

Strategic Emphases and Success Towards Organizationally Resilient Filipino-Chinese Schools

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Abstract: *In the face of fast changes in the economy, society, and technology, being resilient is critical to the organization's existence. A highly resilient organization is capable of successfully navigating crises and capitalizing on adversity via change. This study aims to explore on the strategic emphases and measurement of success of Filipino-Chinese schools' objective to become organizationally resilient. The study used the exploratory research design involving 9 employees: teaching and non-teaching professionals (3), managers and supervisors (3), and administrators (3). An interview guide was used to gather data from the participants. Thematic analysis was applied to process the data. The results show that there are 4 areas that need strategic emphases. These are strategies, leadership, human resource, and services. Additionally, management success can be measured according to the performance of students, employee performance, management performance, and organizational performance in general. The results of this qualitative research will benefit school owners and executives on focus areas relative to making the organization resilient.*

Keywords: *resilience, strategic emphases, measurement of success, Filipino-Chinese schools*

I. INTRODUCTION

Educational institutions, especially smaller ones that lack financial reserves to weather economic storms, are not immune to collapse. Even before the COVID-19 epidemic broke out in the Philippines, several schools were fighting for survival. For example, educational innovations (such as the establishment and execution of the K12 program) have resulted in various amounts of income reduction in some schools. Educational institutions that had not made enough preparations for this shift found themselves in a difficult situation, and the transition process had far-reaching consequences for the organization's growth and viability. Some Filipino-Chinese schools that provide Chinese curriculum have seen an organizational downturn, as seen by the declining number of students enrolled. Some of these schools have even shut down and stopped operating. Meanwhile, the COVID-19 pandemic exacerbated the difficulties of the remaining and surviving schools.

Any company's existence and performance are heavily reliant on the resilience of both the organization and its personnel (Naswall et al., 2019). The idea of resilience emphasizes the need of improving any system's capacity to withstand disturbances (Sahebjamnia et al., 2018). In the current literature, resilience has been defined as an organization's "capacity to bounce back after being confronted with difficulties and obstacles" (Ma et al., 2018).

During tumultuous times and when confronted with adversity, resilience is critical (Ma et al., 2018). Resilient companies have a better chance of surviving in difficult times. Resilience aids organizations in not just surviving but also adapting and growing in challenging situations and maintaining stability in an unpredictable environment. Resilience has evolved in a variety of disciplines and has been characterized in a variety of ways from its inception in 1973 (Moussa et al., 2020). In defining the word, conceptualizations, and metrics, each profession (e.g., psychology, engineering, organizational management, etc.) has its own viewpoint (Duchek, 2019; Ma et al., 2018; Ruiz-Martin et al., 2018). The construct was described as a "umbrella construct" (i.e., "wide notion or idea") due to certain differences in the definitions of "resilience" (Duchek, 2019).

The ongoing COVID-19 pandemic underlines the importance of organizational resilience. Resilience may help companies face and capitalize on crises in order to avoid negative repercussions, thrive, and advance. Organizations, on the other hand, must have resilient leaders in order to genuinely weather the crisis. A leader

with strong levels of resilience will be able to respond positively to the situation. Leaders may strengthen the resilience of others around them by demonstrating resilience (Eliot, 2020).

This qualitative study answers the following questions: What are the strategic emphases in your organization? and How do you define or measure success in your organization?

II. LITERATURE REVIEW

The word 'resilience' is derived from the Latin word 'resilire,' which means to leap, jump, or bounce back (Ma et al., 2018). Ma et al. (2018); Ruiz-Martin et al. (2018) coined the concept, emphasizing that "resilience dictated the persistence of a system and was a measure of this system's ability to absorb changes and yet continue" (Ma et al., 2018). Resilience arose as a notion to emphasize the need of improving any system's capacity to maintain continuity in the face of disturbances (Sahebjamnia et al., 2018).

