the indicator maintaining perspectives has the lowest mean of 4.09, or high, with a standard deviation of 0.70.

The high overall resilience level implies that senior high school teachers in Region XI demonstrate strong personal authenticity, cooperative engagement, and coping strategies in navigating workplace demands. The high means of living authentically and interacting cooperatively suggest that teachers feel empowered to express personal strengths and actively foster a culture of mutual acknowledgment, both of which are crucial for maintaining resilience. However, the relatively lower mean under maintaining perspectives highlights a need for interventions that help teachers manage prolonged work stress and setbacks more effectively, particularly in challenging environments.

Table 1
Level of Workplace Resilience

Indicators	SD	Mean	Descriptive Level
Living Authentically	0.57	4.59	Very High
Finding One's Calling	0.58	4.53	Very High
Maintaining Perspectives	0.70	4.09	High
Managing Stress	0.62	4.43	Very High
Interacting Cooperatively	0.57	4.59	Very High
Staying Healthy	0.74	4.12	High
Building Networks	0.63	4.53	Very High
Overall	0.50	4.41	Very High

These findings are supported by Malik et al. (2021), who emphasized that authenticity in the workplace enhances employee engagement and protects against burnout, contributing to resilience. The significance of Interacting Cooperatively aligns with Charoensukmongkol and Phungsoonthorn (2021), who found that social support and collegial interactions serve as buffers against workplace stress, strengthening resilience. The lower score for Maintaining Perspectives resonates with Shoss et al. (2021), who concluded that maintaining optimism and perspective under stress is critical but can vary significantly based on personal coping strategies and organizational climate. These results reinforce the importance of authentic, socially supportive work environments in fostering resilience among teachers.

Job Satisfaction

Table 2 shows the level of job satisfaction in senior high school teachers in terms of security, work environment, job responsibilities, and community attachments/linkages. It obtained an overall mean of 4.32 and a standard deviation of 0.53, which signifies a high level. This suggests that job satisfaction among senior high school teachers is always manifested. This high level of satisfaction indicates that the work environment is conducive to professional fulfillment because it fosters cooperation, understanding, and appropriate working conditions. On a per-indicator analysis, it was found that the work environment has the highest mean of 4.49, indicating a very high level, with a standard deviation of 0.52, while the security has the lowest mean of 4.15, indicating a high level, with a standard deviation of 0.70.

Table 2
Level of Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Security	0.70	4.15	High
Work Environment	0.52	4.49	Very High
Job Responsibilities	0.58	4.32	Very High
Community Attachments/Linkages	0.64	4.33	Very High
Overall	0.53	4.32	Very High

The high level of job satisfaction implies that senior high school teachers in Region XI experience favorable working conditions, fulfilling responsibilities, and positive community relations within their institutions. The highest mean under the work environment reflects that teachers greatly value a safe, supportive, and policy-driven workplace. However, the comparatively lower mean under security reveals underlying concerns regarding future job stability, suggesting that while teachers generally feel secure, some may be uncertain about long-term employment prospects. This perception might influence their career commitment, especially concerning national education reforms and administrative transitions.

These results confirm the findings of Charoensukmongkol and Phungsoonthorn (2021), who established that a positive work environment characterized by clear policies and a cooperative culture significantly enhances school job satisfaction. The importance of job security is reflected in the study by Yang et al. (2022), who demonstrated that perceptions of employment stability directly influence teacher satisfaction, particularly in uncertain educational contexts. Moreover, García-Carmona et al. (2021) highlighted that structured work environments with clear job roles, fair policies, and supportive colleagues predict higher

job satisfaction and organizational loyalty, confirming the significance of these workplace factors in fostering satisfaction among teachers.

Organizational Commitment

Presented in Table 3 is the level of organizational commitment of senior high school teachers in Region XI in terms of affective commitment, continuance commitment, and normative commitment. The level of organizational commitment of senior high school teachers in Region XI attained an overall mean of 4.00 (SD of 0.73), which is described as high. This means that the level of organizational commitment among senior high school teachers in Region XI is often manifested. The three indicators recorded high mean scores. On per-indicator analysis, the indicator of affective commitment has the highest mean of 4.10 with a standard deviation of 0.74. This is followed by the indicator of continuance commitment, with a mean of 4.00 and a standard deviation of 0.81. In contrast, the indicator of normative commitment had the lowest mean score of 3.91 with a standard deviation of 0.89, all interpreted as indicating a high level of commitment.

The findings imply that while senior high school teachers in Region XI generally exhibit strong emotional and rational connections to their institutions, the sense of obligation or moral responsibility to stay is comparatively lower. The very high mean under affective commitment indicates that teachers maintain positive feelings of identification and attachment to their schools, largely perceiving themselves as integral members of the organization.

