



Organizational Learning Capabilities and Adaptive Performance of Public Elementary School Teachers

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to determine the significant relationship between organizational learning capabilities and adaptive performance among public elementary school teachers in Caraga South District, Division of Davao Oriental. A descriptive-correlational research design was employed, involving 98 teachers from various public elementary schools in the district. Data were gathered using standardized questionnaires: the Organizational Learning Capabilities Scale by Obeso et al. (2023) and the Adaptive Performance Scale by Inbaraj and Jatin (2020). The instruments underwent reliability testing prior to administration. Results showed that both organizational learning capabilities and adaptive performance were rated at very extensive levels. Correlation analysis revealed a significant positive relationship between organizational learning capabilities and adaptive performance ($R = 0.71$, $p = 0.000$). Furthermore, multiple regression analysis indicated that specific

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domains—systems perspective, openness and experimentation, and knowledge transfer and integration—significantly influenced adaptive performance ($R = 0.720$, $p = 0.000$). Based on these findings, it is recommended that school administrators strengthen professional development initiatives that emphasize continuous learning, innovation, and effective knowledge-sharing practices. In conclusion, fostering strong organizational learning capabilities can meaningfully enhance teachers' adaptive performance, equipping them to respond to the dynamic demands of the education sector effectively.

Keywords: *Organizational learning capabilities; adaptive performance; educators; elementary schools; education.*

1. INTRODUCTION

The adaptive performance of teachers is crucial in responding to the ever-changing demands of education, including technological advancements, curriculum reforms, and diverse student needs. However, many teachers struggle to adjust to these changes, leading to low adaptive performance. This issue affects their ability to implement new teaching strategies, integrate innovative technologies, and manage classroom challenges effectively. Research has highlighted that adaptive performance is linked to teacher resilience, self-efficacy, and institutional support, yet many educators still experience difficulties in adapting to new educational environments.

In Germany, low adaptive performance among teachers has been observed as a growing concern, particularly in the wake of global crises such as the COVID19 pandemic (Senft et al., 2022). The rapid transition to online learning exposed gaps in teachers' ability to adapt to digital platforms, resulting in decreased instructional effectiveness and student engagement. Additionally, a study in the United States found that teachers struggle to adapt due to inadequate training, lack of administrative support, and resistance to change (Aldhafeeri & Alotaibi, 2022). These factors contribute to burnout, decreased job satisfaction, and poor teaching outcomes among Iranian teachers (Soleimani & Bolourchi, 2021).

Additionally, organizational learning capabilities contribute to adaptive performance by fostering interpersonal adaptability among educators. Schools that prioritize collaborative learning environments encourage teachers to develop strong professional relationships, which in turn enhance their ability to work effectively in changing conditions (Azorín & Fullan, 2022). Evidence suggests that when educators engage in knowledge-sharing networks, they become

more adept at adjusting their behaviors and communication styles to maintain productive working relationships (Thi Chung & Thi Tram Anh, 2022). By integrating learning capabilities with interpersonal adaptability, institutions strengthen their workforce's ability to respond to new challenges collaboratively and efficiently (Sony & Mekoth, 2022).

Teacher adaptability, several gaps remain. No study has been conducted specifically in Caraga, Davao Oriental, Philippines, examining the adaptive performance of teachers in public elementary schools. Existing studies have primarily focused on secondary or tertiary education, overlooking the unique challenges faced by elementary school teachers. Furthermore, most research has been conducted in private institutions, leaving a gap in understanding how public school teachers adapt to changes in curriculum, pedagogy, and technology.

In the Philippines, the Department of Education (DepEd) has implemented various programs to enhance teachers' adaptability, such as the Teacher Induction Program and Continuous Professional Development initiatives (Beñalet et al., 2024). Despite these efforts, reports indicate that many teachers in Metro Manila still struggle with adapting to curriculum changes, competency-based education, and technology integration (Mijares, 2022). The transition to blended learning has further exposed the limitations of teachers in Iloilo City in adapting to new instructional methods, with many citing inadequate training and lack of access to digital resources as primary barriers (Ledesma, 2023).