The term "resilience" refers to a broad idea (Anderson et al., 2019; Ma et al., 2018). It differs by discipline, with each having its own definition and description of the term (Ma et al., 2018; Ruiz-Martin et al., 2018). The term "human capacity to rebound from variety" was used in previous definitions of resilience, however in more current studies, resilience is defined variably within and between fields (Richardson, 2002, as cited in Naswall et al., 2019). Despite the many definitions, academics appear to agree that resilience is a complicated and nuanced term that may be used to track people's capacity to cope with stress and adversity (Kimhi et al., 2020).

Organizational resilience has previously been characterized primarily from a systematic approach (Ma et al., 2018). (i.e., ability and function of the system). However, in recent research, organizational resilience has been described as an organization's ability, capacity, or competence to plan for, predict, respond to, cope with, adapt to, and learn from bad occurrences (Anderson et al., 2019; Duchek, 2019; Li, 2020). Despite the fact that the core definitions of resilience are the same across conceptualizations, earlier researchers believed that the phrase "organizational resilience" had a conceptual flaw (Hillman & Guenther, 2020; Ruiz-Martin et al., 2018). At the organizational level, resilience is "the combination of characteristics, abilities, capacities or capabilities that allows an organization to withstand known and unknown disturbances and still survive" (Ruiz-Martin et al., 2018). Organizational resilience is considered a "desirable organizational characteristic" (Ma et al., 2018).

Many authors explained organizational resilience as the 'ability' or 'capacity' of the organization to deal with environmental changes, anticipate, adapt, and learn from coping experiences (Ruiz-Martin et al., 2018; Moran, 2016). For instance, Ma et al. (2018) defined organizational resilience as "the capacity to bounce back after confronting with hardship and challenges." Others refer to resilience as the firm's capacity to survive, adapt and grow in a dynamic and uncertain environment.

Being resilient is essential in the organization's survival amidst rapid changes in the economy, society, and technology (Ruiz-Martin et al., 2018). A highly resilient organization can properly navigate crises and succeed and capitalize on adversity through change (Naswall et al., 2019).

Several researchers viewed organizational resilience as multilevel; however, very few studies have looked into the interplays among different organizational levels. In some studies, authors suggested that resilience at one level is dependent on another level (Ruiz-Martin et al., 2018). That, a resilient individual is needed to build a resilient organization. In the same sense, other studies confirmed that there was an association between individual and team resilience (McEwen & Boyd, 2017).

Coleman and Adim (2019) mentioned that organizational resilience starts at the individual level. A resilient employee is needed to build resilience at both team and organizational levels. At the individual level, the individual employee sustains and bounces back from difficulty to manage success. At the group level, resilience is an ability that safeguards organizational members from the negative result of unexpected events they collectively encounter. Organizational resilience is affected by the characteristics of employees, social networks, and organizational structure. The overall organizational resilience exists as a result of the interactions of the resilience of three different levels: the positive interaction among resilient individual employees helps improve resilience at the group level, and a resilient group facilitates the development of resilience at the individual level. The resilient groups or teams within the organization can help develop resilience at the organizational level. As the dynamic process continues, the overall resilience of an organization evolves and develops. Organizational resilience may sound like the capability manifested at the organizational level. It cannot subsist without the resilience rooted in individual employees and teams.

Contemporary scholars have recognized the connection between employee resilience and organizational resilience (Kuntz et al., 2017). Employees' resilience is essential to organizational adaptability in uncertain and dynamic business environments (Morales et al., 2019; Tonkin et al., 2018). Employee resilience has been supported and facilitated by the organization. Eventually, this support leads to a resilient employee who assists the organization in return (Zhu et al., 2019).

III. METHOD

The study employed a qualitative approach. Purposive sampling was used in this study. Purposive sampling is a sampling strategy to identify or recruit people who have firsthand knowledge with the subject under examination (Creswell & Clark, 2018). The study employed the 'maximal variation approach,' in which a broad group of people is recruited who are likely to have differing viewpoints on the issue under inquiry (Creswell & Clark, 2018). At least nine (9) key informants will be chosen at random from the following groups: teaching and non-teaching professionals (3), managers and supervisors (3), and administrators (3). The interview methods were followed in this study. An interview guide was used to conduct the interviews.