Table 3
Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.74	4.10	High
Continuance Commitment	0.81	4.00	High
Normative Commitment	0.89	3.91	High
Overall	0.73	4.00	High

However, the relatively lower mean under normative commitment suggests that while some teachers stay due to emotional ties or practical considerations, others may not feel an inherent moral duty to remain. This difference could affect turnover rates, especially when teachers perceive external opportunities as more rewarding or personally aligned.

These findings align with the study by Treglown et al. (2021), who found that affective commitment, characterized by emotional attachment and a sense of belonging, strongly predicts employee loyalty and engagement in the education sector. The variability observed in normative commitment supports the argument by Choi et al. (2022), who suggested that personal values and alignment with organizational culture significantly influence moral obligations to remain in an organization. Additionally, Al-Omari and Okasheh (2022) confirmed that organizational commitment strengthens when schools foster a culture of inclusion, fairness, and shared values, particularly when teachers feel emotionally and professionally connected to their institutions.

Coaching Practices

Displayed in Table 4 is the level of coaching practices experienced in senior high schools, measured in

terms of planning conferences, classroom visits, post-visit conferences, and others. The overall mean was 4.18 (SD = 0.69), indicating that coaching practices are often observed. One indicator, classroom visits, had the highest mean at 4.26, which is described as very high. Others followed with a mean of 4.19, which is described as High. Planning conferences had a mean of 4.15, which is also described as high. Post-visit conference obtained the lowest mean at 4.14, which is high. Knight (2019) noted that coaching helps teachers reflect on their practices, improve instructional quality, and increase student outcomes, and coaching is an essential tool in educational settings.

Table 4
Level of Coaching Practices

Indicators	SD		Mean	Descriptive Level
Planning Conference	0.75		4.15	High
Classroom Visit	0.73		4.26	Very High
Post-Visit Conference	0.78		4.14	High
Others	0.74		4.19	High
Overall	0.69		4.18	High

The findings imply that coaching practices in senior high schools within Region XI are generally well-received, especially those involving direct observation and constructive feedback, which teachers perceive as significant professional development opportunities. The highest-rated item under Classroom Visit, "The classroom visitation is used to help me become more self-reflective about my teaching practices and students' learning," suggests that teachers appreciate opportunities for guided reflection on their instructional strategies and student outcomes. This highlights the importance of integrating classroom visits into coaching frameworks to promote continuous improvement and reflective practice. However, the relatively lower mean for Post-Visit Conferences implies that while feedback sessions are being conducted, they may sometimes fall short of fully addressing student learning outcomes or providing specific, actionable suggestions for instructional enhancement. This suggests a need for more structured, student-focused, and collaborative post-observation dialogues.

Therefore, these findings support the conclusions of Kraft and Hill (2021), who highlighted that structured classroom visits paired with constructive, reflective feedback enhance teaching quality and professional development. The importance of reflection through coaching is consistent with DeMonte (2021), who emphasized that feedback processes encouraging teacher self-evaluation improve instructional practices and job satisfaction. Additionally, Donitsa-Schmidt and Ramot (2021) stressed that teacher coaching programs that include structured observations and post-conferences foster deeper professional learning, particularly when conversations center on student outcomes and teacher development goals.

Relationship between Workplace Resilience and Coaching Practices of Senior High School Teachers in Region XI

Table 5.1 shows the test results of the relationship between workplace resilience and coaching practices of senior high school teachers in Region XI. As displayed in the hypothesis, the relationship was tested at the 0.05 significance level. The total r value of 0.568 with a p -value of less than 0.05 indicated that the null hypothesis was rejected. It demonstrates that there is a strong positive relationship between workplace resilience and coaching practices. The correlation coefficient of r , which is equal to 0.568, signifies a

strong association between workplace resilience and coaching practices of senior high school teachers in Region XI.

Table 5.1

Significance of the Relationship between Workplace Resilience and Coaching Practices of Senior High School Teachers in Region XI

Workplace Resilience	Coaching Practices				
	Planning Conference	Classroom Visit	Post-Visit Conference	Others	Overall
Living Authentically	.398** .000	.376** .000	.333** .000	.346** .000	.392** .000
Finding One's Calling	.510** .000	.524** .000	.427** .000	.476** .000	.523** .000
Maintaining Perspectives	.449** .000	.411** .000	.415** .000	.420** .000	.458** .000
Managing Stress	.436** .000	.419** .000	.413** .000	.468** .000	.469** .000
Interacting Cooperatively	.403** .000	.393** .000	.366** .000	.387** .000	.419** .000
Staying Healthy	.380** .000	.315** .000	.371** .000	.380** .000	.391** .000
Building Networks	.511** .000	.451** .000	.401** .000	.445** .000	.488** .000
Overall	.558** .000	.520** .000	.495** .000	.529** .000	.568** .000

More specifically, the results show that all the indices of workplace resilience have a significant relationship with coaching practices, as the p-values are less than 0.05. The total r-value is 0.523 on finding one's calling, 0.488 on building networks, 0.469 on managing stress, 0.458 on maintaining perspectives, 0.419 on interacting cooperatively, 0.392 on living authentically, and 0.391 on staying healthy. As shown in Table 5, all indicators of each variable are related. Thus, there is a favorable relationship between the two variables.