Organizational learning capabilities play a significant role in enhancing adaptive performance among teachers (Giannakos et al., 2022). Schools that promote a culture of continuous learning, knowledge sharing, and innovation enable teachers to develop the skills

necessary to adapt to changes in the educational landscape (Phinla, 2023). Effective leadership, collaborative professional development programs, and access to resources further contribute to teachers' ability to integrate new teaching strategies and respond to emerging challenges (Fairman et al., 2022). By fostering a supportive learning environment, schools can enhance teachers' resilience, motivation, and overall adaptability, leading to improved instructional effectiveness and student outcomes.

The promotion of openness and experimentation. Schools that encourage innovative thinking and the adoption of best practices from external sources provide teachers with the flexibility to refine their teaching methods (Sliwka et al., 2024). Studies show that educators in learning-oriented institutions are more likely to experiment with new pedagogical approaches, leading to improved adaptability in the face of curriculum changes and student diversity (Judijanto & Suryadi, 2024). Institutions that support openness and experimentation enable teachers to develop creative solutions to emerging challenges, fostering a culture of continuous improvement (Aithal & Aithal, 2023).

In Caraga South District, Division of Davao Oriental, challenges related to low adaptive performance among teachers remain evident,

particularly in public elementary schools. The implementation of new DepEd policies, such as the revised K-12 curriculum and digital literacy programs, has highlighted the struggles of teachers in adapting to these changes. Many educators in Caraga South District, Division of Davao Oriental, report difficulties in shifting from traditional to modern pedagogical approaches due to limited professional development opportunities, insufficient institutional support, and resistance to change. As a result, student learning outcomes and overall school performance are affected.

This study aims to determine the relationship between organizational learning capabilities and adaptive performance among public elementary school teachers in Caraga South District, Division of Davao Oriental. Given the rapid transformations in education, there is an urgent need to investigate how schools can enhance teachers' adaptability to improve instructional effectiveness and student outcomes. The findings of this study will be significant in informing policymakers, school administrators, and educators about the importance of fostering organizational learning capabilities to strengthen teacher adaptability. Ultimately, this research will contribute to the development of evidence-based strategies that support teachers in navigating the evolving educational landscape.

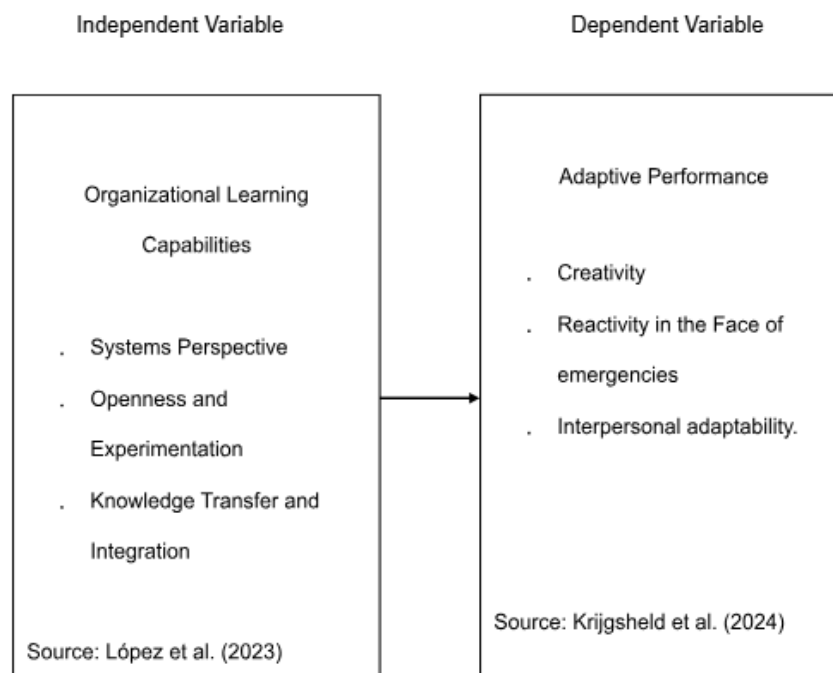


Fig. 1. Conceptual framework of the Study

1.1 Statement of the Problem

This study aimed to determine the significant relationship between organizational learning capabilities and adaptive performance of public elementary school teachers in Caraga South District, Division of Davao Oriental. Specifically, it sought to answer the following questions:

