

## Teacher learning skills and adaptability to change of secondary school teachers in Rizal District

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### **Abstract**

This study investigated the teacher learning skills and adaptability to change of teachers in Rizal District. Using qualitative and quantitative methods, this paper further discussed the pedagogical skills of teachers such as communication, creativity, critical thinking, and technology literacy, and their adaptability in terms of social support, stress management, and emotional management. The data were collected from 124 secondary teachers, then they underwent thematic and statistical analyses. To test the reliability of the instrument, correction formula using the Spearman-Brown coefficient of equal length and computer-generated split-half computation were applied. For inferential problems, the PLS-SEM was used and results were generated by WarpPLS version 7.0. The teachers' demographic profile was described using the frequency and percent distribution and finding shows that when the profile is linked to the level of adaptability to change in terms of social support, stress management and emotional management, only stress management is significantly affected by the profile. This is evidenced by a negative low coefficient of -0.212 and is backed up by the 0.007 p-value. Thus, teachers' demographic profile does not affect their level of learning skills. It signifies that teachers have the necessary attributes of an effective facilitator of learning. Moreover, this study shows that teachers have a high level of adaptability to change, emotional management, social support, and stress management. Lastly, the level of teacher learning skills and the level of adaptability to change have no significant relationship. This implicates that teachers' skills cannot affect their adaptive behavior.

**Keywords:** teaching-learning skills, adaptability to change, thematic analysis, effective facilitator, secondary teachers

## **Teacher learning skills and adaptability to change of secondary school teachers in Rizal District**

### **1. Introduction**

One of the Sustainable Development Goals (SDGs) of the United Nations is to guarantee that every individual has access to inclusive and equitable quality education, as well as support lifelong learning opportunities for all (United Nations Development Programme, 2022). Right to education vital and crucial for the realization of sustainable changes. Hence, the Department of Education marks to empower every learner and pledges to progress the educational objectives (San Miguel, 2019). However, the Philippine education sector is constantly undergoing challenges and developments, such as curriculum adjustments; formulation of learning materials; varied mode of learning delivery; lack of facilities and resources, and the recent threat of COVID 19 pandemic. Such modifications on several policies and practices were necessary steps in adapting to the “new normal” and the current educational framework, while still ensuring the alignment of these with the Sulong EduKalidad and Education (DepEd official statement, 2020). With the constant change and developments, teachers are challenged to be on the learning frontlines, while being confronted to be the honer of 21st-century learners in this globalized world. Subsequently, within the context of the new normal, the situation presents a big challenge to every educational stakeholder’s decision-making and thinking process, as well as their pedagogical skills (Tria, 2020).

Moreover, DepEd envisions ensuring the delivery of quality education responsive to the demands of the current, dynamic environment, thereby requiring distinct professional standards (DepEd, 2020). Consequently, with the drastic changes in the educational process, teachers must work hard to find new breakthroughs in teaching, using a variety of media and diverse learning resources, so students will be interested in learning and will have increased academic progress. In addition to implementation of a moral values in the workplace, a teacher must also have the basic learning skills, in order to attain learning goals in accordance with the curriculum requirements (Gultom et al., 2020). Among the demands of current times for teachers are their communication skills, critical thinking, creativity, technology literacy, and enthusiasm. Accordingly, teachers should be proficient communicators so that they can receive, understand, and synthesize information to express themselves at a high and reflective level (Capulong, 2017). As well, teachers need to employ their creative minds and critical thinking, coupled with their enthusiasm and passion, to make teaching and learning invigorating, meaningful, and profoundly experiential, thereby aiding students to better develop the fundamental cognitive, social, and emotional skills (Gabdulchakov, 2014). Also, in this scenario teacher competencies in both pedagogy and technology should be reinforced. The transition from the corners of the classroom to the borders of virtual reality necessitates teachers to employ their technology literacy to better deliver instruction (Basilaia & Kvvadze, 2020).