These results imply that teachers who demonstrate high resilience, particularly in aligning their work with personal values (Finding One's Calling) and fostering collaborative relationships (Building Networks), are more inclined to perceive coaching practices as supportive and valuable for their professional growth. Meanwhile, the relatively lower but still positive relationship with Staying Healthy reflects that while physical well-being contributes to resilience, other psychosocial factors may substantially influence coaching engagement. This underscores the importance of addressing professional purpose and collegial relationships when implementing coaching programs.

These findings are supported by Chen et al. (2022) and Lane et al. (2021), who found that resilience-centered coaching practices improve teacher performance, psychological well-being, and collegial collaboration. The significance of Finding One's Calling and Building Networks mirrors the conclusions of Gupta et al. (2022), who emphasized that resilience-building programs that promote purpose-driven

work and strong peer support networks enhance professional engagement and adaptability. Additionally, Charoensukmongkol and Phungsoonthorn (2021) reported that resilience combined with supportive professional relationships strengthens engagement in coaching practices by fostering trust and openness to feedback.

Relationship between Job Satisfaction and Coaching Practices of Senior High School Teachers in Region XI

Table 5.2 presents the results of our assessment of the relationship between job satisfaction and coaching practices among senior high school teachers in Region XI. As per our hypothesis, the relationship was tested at a 0.05 significance level. The total r-value of 0.673, with a p-value less than 0.05, led to rejecting the null hypothesis. This significant finding indicates a robust relationship between job satisfaction and the coaching practices of senior high school teachers in Region XI.

Table 5.2

Significance of the Relationship between Job Satisfaction and Coaching Practices of Senior High School Teachers in Region XI

Job Satisfaction	Coaching Practices				
	Planning Conference	Classroom Visit	Post-Visit Conference	Others	Overall
Security	.561** .000	.548** .000	.545** .000	.578** .000	.603** .000
Work Environment	.595** .000	.578** .000	.522** .000	.604** .000	.621** .000
Job Responsibilities	.618** .000	.571** .000	.520** .000	.569** .000	.615** .000
Community Attachments/Linkages	.532** .000	.469** .000	.460** .000	.492** .000	.528** .000
Overall	.655** .000	.615** .000	.584** .000	.637** .000	.673** .000

Each indicator of job satisfaction shows a positive correlation with coaching practices, with p-values less than 0.05 and r-values of 0.621 for work environment, 0.615 for job responsibilities, 0.603 for security, and 0.528 for community attachments/linkages. This positive correlation underscores the potential for improvement, indicating a significant relationship between job satisfaction and coaching practices.

The results suggest that teachers delighted with their work environment and job responsibilities are more likely to value and actively engage in coaching practices. The strong association with the Work Environment underscores the importance of supportive, collegial, and well-organized workplace settings. The similarly strong link with Job Responsibilities highlights the role of meaningful, manageable, and well-defined duties in promoting positive attitudes toward professional coaching. Conversely, while Community Attachments/Linkages are positively associated, their lower correlation suggests that external community involvement indirectly influences coaching engagement. This highlights the need for schools to prioritize internal job conditions and support systems to maximize the impact of coaching programs.

These results corroborate the findings of Kraft and Hill (2021), who revealed that effective coaching systems directly contribute to teacher satisfaction by offering supportive, goal-oriented professional feedback. Similarly, Jones et al. (2022) demonstrated that when coaching practices align with teachers' job responsibilities and work environment, they increase job satisfaction and instructional improvement. This is further supported by Al-Omari and Okasheh (2022), who found that coaching and mentoring practices significantly influence teacher satisfaction, especially when tied to clear professional goals, recognition, and positive work environments.

Relationship between Organizational Commitment and Coaching Practices of Senior High School Teachers in Region XI

Table 5.3 shows the test results of the relationship between organizational commitment and coaching practices of senior high school teachers in Region XI. The data show an overall correlation coefficient of 0.678 at the 0.05 significance level. This means that there is a significant relationship between organizational commitment and the coaching practices of senior high school teachers.

Specifically, when organizational commitment indicators correlate with professional learning communities, all the indicators were found to be significant, with affective commitment having a correlation coefficient of 0.635, continuance commitment of 0.605, normative commitment of 0.581, and a p-value less than 0.05. This indicates that organizational commitment asserts a positive linkage with coaching practices.