1. What is the level of organizational learning capabilities of public elementary school teachers in terms of:
 - 1.1. systems perspective;
 - 1.2. openness and experimentation; and
 - 1.3. knowledge transfer and integration?
2. What is the level of adaptive performance of public elementary school teachers in terms of:
 - 2.1. creativity;
 - 2.2. reactivity in the face of emergencies; and
 - 2.3 interpersonal adaptability?
3. Is there a significant relationship between organizational learning capabilities and adaptive performance?
4. Which domains of organizational learning capabilities significantly influence adaptive performance?

1.2 Hypotheses

- Ho1:** There is no significant relationship between organizational learning capabilities and adaptive performance.
- Ho2:** None of the domains of organizational learning capabilities significantly influence adaptive performance.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative research design, specifically utilized a descriptive correlational approach. Quantitative research involved the systematic collection of numerical data, with statistical, mathematical, or computational techniques applied to ensure objective, accurate, and measurable results (Mohajan, 2020). By using standardized data collection methods, this design ensured the reliability and validity of the findings (Coleman, 2022). The study follows a non-experimental

research framework, which focuses on observed and analyzed naturally occurring relationships without manipulating variables (Roberts, J. L., & Inman, 2023, LaVigne-Jones, 2023).

A descriptive correlational approach was applied to explore and describe the relationships between organizational learning capabilities and adaptive performance. The primary objective of this approach was to identify the strength and direction of relationships between variables without establishing causality (Mertler, 2024, Remler & Van Ryzin, 2021).

This research design was appropriate as it allows for an in-depth examination of the extent to which organizational learning capabilities and adaptive performance. By employing statistical analysis, the study aimed to determine significant correlations between the organizational learning capabilities and key indicators of adaptive performance.

2.2 Research Respondents

This study was conducted in Caraga South District, Division of Davao Oriental, and included the 17 public elementary schools in the district. A total of 98 teachers were selected as respondents out of a population of 130, using Slovin's Formula with a 0.05 margin of error. These teachers rated the Organizational Learning Capabilities and Adaptive Performance of public elementary school teachers. The study took place during the school year 2024–2025.

In selecting the respondents, the researcher employed a simple random sampling technique using the lottery or fishbowl method. Numbers were assigned to each eligible teacher in the population, and the pieces of paper containing the numbers were placed into a container large enough to allow them to move freely in all directions when shaken. The researcher then randomly drew the required number of participants for the study.

The inclusion criteria were as follows: First, the teacher must have been currently employed in a public elementary school within the Caraga South District during the 2024–2025 school year. Second, the teacher must have had at least one year of teaching experience. Teachers who did not meet these criteria were excluded from the study. Specifically, individuals who were not employed in a public elementary school within Caraga South District during the specified period,

those with less than one year of teaching experience, and those who were on temporary leave or under administrative review were excluded, as their situations may not have accurately represented the experiences of active educators. Additionally, school administrators and guidance counselors, whose primary responsibilities focused on supervision and student support rather than direct classroom teaching, were also excluded from the study.

2.3 Research Instrument

The first part of the questionnaire was based on the Organizational Learning Capabilities Scale by Obeso et al. (2023). The scale included items that measured systems perspective, openness and experimentation, and knowledge transfer and integration. Its overall Cronbach's alpha coefficient is 0.800, which supports the reliability of the questionnaire for measuring the variable of organizational learning capabilities. In this study, the organizational learning capabilities scale demonstrated excellent reliability, with a Cronbach's alpha value of 0.912.

The second part of the questionnaire was developed by Inbaraj & Jatin (2020) to assess the adaptive performance of teachers. The Adaptive Performance Scale assessed different aspects such as creativity, reactivity in the face of emergencies, and interpersonal adaptability. The overall Cronbach's alpha coefficient for the scale is 0.718, indicating that the questionnaire was reliable for measuring the variable of adaptive performance. Additionally, the adaptive performance questionnaire demonstrated good reliability in this study, with a Cronbach's alpha value of 0.886.