However, apart from the apparent risks to physical health and struggles with the new educational landscape and pressing undertaking of effective remedial education, the psychological impact of COVID-19 has substantial threats to the mental health and well-being of teachers. This is further carburated by the ongoing uncertainty of the situation. Moreover, secondary school teachers of Rizal District are challenged by lack of technologies, resources, and competencies required to engage and succeed in this new modality of teaching. Hence, teachers must also be provided with support as they continue to adapt to the impact brought by the COVID-19 pandemic (Rabacal et al., 2020). As DepEd Undersecretary Mateo stated, “quality learning outcomes are produced by quality teachers, who are supported by effective school leaders”. Thus, school administration should provide necessary support, trainings, seminars, and workshops to teachers. Such endeavors will help arm the teachers with the essential skills and competencies they needed to transcend the needs of the present education system (Ningtiyas and Jailani, 2018). Considering the presented scenario, the researcher aims to assess the relationship

between the teacher learning skills and the adaptability to change of secondary school teachers of Rizal District.

### *1.1 Statement of the Problem*

This paper aims to determine the relationship between the teacher learning skills and adaptability to change of secondary school teachers of Rizal District. Specifically, this aims to answer the following questions: (1) What teaching skills are useful for learners today? (2) What is the respondents' demographic profile in terms of; age, sex, job position, educational attainment, length of service? (3) What is the extent of the respondents' teacher learning skills as regards to; communication, creativity, critical thinking, enthusiasm, technology literacy? (4) What is the respondents' level of adaptability to change in terms of; social support, stress management, emotional management? (5) Is there a significant relationship between the teacher-respondents' demographic profile and their level of teacher learning skills? (6) Is there a significant relationship between the respondents' demographic profile and their level of adaptability to change? (7) Is there a significant relationship between the level of teacher learning skills and the level of adaptability to change?

### *1.2 Significance of the Study*

This study will prove significant for the following: First, to the teachers, this study is meant for them, It can help and guide teachers on the importance of identifying their teaching and learning skills and adaptability to change in facing the learners every day. Second, to the students, the researcher believes that the findings of this study will give a worthy contribution to the improvement of their learning in school. Third, to the parents, the researcher believes that the findings of the study will give a worthy contribution to them in guiding and helping their children in their studies at home. Fourth, to the head teachers and master teachers, the study will eventually benefit the Head Teachers and Master Teachers since the results may provide new opportunities for improvement among teachers in performing their jobs. Fifth to the education program supervisors and school administrators, the findings of this study may serve as their foundation for devising a training matrix and services to continuously improve the teacher learning skills efficiency of every teacher in the department and it can help school managers in addressing the concerns and needs of teachers in their personal and professional developments. Lastly, to the future researchers, this serves as a guide or reference to future researchers with somewhat similar studies

### *1.3 Scope and Delimitation of the Study*

This study was limited to the teachers of Rizal District as respondents. In order to identify and determine the demographic profile, teacher learning skills in terms of communication, creativity, critical thinking, enthusiasm, and technology literacy; and their level of adaptability to change in terms of social support, stress management, and emotional management, the interview guide was used for the qualitative phase, and survey questionnaire for the quantitative method. The respondents of the study were the one hundred twenty-four (124) secondary school teachers from the five (5) secondary schools namely: Aguas National High School (ANHS), Magsikap National Vocational High School (MNVHS), Manoot National High School (MNHS), Rizal Integrated School (RIS), Rizal National High School (RNHS) for school year 2022-2023 within the Rizal District.

## **2. Methodology**

**Research Design** - In order to obtain the data, a mixed-method design was used in the study. A qualitative method was done by means of an interview schedule to validate the qualitative answers on the teacher learning skills that are useful for learners today from the randomly selected teacher-respondents. And was followed by a quantitative method through a survey questionnaire on the adaptability to change in terms of social support, stress management, and emotional management of secondary school teachers in Rizal District. The primary task of the study was to determine the significant relationship between the teacher learning skills and the adaptability to change of secondary school teachers in Rizal District.

**Respondents of the Study** - The respondents of this study were chosen randomly with a confidence level of 95%, the sample size suggested a need for one hundred twenty-four (124) teachers among the one hundred eighty-two (182) population size from the different respondent schools in Rizal District for school year 2022-2023. To determine the sample size of the teacher-respondents, Raosoft's sample size Calculation Formula was used and anchored at a .05 margin of error.