Table 5.3

Significance of the Relationship between Organizational Commitment and Coaching Practices of Senior High School Teachers in Region XI

Organizational Commitment	Coaching Practices				
	Planning Conference	Classroom Visit	Post-Visit Conference	Others	Overall
Affective Commitment	.623** .000	.576** .000	.538** .000	.615** .000	.635** .000
Continuance Commitment	.537** .000	.555** .000	.540** .000	.609** .000	.605** .000
Normative Commitment	.561** .000	.527** .000	.499** .000	.563** .000	.581** .000
Overall	.640** .000	.617** .000	.587** .000	.665** .000	.678** .000

The results suggest that teachers who feel emotionally connected to their schools or remain due to perceived benefits or moral obligations are more likely to participate actively in coaching practices. The strong correlation between Affective Commitment and coaching practices, particularly in Planning Conferences, emphasizes the role of emotional belongingness and engagement in motivating teachers to embrace developmental activities. The significant relationships between Continuance and Normative Commitment further suggest that practical considerations (such as job benefits) and moral duty influence teachers' willingness to engage in professional conversations and feedback sessions. These findings

indicate that coaching initiatives will be more effective if aligned with teachers' emotional connections, values, and professional motivations.

These findings align with Treglown et al. (2021), who emphasized that affective commitment enhances participation in professional development and coaching programs by fostering emotional ties to the institution. Choi et al. (2022) similarly highlighted that coaching practices involving teachers in decision-making and goal-setting enhance commitment and satisfaction. Additionally, Al-Omari and Okasheh (2022) confirmed that coaching strategies aligned with teachers' values and organizational goals positively influence affective, continuance, and normative commitment, thereby improving engagement with coaching initiatives and school improvement efforts.

Influence of Workplace Resilience, Job Satisfaction, and Organizational Commitment to the Coaching Practices of the Senior High School Teachers in Region XI

Presented in Table 6 is the influence of workplace resilience, job satisfaction, and organizational commitment on the coaching practices of the senior high school teachers in Region XI. Further, as indicated by the F-value of 141.794 with a corresponding p-value of 0.000, the regression model is therefore significant. Hence, it leads to the rejection of the null hypothesis. There is a variable that can predict the coaching practices of the senior high school teachers in Region XI.

In addition, the R^2 of 0.518 signifies that 51.8 percent of the variation in coaching practices is explained by the predictor variables, workplace resilience, job satisfaction, and organizational commitment. This means that 48.2 percent of the variation could be attributed to other factors besides these three variables. The presentation revealed that the standard coefficient of organizational commitment has the highest beta of 0.392, indicating that organizational commitment has the most significant influence on the coaching practices of senior high school teachers in Region XI, compared to job satisfaction with 0.314 and workplace resilience with 0.071, respectively.

The findings of this study have significant implications for the field of education. They suggest that organizational commitment is the most critical factor influencing teachers' engagement in coaching practices. This implies that strategies to enhance teachers' emotional attachment and commitment to their school could lead to more active participation in coaching-related activities.

Table 6
Significance of the Influence of Workplace Resilience, Job Satisfaction, and Organizational Commitment on the Coaching Practices of the Senior High School Teachers in Region XI

Coaching Practices					
Exogenous Variables		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant		.482		2.183	.030
Workplace Resilience		.099	.071	1.200	.231
Job Satisfaction		.408	.314	4.335	.000
Organizational Commitment		.375	.392	7.192	.000
R	.720				
R^2	.518				
ΔR	.514				

F	141.794				
ρ	.000				

The strong influence of Job Satisfaction further indicates that when teachers are content with their work environment, job security, responsibilities, and community ties, they become more receptive to coaching initiatives. The non-significant direct effect of Workplace Resilience suggests that while resilience is vital for teachers' well-being and coping strategies, it may not independently predict coaching involvement unless mediated by satisfaction and commitment. These findings underscore the importance of school leaders fostering a committed, satisfied teaching workforce to maximize the impact of coaching programs, focusing efforts on enhancing professional belongingness and job contentment as foundational elements. The result aligns with these findings, demonstrating that job satisfaction and organizational commitment significantly influence coaching practices. The strong positive relationships between these variables, job satisfaction with a beta coefficient of 0.314 and organizational commitment with a beta coefficient of 0.392, support the notion that employees are more likely to engage in and benefit from developmental activities, such as coaching, when satisfied and committed.