2.4 Data Gathering Procedure

In order to collect data for this study, the researcher went through the following processes and procedures:

Permission to conduct the study. The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

Collection of Data Information. The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

Collection and Statistical Computation. After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires will be counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to assess the extent of the organizational learning capabilities and adaptive performance of public elementary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between the organizational learning capabilities and adaptive performance of public elementary school teachers.

Regression analysis was employed to identify which domains of the organizational learning capabilities influenced the adaptive performance of public elementary school teachers in Caraga South District, Division of Davao Oriental,

3. RESULTS AND DISCUSSION

3.1 Extent of Organizational Learning Capabilities of Teachers of Public Elementary School

Presented in Table 1 is the summary of the indicators in the extent of organizational learning capabilities, including systems perspective, openness and experimentation, and knowledge transfer and integration, based on the mean scores and standard deviations. Both the

indicators of systems perspective and knowledge transfer and integration have the highest mean of 4.36, categorized as "very extensive." Openness and experimentation received a mean of 4.33, similarly categorized as "very extensive." The overall mean of 4.35 is described as "very extensive," indicating that teachers perceive the organizational learning capabilities in their school as highly developed across these indicators.

This suggests that teachers are highly engaged in fostering a culture of continuous learning within their schools. They actively acquire new knowledge, effectively share it with their colleagues, and ensure that it is systematically integrated into school processes. These efforts contribute to a school environment where collaboration and institutional learning thrive, ultimately benefiting both educators and students.

The overall standard deviation of 0.65, being relatively low, indicates that the ratings were tightly clustered around the mean.

This finding reinforces the study of Amir et al. (2020), which suggests that a strong culture of organizational learning significantly enhances the efficiency and adaptability of educational institutions. Their study demonstrates that when teachers actively engage in knowledge-sharing practices, schools become more resilient and capable of continuous improvement. Additionally, the work of Cortez (2023) highlights that effective knowledge management fosters collaboration and innovation among teachers, leading to improved teaching strategies and student outcomes. Furthermore, as noted by Kulikowski et al. (2023), schools that prioritize knowledge

acquisition, dissemination, and integration create an environment of professional growth, ensuring that both teachers and students benefit from a constantly evolving body of educational best practices.

3.2 Extent of Adaptive Performance of Public Elementary School Teachers

Presented in Table 2 is the summary of the indicators in the extent of adaptive performance among public elementary school teachers, including creativity, reactivity in the face of emergencies, and interpersonal adaptability, based on the mean scores and standard deviations. The indicator of reactivity in the face of emergencies has the highest mean of 4.37, categorized as "very extensive," followed by interpersonal adaptability, with a mean of 4.36, also categorized as "very extensive." Creativity received a mean of 4.35, categorized as "very extensive." The overall mean of 4.36 is described as "very extensive," indicating that teachers demonstrate a high level of adaptive performance across these indicators.

This suggests that teachers are highly effective in adapting to various challenges in their profession, particularly in responding swiftly to emergencies, fostering strong interpersonal relationships, and demonstrating creativity in problem-solving. Their ability to adjust their strategies, maintain collaborative relationships, and think innovatively highlights their strong commitment to professional adaptability.

The overall standard deviation of 0.79, being relatively low, indicates that the ratings were tightly clustered around the mean.

Table 1. Extent of organizational learning capabilities of teachers of public elementary school

Indicators	SD	Mean	Descriptive Level
Systems perspective	0.70	4.36	Very Extensive
Openness and experimentation	0.76	4.33	Very Extensive
Knowledge transfer and integration	0.78	4.36	Very Extensive
Overall	0.65	4.35	Very Extensive

Table 2. Extent of adaptive performance of public elementary school teachers

Indicators	SD	Mean	Descriptive Level
Cognitive Competence	0.75	4.28	Very Extensive
Socio-Emotional Competence	0.82	4.29	Very Extensive
Behavioral Competence	0.76	4.31	Very Extensive
Overall	0.68	4.29	Very Extensive