The profile of one hundred twenty-four (124) teachers show that majority of the teachers in the public secondary schools of Rizal District in Occidental Mindoro are young and still have many years developing their teaching profession. The findings reveal slightly higher percent distribution of the younger age bracket than in the findings of the study of Bello (2009) disclosing 25.8% fall under age bracket of 23 to 30. The data also show similarity in the findings of the study of Salvan and Hambre (2020) that 50% of the participant-teachers have ages between 27 and 32 years old. In addition, the teachers' age has been linked to their digital competence as disclosed in Lin et al. (2022) findings that teachers aged 26-35 are characterized by the weakest digital teaching competence. Hence, the younger teachers need to be provided with the opportunity to develop their teaching competence to better integrate technology into teaching. Female teachers in the secondary schools at Rizal District comprise the bigger group than their male counterpart. This is evidenced by the 66.1% of females over the 33.9% of males. It is apparent that the teaching profession is more popular to women than to men. This finding shows congruence with the data provided by World Bank (2023) that the ratio of female to male labor force participation rate (%) was 64.2 for the year 2021. The composition of teachers starts with the lowest rank of Teacher I up to the highest position as head teacher. The largest percentage comes from the group of Teacher I with 44 or 35.5% there is only one Head Teacher in the group. Out of the 124 teacher-respondents, a large percentage of teachers, 65.3% have started with the Master's degree program and earned at least 9-36 units. Those who have completed the academic requirements for graduate education were comprised of 26 or 21%. Full-fledged Master's degree holders were comprised of 12 or 9.7%. There is one teacher who has earned units under the Doctorate degree program. However, there are four or 3.2% who have not decided yet if they will to pursue graduate education. The result states that majority of the teachers have pursued masteral studies. It is a good indicator of the teachers' desire to improve on their profession. This actually conforms to the findings of Jakhanwal (2021) stating that the teacher's quality as measured by their skills, knowledge, and qualifications takes a pivotal and critical role in students' academic progress. In addition, trainings and workshops are deemed fundamental to widening the teachers' horizons. Teachers consisting of 57 or 46% are new in the teaching profession and have been in the service for five years and below and there are 7 or 5.6% teachers who have reached 26 years being in the service and two of them (or 1.6%) completed their teaching service for more than two decades. It can be noted that in the findings, a big portion of the teachers' population in the secondary schools at Rizal District have stayed for five to ten years in teaching and this appears to be a better result of the findings in the study of Kadtong et al. (2017) which reported that 64% of the teachers had 11 to 15 years of service with 11.81 years as their mean length of service.

**Research Instrument** - The first instrument used in this study was the interview guide. An interview was conducted with a randomly selected eleven (11) teachers who were asked to determine the teacher learning skills that are useful today. For the quantitative phase, the main instrument was the self-constructed questionnaire which is divided into three parts: Part 1 Demographic profile, Part 2 Teacher learning skills, and Part 3 Adaptability to change in terms of social support, stress management, and emotional management.

The consistency of the instrument was verified using the split-half method. And to check the comprehensibility of the instrument, expert validity in this study was used. The self-constructed questionnaire was administered once to a group of 30 teacher-respondents who were not included in the final administration of the questionnaire from different secondary schools of Rizal District. Hence, it was necessary to apply a correction formula using the Spearman-Brown coefficient of equal length after using the computer-generated split-half computation. The questionnaire consisted of two main components, teaching and learning skills, and adaptability to change. Under teacher and learning skills, there were five sub-components, while adaptability to change covered three sub-components. All sub-components consisted of ten item-indicators each. The reliability

analysis displays the following results:

**Table 1**

*Reliability Analysis Results*

Components	Reliability Coefficients	Interpretation
<b>TEACHING AND LEARNING SKILLS</b>		
Communication	0.532	Moderate Reliability
Creativity	0.917	Very High Reliability
Critical Thinking	0.964	Very High Reliability
Enthusiasm	0.942	Very High Reliability
Technology Literacy	0.974	Very High Reliability
<b>ADAPTABILITY TO CHANGE</b>		
Social Support	0.898	High Reliability
Stress Management	0.774	High Reliability
Emotional Management	0.946	Very High Reliability

Based on the results of the computations, a high reliability of the instrument was obtained as evidenced by the reliability coefficients and therefore can guarantee the administration of the questionnaire to the final set of teacher-respondents at Rizal District in Occidental Mindoro.