Moreover, these findings are consistent with Treglown et al. (2021), who established that teachers' affective commitment drives their participation in coaching and professional development activities. The significant contribution of job satisfaction supports the findings of Jones et al. (2022), who emphasized that satisfied teachers engage more openly in feedback-driven development opportunities. Furthermore, Kraft and Hill (2021) highlighted that satisfied teachers perceive coaching as an opportunity for professional growth, reinforcing their engagement and job fulfillment. These recent studies confirm that job satisfaction and organizational commitment are critical enablers of coaching participation, while resilience is a supportive background factor rather than a direct predictor.

Best Fit Model for Coaching Practices

Three models were generated to obtain the best-fit model for coaching practices among senior high school teachers in Region XI. The models were assessed against the fit indices given, which served as the basis for accepting or rejecting the model.

Structural model 1 shows the relationship between endogenous and exogenous variables. In Table 8, organizational commitment has the highest beta value of 0.475, followed by job satisfaction with a beta value of 0.416, while workplace resilience has the lowest beta value of 0.100. Table 8 reveals that the exogenous variables, workplace resilience, job satisfaction, and organizational commitment, do not predict coaching practices, with a p-value greater than 0.05. Meanwhile, in Table 7, the values of Model 1 are not within the range of the index criteria. CMIN/DF is greater than 2; GFI, CFI, NFI, and TLI are less than 0.95, and RMSEA is greater than 0.05, with a p-value of less than 0.05. This suggests that Model 1 does not fit the data. Therefore, this is not the best-fit model for coaching practices.

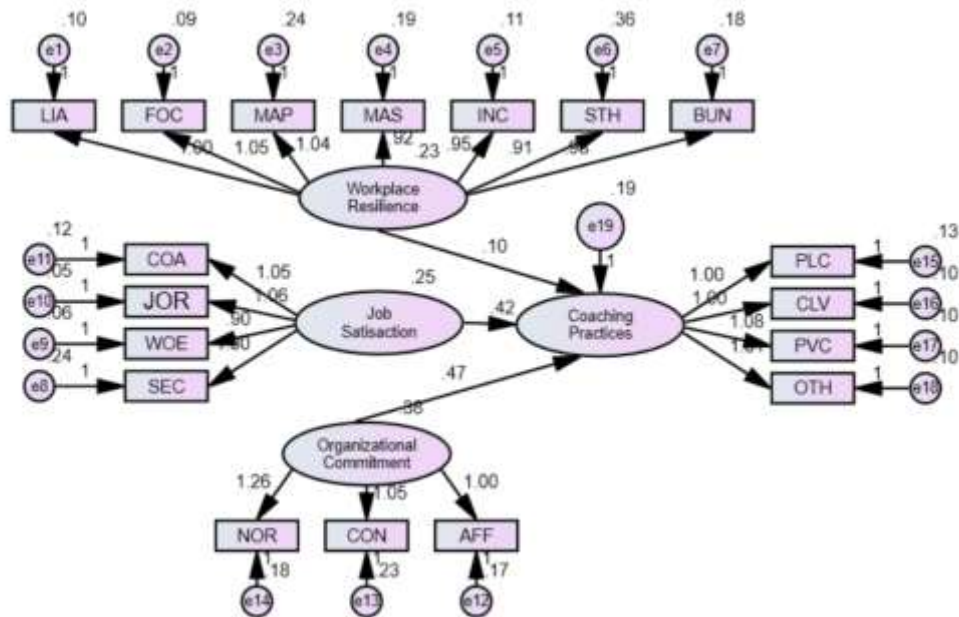
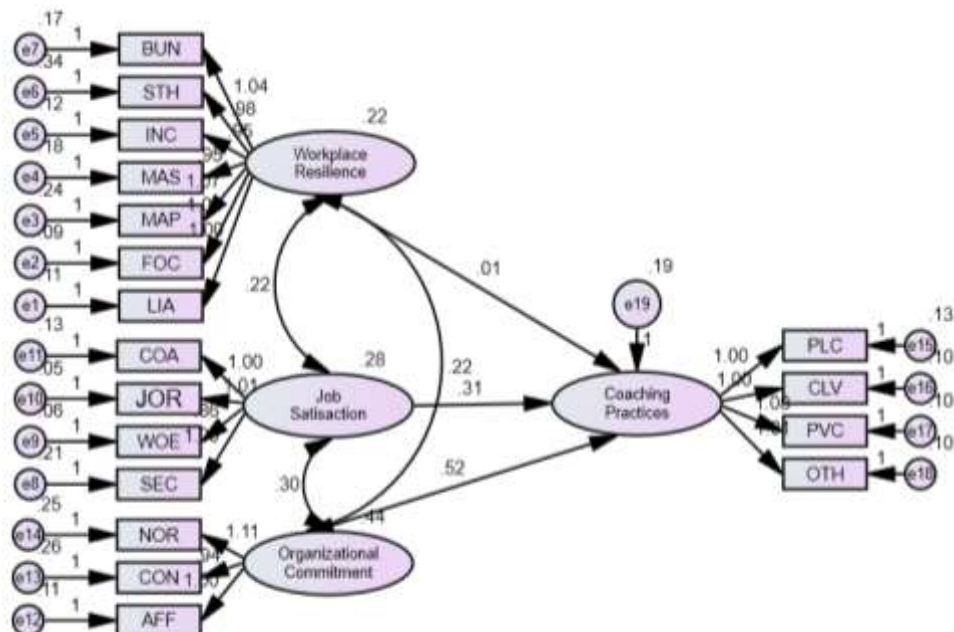