This finding reinforces the study of Raghunathan et al. (2022), which suggests that teachers who effectively adapt to challenges contribute to a more resilient and flexible educational system. Their research highlights that adaptability in different aspects of teaching, whether in emergencies, collaboration, or creativity, plays a crucial role in maintaining classroom efficiency and student engagement. Additionally, Moltudal et al. (2022) emphasized that teachers with strong adaptive skills are better equipped to handle unexpected classroom challenges and facilitate a dynamic learning environment. Furthermore, Buerkle et al. (2023) noted that adaptability in teachers is directly correlated with higher professional effectiveness, improved teamwork, and sustained motivation, ultimately leading to better learning outcomes for students.

3.3 Significant Relationship Between Organizational Learning Capabilities and Adaptive Performance of Public Elementary School Teachers

Presented in Table 3 is the correlation analysis between organizational learning capabilities and adaptive performance among public elementary school teachers. The relationship between organizational learning capabilities and adaptive performance has a correlation coefficient of 0.71 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between organizational learning capabilities and adaptive performance. The R^2 value of 0.50 suggests that approximately 50% of the variation in adaptive performance can be explained by organizational learning capabilities. Given that the p-value is less than 0.05, the null hypothesis (H_0) is rejected, supporting the claim that organizational learning capabilities are significantly related to adaptive performance.

This suggests that teachers who operate in schools with strong organizational learning capabilities are more adaptable to changes, capable of responding to challenges, and effective in developing innovative solutions. Schools that foster a systems perspective, openness to experimentation, and efficient knowledge transfer create a learning-oriented environment where teachers enhance their adaptive skills. Therefore, improving organizational learning capabilities can be a strategic approach to enhancing teacher adaptability and overall performance in public elementary schools.

This finding is supported by the study conducted by Byrd and Alexander (2020), who emphasized that organizational learning capabilities contribute to teachers' ability to adapt and perform effectively. Their research found that when schools adopt a systems perspective, encourage experimentation, and facilitate knowledge transfer, teachers develop stronger adaptability skills, allowing them to respond effectively to dynamic classroom situations. Similarly, Tiwari and Fahrudin (2024) highlighted that teachers working in knowledge-driven school environments demonstrate higher levels of adaptability, creativity, and resilience in their teaching practices. Furthermore, Al-Husseini et al. (2021) observed that educators in schools that prioritize knowledge sharing and learning integration exhibit a greater ability to innovate and adjust to changes in teaching methodologies.

3.4 Domains of the Organizational Learning Capabilities that Significantly Influence Adaptive Performance Among Public Elementary School Teachers

Presented in Table 4 is the regression analysis of how different domains of organizational learning capabilities—systems perspective, openness and experimentation, and knowledge transfer and integration, significantly influence adaptive performance among public elementary school teachers. The regression model reveals that all three indicators positively contribute to adaptive performance. Specifically, openness and experimentation (with a Beta of 0.83) has the strongest relationship with adaptive performance, followed by knowledge transfer and integration (Beta of 0.80) and systems perspective (Beta of 0.78). The t-statistics for each indicator (4.46 for openness and experimentation, 4.40 for knowledge transfer and integration, and 4.35 for systems perspective) and the p-values (all 0.000) confirm that these relationships are statistically significant.

The regression equation, adaptive performance = $3.68 + 0.78$ (systems perspective) + 0.83 (openness and experimentation) + 0.80 (knowledge transfer and integration), reveals that the overall model explains 52.3% of the variance in adaptive performance ($R^2 = 0.523$). Additionally, the model's F-value of 70.15 and its p-value of 0.000 indicate that the model is statistically significant.