Guide questions on the participants' demographic profile were included in the interview guide, as well as research questions about the key principles or central phenomena under inquiry. A theme analysis was employed in the research. "Identifying, evaluating, and reporting patterns (themes) within data" is what thematic analysis is all about (Braun & Clarke, 2006). This type of analysis is beneficial when the goal of the study is to find, evaluate, and report patterns or themes in the data. Familiarizing with data, producing initial codes, looking for themes, reviewing themes, defining themes, and summarizing the themes are the six steps of the analysis. The theme "represents some level of structured response or meaning within the data set" and "captures something noteworthy about the data in connection to the research objectives" (Braun & Clarke, 2006).

IV. RESULTS AND DISCUSSION

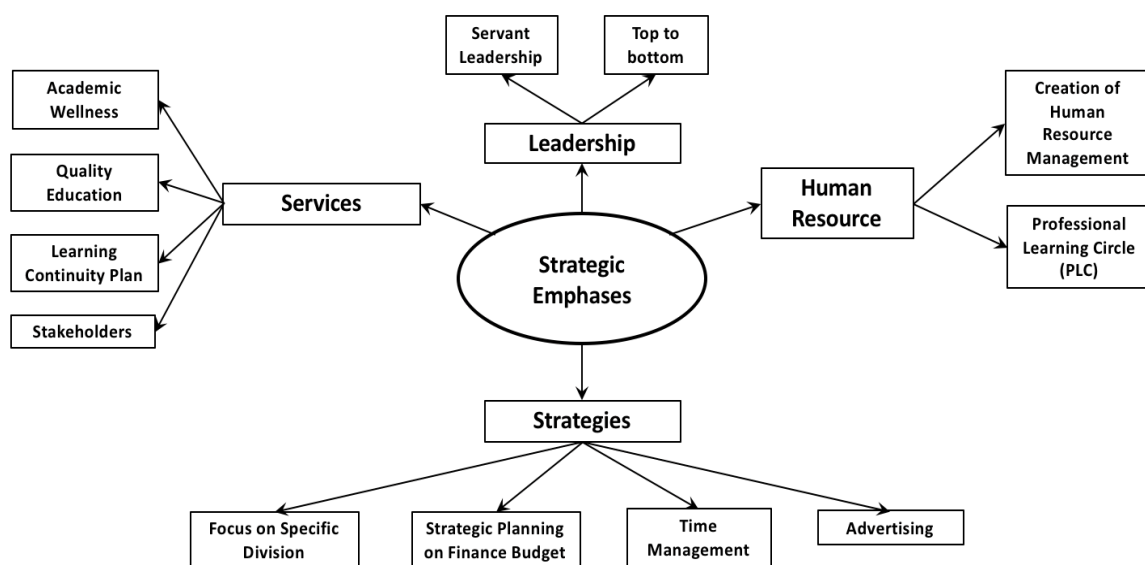


Figure 1
Filipino-Chinese School's Strategic Emphases

Figure 1 shows the thematic analysis of the question on the strategic emphases of the organization. As shown in the figure, there are 4 areas of strategic emphases namely leadership, strategies, human resource, and services. It is evident that 2 leadership styles emerged in the analysis: servant leadership and top to bottom. According to Eliot (2020), servant leadership has a similar positive influence on the resilience of their followers. Servant leaders can also contribute to the organization's resiliency. When a servant leader demonstrates resilient behaviors, his organization's resilience capacities improve. Top to bottom or top down is a leadership style in which decisions are made at the highest level and then conveyed to the rest of the team. This approach may be used at the project, team, or even business level, and can be tailored to the demands of the specific organization. The top-down strategy is preferred by many teams because it minimizes confusion, decreases risk, and keeps activities structured across bigger groups (Sisney, 2016). On the aspect of strategies, the results show 4 areas such as advertising, time management, finance & budget, and focus on a specific division. The Human Resource aspect emphasized the importance of creating a dedicated department for human resource and a professional learning circle. Lastly, the services facet underscored on the significance of maintaining quality education but paying attention as well on academic wellness. There must be a learning continuity plan and it must engage its stakeholders.