Figure 2. Generated Structural Model 1

Structural Model 2 displays the variance between the exogenous variables, job satisfaction and workplace resilience, and the causal associations of exogenous and endogenous variables. As shown in Table 8, data show that organizational commitment is strongly represented by its factors, with the highest beta value of 0.521, followed by job satisfaction with a beta value of 0.312, and workplace resilience with a beta value of 0.008. This means that the exogenous variables do not significantly influence coaching practices, with a p-value greater than 0.05. Additionally, in Table 7, the values of Model 2 are also not within the range of the index criteria. CMIN/DF is greater than 2; GFI, CFI, NFI, and TLI are less than 0.95, and RMSEA is greater than 0.05, with a p-value of less than 0.05. This means that Model 2 shows an inferior fit. Therefore, this is not the best-fit model for coaching practices.



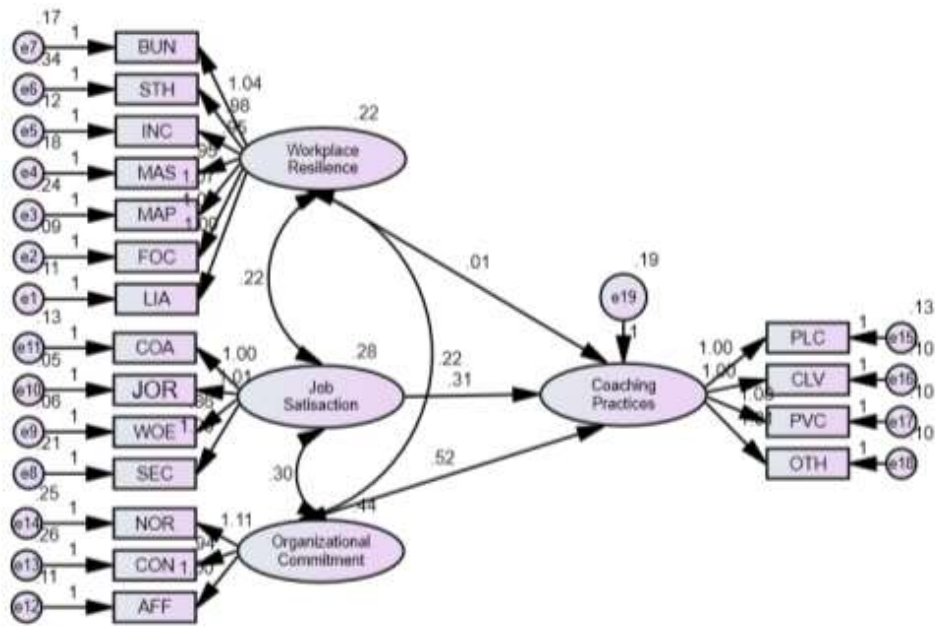


Figure 3. Generated Structural Model 2

Reflected in Figure 4 are the standard estimates of the generated model 3. The Figure shows the interrelationship between the exogenous variables and their causal relationship to coaching practices. The single-headed arrows revealed a causal relationship between work resilience and coaching practices, job satisfaction and coaching practices, and organizational commitment and coaching practices. The highest coefficient value of 0.66 indicates that organizational commitment has a substantial positive impact on coaching practices; the coefficient value of 0.28 suggests that workplace resilience positively affects coaching practices, and the lowest coefficient value of -0.05 indicates that job satisfaction has a negative impact on coaching practices.

In addition, Model 3 shows a correlation between work resilience and job satisfaction, work resilience and organizational commitment, and job satisfaction and organizational commitment. The double-headed arrow between job satisfaction and organizational commitment indicates that as one variable increases, the other increases by 0.35. The double-headed arrow between workplace resilience and job satisfaction suggests that as one variable increases, the other increases by 0.20. Similarly, the double-headed arrow between workplace resilience and organizational commitment indicates that as one variable increases, the other increases by 0.20. The coefficient values show that job satisfaction and organizational commitment, workplace resilience and job satisfaction, and workplace resilience and organizational commitment are positively correlated, respectively.