Table 3. Significant relationship between organizational learning capabilities and adaptive performance of public elementary school teachers

Variables	Mean	SD	R	R ²	Degree of Relationship	p-value	Decision
Organizational Learning Capabilities	4.35	0.65					
			0.71	0.50	High	0.000	Reject Ho1
Adaptive Performance	4.36	0.79					

Table 4. Domains of the organizational learning capabilities that significantly influence adaptive performance among public elementary school teachers

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	3.68	0.75		7.10	0.000	Significant
Systems Perspective	0.78	0.58	0.50	4.35	0.000	Significant
Openness and Experimentation	0.83	0.62	0.55	4.46	0.000	Significant
Knowledge Transfer and Integration	0.80	0.65	0.53	4.40	0.000	Significant
Regression Model						
Adaptive Performance = 3.68 + 0.78 (Systems Perspective) + 0.83 (Openness and Experimentation) + 0.80 (Knowledge Transfer and Integration)						
R = 0.720; R ² = 0.523; F = 70.15; p-value = 0.000						

In conclusion, these results highlight that the indicators of organizational learning capabilities, particularly openness and experimentation, knowledge transfer and integration, and systems perspective, play a crucial role in enhancing adaptive performance among public elementary school teachers.

Teachers who work in schools that foster a culture of learning, encourage experimentation, and promote knowledge-sharing significantly enhance their adaptive capabilities. This suggests that developing strong organizational learning capabilities within schools can lead to more resilient, innovative, and adaptable educators. Therefore, school leaders should focus on strengthening these learning capabilities to support teachers in effectively responding to changes and challenges in education.

This finding is consistent with the research of Sa & Serpa et al. (2020), who emphasized that schools with strong organizational learning cultures help teachers develop adaptability, problem-solving skills, and responsiveness to dynamic classroom environments. Their study revealed that teachers working in collaborative and knowledge-driven environments are more likely to develop adaptive performance skills. Additionally, research by Zamiri, and Esmaeili (2024) demonstrated that when schools implement systematic knowledge-sharing and

encourage innovation, teachers show greater flexibility in their teaching methods, leading to improved instructional effectiveness. Similarly, the work of Nadeem (2024) highlighted that schools fostering openness, learning integration, and a systems perspective empower teachers to navigate educational challenges more effectively.

While this study offers valuable insights into the relationship between organizational learning capabilities and adaptive performance, several limitations must be acknowledged. First, the study was limited to public elementary school teachers in Caraga South District, which may restrict the generalizability of the findings to other regions or educational levels. Second, the use of self-reported data through standardized questionnaires may introduce response bias. Third, while the study employed validated instruments, it did not control for external variables such as years of teaching experience, school leadership style, or access to professional development opportunities, which may influence adaptive performance. These limitations present opportunities for future research to adopt a comparative or mixed-methods approach and expand the scope to other educational contexts.

4. CONCLUSION

Based on the findings of the study, the following conclusions were formulated:

Firstly, organizational learning capabilities among public elementary school teachers are always observed, demonstrating a strong institutional culture of learning. The consistent presence of systems perspective, openness and experimentation, and knowledge transfer and integration suggests that schools provide a supportive environment for professional growth, reflective practice, and collaboration among educators.

Secondly, teachers' adaptive performance is always observed, indicating that they regularly adjust their teaching methods, incorporate new educational approaches, and effectively respond to evolving classroom and institutional challenges. This highlights the importance of continuous learning in enhancing teachers' capacity to adapt to educational changes.

Thirdly, a significant relationship exists between organizational learning capabilities and adaptive performance, emphasizing the role of a learning-oriented culture in fostering adaptability among teachers. Schools that prioritize continuous professional development, encourage experimentation with new instructional methods, and facilitate knowledge-sharing among educators enable teachers to become more flexible, innovative, and responsive to change.

Finally, among the three dimensions of organizational learning capabilities, openness and experimentation had the strongest influence on adaptive performance. This suggests that teachers who are encouraged to explore new teaching strategies, take calculated risks, and learn from both successes and failures are more likely to develop strong adaptive skills. This highlights the importance of fostering a school culture that supports innovation, continuous learning, and professional reflection to enhance teachers' adaptability.

This study is anchored in Organizational Learning Theory, Adaptive Performance Theory, and Social Cognitive Theory to examine the relationship between organizational learning capabilities and adaptive performance among educators.

Organizational Learning Theory, developed by Antunes & Pinheiro (2020), as cited by Bilan et al. (2020), explains how organizations create, retain, and transfer knowledge. This theory defines learning as a continuous process of acquiring, processing, and applying knowledge to

improve performance. In the context of this study, organizational learning capabilities enable teachers to develop adaptive performance by continuously engaging in learning activities, knowledge sharing, and problem-solving within their institutions.