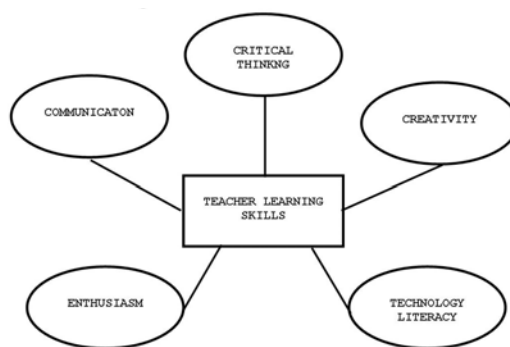
**Data Gathering Procedure** - For the qualitative data, the researcher used one set of question in an interview guide and gathered responses through personal interviews about the teaching skills that are useful for learners today. In the qualitative and quantitative gathering of data, the researcher asked permission from the district supervisor and school administrator/principals for the conduct of the study.

**Statistical Treatment of the Data** - The qualitative data generated thru the interview of the teacher-respondents underwent thematic analysis. Recording, transcription, tabulation and coding were done in order to extract the themes. The initial and final thematic maps were illustrated to identify the final themes. The quantitative data to answer the descriptive problems have been processed by the statistical software, SPSS version 26. For the inferential problems and to test the providing hypotheses, the Partial Least Square-Structural Equation Modeling (PLS-SEM) was used and results were generated by WarpPLS version 7.0. The teachers' demographic profile was described using the frequency and percent distribution. Weighted means and ranking were computed to describe the level of teacher learning skills and the level of adaptability to change.

**Ethical Considerations** - The researcher asked permission from the school district supervisor and school heads/principals of their respective schools in the Rizal District to gather the data. Trust in the teacher-respondents was given considering their full understanding of the objectives and the research process. The research instrument was also properly explained in order to gather correct and valid results. During the administration of the instrument, the survey questionnaire was given and served personally at a specified time. The confidentiality of the respondents' data was secured in collection, analysis, and findings. It was guaranteed that all the data and results gathered were exclusively used for the purpose of the study. The content of this study is an original paper and is not copied from any existing study. The researcher used the American Psychological Association (APA) style to give credit to the other research studies used as references. Previous studies and resources that were used as bases of this study were also properly cited and acknowledged. This study only intends to contribute to the advancement of education and does not cause any harm to anyone involved during the conduct of the study.

**3. Results and Discussions**

After the descriptions were categorized, the final thematic map as reflected in Figure 1 reveals five teaching skills that are perceived useful for the learners. The final themes are presented in semi-circular figures. These include communication, creativity, critical thinking, enthusiasm and technology literacy.



**Figure 1.** Developed Thematic Map of Teacher Learning Skills

**Table 2**

*Summary skills in terms of communication, creativity, critical thinking, enthusiasm and technology literacy*

Teacher Learner Skills	Composite Mean	Verbal Description
Communication	4.28	High Extent
Creativity	4.29	High Extent
Critical Thinking	4.48	High Extent
Enthusiasm	4.56	Very High
Technology Literacy	4.49	High Extent
Overall Mean	4.44	High Extent

*Legend:* 4.50-5.00- Very High; 3.50-4.49-High; 2.50-3.49- Moderate; 1.50-2.49 -Low; 1.00-1.49- Very Low