Moreover, in Table 7, all the values of Model 3 are within the range of the index criteria. The value of CMIN/DF is 1.381, which is less than 2; The value of GFI is 0.982, which is greater than 0.950; The value of CFI is 0.996, which is greater than 0.950; The value of NFI is 0.986, which is greater than 0.950; The value of TLI is 0.992, which is greater than 0.950; The value of RMSEA is 0.031, which is less than 0.050; and p-close value is 0.935, which is greater than 0.050.

These findings align with the standards Arbuckle and Wothke (1999) set, which specify that CMIN/DF should be under 2, and TLI, CFI, NFI, and GFI should each surpass 0.95. Additionally, the RMSEA and p-close criteria are consistent with Browne and Sugawara's (1996) benchmarks, which define RMSEA

values of 0.01, 0.05, and 0.08 as indicators of excellent, good, and mediocre fit, respectively, with a p-close value exceeding 0.05.

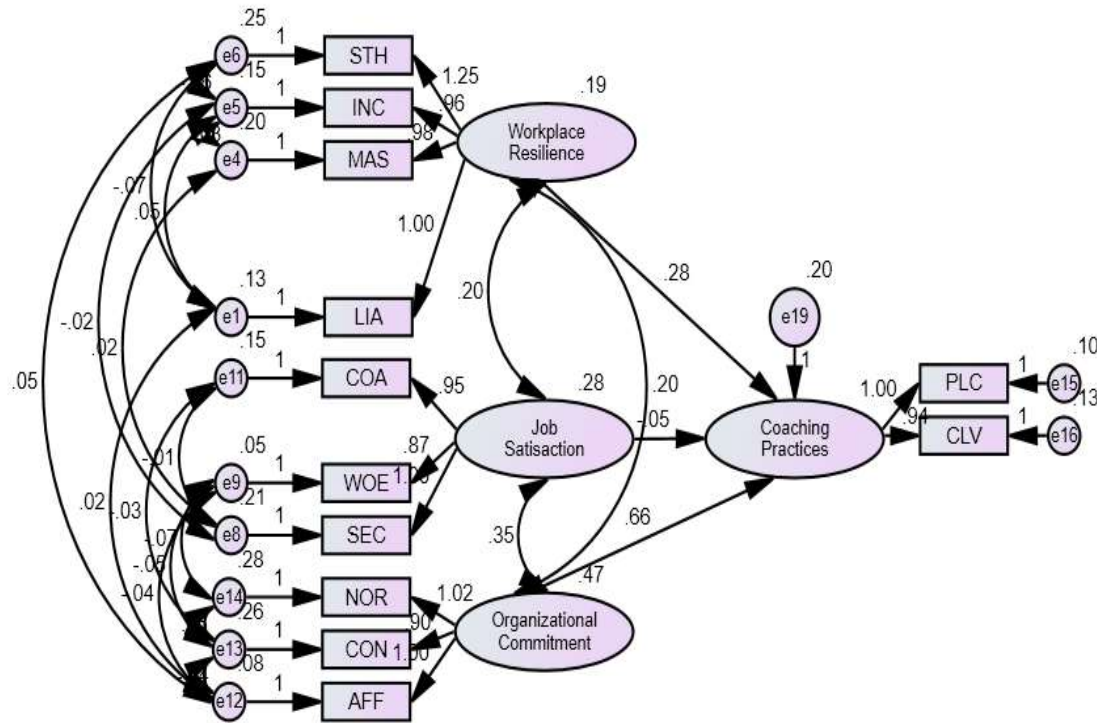


Figure 4. Best Fit Model for Coaching Practices

Legend:

STH	-	Staying Healthy	SEC	-	Security
INC	-	Interacting Cooperatively	NOR	-	Normative
MAS	-	Managing Stress	CON	-	Continuance
LIA	-	Living Authentically	AFF	-	Affective
COA	-	Community Attachments/Linkages	PLC	-	Planning Conference
WOE	-	Work Environment	CLV	-	Classroom Visit

Furthermore, as shown in Figure 4, four out of seven indicators of workplace resilience, namely, staying healthy, interacting cooperatively, managing stress, and living authentically, remained significant predictors of coaching practices. Job satisfaction had three out of four indicators, namely, community attachments/linkages, work environment, and security, which were found to affect coaching practices. On the other hand, organizational commitment maintained all three indicators - namely, normative commitment, continuance commitment, and affective commitment - which significantly affected coaching practices.

Table 7
Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-Clouse (>0.05)
1	.000	10.739	.744	.793	.778	.760	.156	.000
2	.000	5.110	.843	.915	.897	.899	.101	.000
3	.074	1.381	.982	.996	.986	.992	.031	.935

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
GFI	-	Goodness of Fit Index
CFI	-	Comparative Fit Index
NFI	-	Normed Fit Index
TAG	-	Tucker-Lewis Index
RMSEA	-	Root Mean Square Error Approximation

Table 8 shows the Regression Weights of the Three Generated Models. The coefficients quantify the relationship between the three independent variables and one dependent.