Adaptive Performance Theory, as proposed by Rachmad (2000), highlights the ability of individuals to adjust their behaviors and skills in response to changing work environments. This theory defines adaptability as a crucial skill for professionals working in dynamic settings. In this study, adaptive performance among teachers is influenced by their ability to experiment with new teaching strategies, integrate knowledge effectively, and apply a systems perspective to classroom challenges.

Social Cognitive Theory, introduced by Bandura (2024), focuses on the interaction between personal, behavioral, and environmental factors in shaping human actions. The theory emphasizes self-efficacy and observational learning as key drivers of behavior. In the current study, teachers' adaptive performance is strengthened by their belief in their ability to learn, improve, and effectively respond to challenges in the classroom through exposure to new learning experiences.

5. RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, given the very extensive level of organizational learning capabilities among teachers, it may be recommended that school administrators focus on strengthening these practices by fostering a more structured learning environment. Administrators may offer professional development programs tailored to enhancing systems thinking, openness to experimentation, and knowledge transfer. These training sessions could focus on collaborative learning, reflective teaching strategies, and the application of innovative instructional methods to support teachers in adapting to educational changes. Teachers may also be encouraged to engage in learning communities where they can share insights and best practices to further improve their adaptive performance.

Secondly, considering that adaptive performance is very extensive among teachers, administrators may provide additional opportunities to further develop adaptability skills in response to emerging challenges in education. This could include workshops on change management, resilience-building, and flexible teaching approaches to help teachers navigate shifting educational demands. Schools may also integrate technology-driven instructional strategies and encourage teachers to explore digital tools that enhance their adaptability in both traditional and remote learning environments. Additionally, administrators may implement peer mentoring programs where experienced educators can guide their colleagues in effectively responding to evolving classroom dynamics.

Thirdly, recognizing the significant relationship between organizational learning capabilities and adaptive performance, it may be beneficial for school administrators to deepen this connection through institutional policies that promote continuous learning and adaptability. Administrators may explore initiatives such as research-based teaching practices, cross-disciplinary collaborations, and incentives for professional growth to sustain an environment where learning capabilities translate into adaptable teaching strategies. Schools may also consider integrating real-world problem-solving activities into faculty development programs, allowing teachers to practice adaptive decision-making in dynamic educational scenarios.

Finally, in light of the significant influence of the domains of organizational learning capabilities systems perspective, openness and experimentation, and knowledge transfer and integration on adaptive performance, administrators may implement targeted interventions to enhance these areas. This could include structured knowledge-sharing platforms, innovation incubators within schools, and leadership training programs that equip teachers with the necessary skills to embrace continuous learning and change. Schools may also foster a culture of experimentation by providing safe spaces for trial-and-error teaching methods, where teachers are encouraged to explore new approaches without fear of failure. These initiatives may ensure that all dimensions of organizational learning capabilities are effectively leveraged to enhance teachers' adaptability and overall instructional effectiveness.

Future researchers may explore the long-term impact of organizational learning capabilities on adaptive performance across different educational settings. They may also examine how each domain of organizational learning capabilities interacts with specific adaptive behaviors among teachers. Additionally, future studies may assess the role of leadership styles, institutional support, and technological advancements in shaping the relationship between organizational learning and adaptability in education.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. **Grammarly:** Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. **Quillbot:** Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

CONSENT AND ETHICAL APPROVAL

The study was conducted in full compliance with established ethical standards to ensure the protection, dignity, and well-being of all participants. Prior to data collection, the researcher obtained the necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The procedures were based on the framework of Pregoner et al. (2025), ensuring alignment with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, and all respondents were fully informed of the study's objectives, scope, and their right to decline or withdraw at any time without consequence. Informed consent was obtained to confirm each participant's understanding and willingness to participate. To ensure confidentiality, no personally identifiable information was collected, and all responses were handled with strict privacy. The data collected were used solely for academic purposes. These measures ensured the research was conducted with transparency, ethical integrity, and professional accountability.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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