Table 2 discloses the mean level of teacher learning skills of the teachers in terms of communication, creativity, critical thinking, enthusiasm and technology literacy with composite mean of 4.28, 4.29, 4.48, 4.56 and 4.49 respectively. The verbal and non-verbal communication skills of the teacher-respondents as they perform their duties in the institution have been assessed. As a skill needed in the teaching profession, teachers are aware that words are powerful, so they listen well when someone is talking, are transparent in reports despite having different beliefs, and they serve as an agent of communication for their students. Overall, the teachers' communication skills with a high extent with a composite mean of 4.38. This is supported by Mete (2015) who underscored that the communication skills of teachers should be at the highest level. While the above findings show a large percentage of those who have stayed for five to ten years in service in private schools, teachers, as recommended by Silver (2018) should have good and effective communication skills as they are tasked to instruct, advise, and mentor students. The result above is corroborated in the findings of Muste (2016), Zaikin, et al. (2016) and Jakhanwal (2021) that the way teachers craft and organize their speech is very important for the efficiency and effectiveness of the teaching and learning process, that teaching is largely fashioned by communication in terms of listening, speaking, reading, presenting, and writing, and teachers must communicate well to achieve active collaboration with colleagues and inform administrators of students' progress.

Creativity as a teacher learning skill is indicated with a generally high extent for the teachers in the secondary schools of Rizal District in the province of Occidental Mindoro. The composite mean yielded a value of 4.29. The above finding brings into light the importance of creativity in the teaching-learning environment. This has been emphasized in the studies of Stauffer (2022), Gabdulchakov (2014), and Amusan (2016) underlining creativity as one skill that aids teachers to help students to see concepts in a different light, and think outside the box, leading to innovation—the transformational version; that can efficiently improve how sensitive and adept students are at learning; and is heavily dependent on the content knowledge of teachers. In this light, the development of creativity at the level of the individual is found to be influenced by environment, according to Chen et al. (2021).

The teaching-learning skills in terms of critical thinking yielded a high composite mean of 4.48. The teachers' high regard on critical thinking finds support in the studies of Aldahmash et al. (2021) Reflective and

critical thinking skills are important so that teachers could instruct and guide students effectively and efficiently and since teachers are reacting to evolving and globalized era, they need to come up with varied solutions and use high-level cognitive activities. Added to this and as emphasized by Biber et al. (2013) is the need for improving this skill to enable them to teach in varied environments and contexts and facilitate the acquisition of those skills for their students. Training and development of critical thinking skills and continuous professional development programs were recommended as interventions for the improvement of the teachers' critical thinking skills, as proposed by Burte, et al. (2020). Moreover, a very high composite mean is recorded at 4.56 under enthusiasm. It is surprising to note that the secondary school teachers of Rizal District perceived themselves to manifest a very high level of enthusiasm. In fact, numerous literature (Zhang, 2014) supports the importance of enthusiasm as it is largely recognized as an important and desirable quality of effective teachers, creates a positive impact to students' behavior and to the achievement of learning outcomes, and its significant role in student motivation and engagement.

While the respondent-teachers possess a strong degree of enthusiasm, Keller et al. (2014) found out that highly enthusiastic teachers are very rare, and most teachers can be moderately enthusiastic. Possessing a certain degree of enthusiasm, as pointed out by Kunter et al. (2013) and Mahler et al. (2017), when utilized effectively can increase student motivation and engagement. Technology is very beneficial to educators. It is used in preparing lessons, computing of grades, and other deliverables. But teachers need to have the necessary skills on how to use them. The deliberate practice theory of Ericsson spells out that experts do not have innate talents, they become experts through practice and dedication.

Pertaining to technology literacy as displayed in Table 2, the teacher-respondents gave a high composite mean rating of 4.49. It is good to note that teachers at the secondary schools of Rizal District view themselves to have a high level of technology literacy. Researchers have noted the relevance of technology literacy as follows: it aids in improving students' collaborative learning skills (Ghavifekr et al., 2014), it is needed to be able to adapt to the continuous technological changes (Umali, 2019), digital literacy is a crucial requirement in education (Banks, 2017; Morato, 2021), and to ensure that learning can be globalized (Mardiana, 2020). Overall, the teachers' well-resourced preparation with ICT tools and facilities is considered as one of the main factors in the success of technology-based teaching, as disclosed in Ghavifekr's et al. (2015) findings.