Table 8
Regression Weights of the Three-Generated Models

Model	Exogenous Variables to Endogenous Variables		
	Workplace Resilience	Job Satisfaction	Organizational Commitment
1	.100 ^{NS}	.416***	.475***
2	.008 ^{NS}	.312 ^{NS}	.521***
3	.276 ^{NS}	-.054 ^{NS}	.662 ^{NS}

Based on the findings, coaching practices are most effectively grounded in workplace resilience, job satisfaction, and organizational commitment. Workplace resilience was operationalized through living authentically, managing stress, interacting cooperatively, and maintaining physical and emotional health. Job satisfaction was assessed in terms of community attachments and linkages, job security, and the quality of the work environment. Its three core dimensions measure organizational commitment: affective, continuance, and normative commitment. The endogenous variable -coaching practices, was examined across the components of planning a conference, conducting a classroom visit, and facilitating a post-visit conference.

The established direct causal relationship among workplace resilience, job satisfaction, and organizational commitment in shaping the coaching practices of senior high school teachers in Region XI is consistent

with existing literature. Kim and Lim (2020) found that teachers who demonstrate higher levels of resilience and job satisfaction are more likely to exhibit a stronger sense of organizational commitment, which, in turn, enhances their involvement in coaching activities. This interrelationship suggests that resilient and satisfied teachers are better equipped to navigate professional challenges and more likely to invest in mentoring and professional development initiatives. Moreover, organizational commitment is a critical mediating factor in translating personal resilience and job satisfaction into sustained engagement in coaching practices. As further supported by Thompson et al. (2021), teachers who perceive themselves as committed and satisfied professionals are more inclined to view coaching as a fundamental aspect of their professional identity rather than an additional responsibility.

CONCLUSION AND RECOMMENDATIONS

The study revealed that coaching practices among public senior high school teachers in Region XI were generally perceived to be highly evident. Among the measured dimensions, the highest ratings were observed for trust and professional relationships. In contrast, the lowest ratings were found in providing feedback and reinforcement. The respondents also reported high workplace resilience, job satisfaction, and organizational commitment. Correlational analyses demonstrated that coaching practices positively correlate with workplace resilience, job satisfaction, and organizational commitment. Furthermore, regression analysis confirmed that coaching practices significantly predict all three variables, with job satisfaction showing the strongest predictive relationship.

These findings affirm the study's theoretical foundation, particularly the Social Exchange Theory by Blau (1964), which emphasizes that when mutually beneficial, social interactions promote positive behavioral outcomes. In the context of this research, effective coaching relationships between school leaders and teachers foster a supportive and trusting environment that enhances teachers' resilience, satisfaction, and commitment to their organization.

Given the significant influence of coaching practices on teachers' workplace outcomes, it is evident that implementing effective coaching strategies can lead to enhanced job satisfaction, greater resilience, and more substantial organizational commitment. The study underscores the value of school leaders equipped with the necessary coaching skills to build meaningful professional relationships and create environments that nurture teacher growth and retention. In particular, strengthening feedback and reinforcement mechanisms presents a critical opportunity for improvement and could serve as a key area for professional development.

In light of the findings, several actionable recommendations are proposed. First, the Department of Education should institutionalize coaching programs as a core component of its professional development agenda at both the regional and division levels. These programs foster resilience, improve feedback delivery, and promote recognition of teacher efforts, enhancing job satisfaction and organizational commitment. Monitoring mechanisms should also be established to implement coaching practices across schools consistently.

Second, school leaders and administrators should prioritize strengthening the dimension of providing feedback and reinforcement, as this area received the lowest ratings among the coaching indicators. Capacity-building programs focused on giving constructive, timely, and consistent feedback should be implemented to empower school heads in supporting teacher development. Regular coaching sessions that

incorporate affirming feedback can enhance teacher performance and motivation.

Third, policymakers and educational planners are encouraged to integrate coaching practices into the School-Based Management (SBM) framework. This includes requiring regular feedback and coaching conferences as part of performance management systems. Schools can create supportive cultures that foster sustained teacher engagement by embedding coaching as a standard leadership practice.

Fourth, teacher education institutions (TEIs) must incorporate coaching strategies into their pre-service training programs. By exposing future teachers to coaching principles early in their careers, institutions can prepare them to participate actively in coaching relationships, fostering a culture of mutual support and continuous professional growth in schools.

Lastly, future researchers are advised to conduct further investigations using qualitative approaches such as interviews or focus group discussions. These methods can provide deeper insights into the specific challenges and enablers of feedback and reinforcement in the coaching process. Similar studies conducted in other regions also help determine the generalizability of the present findings.

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