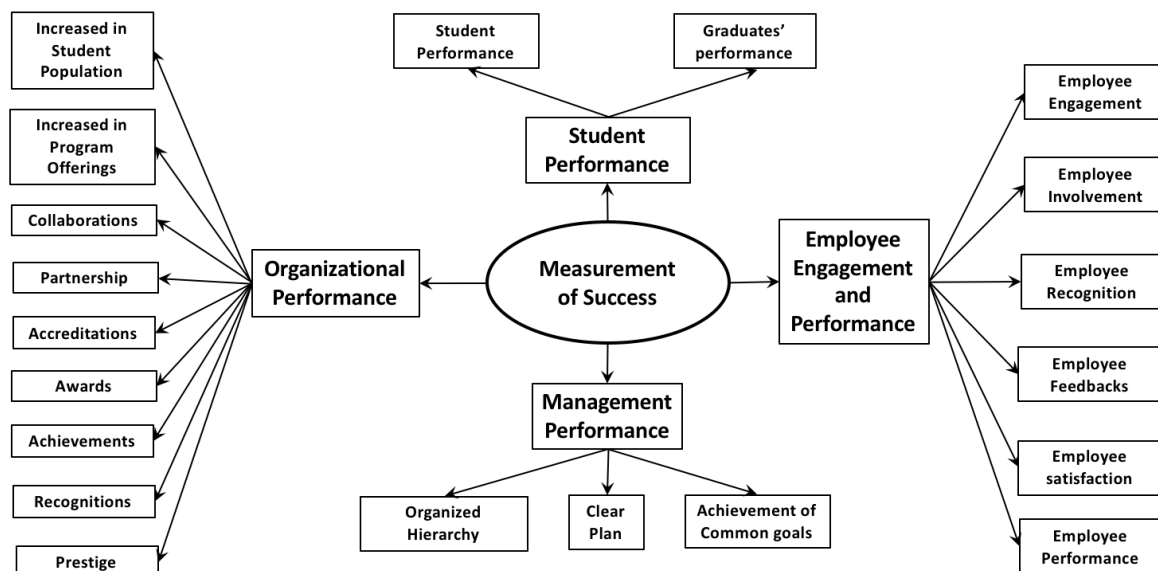


Figure 2
Filipino-Chinese School's Measurement of Success

Figure 2 presents the results of the thematic analysis regarding the measurement of success. The results indicate that there are 4 areas that measure success. These are student, organizational, management, and employee engagement. The success of students is measured according to their academic performance and performance in the real world which includes their corporate and/or entrepreneurial ventures. The success of the management on the other hand is measured if they have a clear plan that will propel the organization to achieve its goals using a hierarchical approach. Thirdly, the organizational performance is measured covering internal and external environments. Internally, student population and program offerings must increase as these indicate success in promoting the institution as a school with quality programs and instructions. Externally, there must be collaborations and partnerships to professional groups and other institutions in research and other academic and non-academic endeavors. The institution must also secure accreditation to ensure quality. Similarly, awards, recantations, and achievements both in licensure examinations, competitions, and other credible award giving bodies indicate success in the performance of the organization. Lastly, employee engagement underlined the need to involve and engage the employees. This type of management style increases the sense of ownership of employees across organizational levels which in turn makes them satisfied. Their satisfaction leads to productivity and the organization must recognize their contributions in the achievement of the goals.

V. CONCLUSION

The strategic emphasis should not only focus on one organizational area like the management. Strategic emphasis must be multi-faceted. In order to become organizationally resilient, other areas like services, strategies, and human resource must be included. These are facets that affect the stakeholders and make the organization resilient. Moreover, the measurement of success cannot just be internally viewed as there are external dimensions that indicate organizational success. One perfect example is student performance. While it brings honor that students perform well academically, it is also important to include as a criterion in measuring success the performance of students in the real world. It is also noteworthy that organizational performance should be both internal and external. Internal indicators include increase in enrollment and program offerings but these criteria must be supported by external measures like accreditation, recognition, awards, and recognition from credible institutions be it private or public.

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