**Table 3**

*Summary of adaptability to change in terms of social support, stress management and emotional management*

Adaptability to Change	Composite Mean	Verbal Description
Social Support	4.11	High Extent
Stress Management	3.85	High Extent
Emotional Management	4.27	High Extent
Overall Mean	4.08	High Extent

*Legend: 4.50-5.00- Very High; 3.50-4.49-High; 2.50-3.49- Moderate; 1.50-2.49 -Low; 1.00-1.49- Very Low*

The teachers' adaptability to change is described by three domains: social support, stress management and emotional management with an overall mean of 4.08 as shown in table 3. The adaptability to change as perceived highly by the teachers shows its significant contribution to the teaching profession as shown in table 3. Several studies have revealed that adaptability positively projected academic and non-academic outcomes of students (Martin, 2013), is also highly relevant to teachers given that teaching work involves responding to and managing constant change (Collie & Martin, 2015), and the level of adaptability among employees affects job satisfaction and work performance (Cullen et al., 2014).

The strong social support received by the secondary teachers under study finds parallelism to the findings of Cherry (2022), Mustafa (2020), Fessehatsion (2017), and Li and Liu (2021). It was found out that social support often gives teachers and individuals the strength to carry on and even thrive in their stresses, supportive colleagues and management are good support system for teachers, the principal's support and management affect the school operations, teaching, and student learning, and social support is a better predictor of mental health

than other measures. In school, teachers seek social support in different forms. This is similar to Jury's et al. (2021) finding that it comes in many forms such as providing assistance in material goods and services or sharing of tasks or responsibilities. Furthermore, Pontillas and Talaue (2021) pinpointed that social support from senior faculty can affect the proficiency of educators. Stress management in the context of the study pertains to the help or aid received by the teacher from people including family, friends, co-workers, and other stakeholders that will help a person to perform his/her duties and responsibilities.

Analyzing the abovementioned findings, it can be stated that the secondary school teachers of Rizal District were able to manage their stress on a high level employing various ways. The same holds true to what previous studies have revealed pertaining to stress management. Results from the studies of Panis (2021) and Ferguson et al. (2017) disclosed that teachers need to engage in several activities to manage their stress like spending time with family and friends and planning some fun activities away from the office; talking to their fellow teachers regarding their stress; and academic workloads also need to be managed to maximize teacher productivity.

The sources of stress have also been identified in the literature of Kaur et al. (2013). It revealed the major environmental factors that create stress for teachers include unfortunate working conditions, lack of resources, heavy workloads, pressing deadlines, absence of job security, poor pay scales, and students' behavior. In addition, Amalu and Bekomson (2021) stated that when there is poor communication between the teachers and management, this can be a potential factor that causes stress. Findings of Ansley et al. (2018) and Gliebe (2013) also reveal that teachers experience a high dose of daily stress. Hence, as revealed by Ermitanio (2015), this can impact their performance leading to low-quality output and can heighten the risk for Filipino workers to be prone to hypertension and heart disease. In some scenario, according to Ciasico (2018) cases of suicides among Filipino teachers have been reported, supposedly caused by taxing tasks and job environments in public schools. It can be deduced that the respondents have high surrounding stress management techniques because they moderately use dietary supplements to lessen stress; they practice positive thinking, occupy themselves with school work and other activities, browse their laptops and cellphones during downtimes, engage in physical activity, and sing out their stress. In this regard, Lethi (2016), psychological adaptive modes are obviously in use. Effective adaptation will make the adaptive state go, stress will not persist, and through experience, teachers will promote longer-lasting well-being (Roy, 2009).

The high level of the teachers' emotional management can be observed in their control of emotions by not expressing them, changing what they are thinking about when they want to feel more positive emotions, thinking about success as a teacher makes them feel proud, being around others when they are excited to share their joy, helping oneself to stay calm when stressed out, making themselves feel better to learn how others dealt with their emotions, rarely experiencing negative outburst of emotion, easily adjusting to any situation through positive thinking, getting a feeling of pride as a result of his/her work, and being very good at hiding negative emotions. While teaching is regarded as an emotionally demanding job, it is good to note that the secondary school teachers were able to find ways to manage their emotions to a high degree (Hu et al. 2016). This suggests that they possibly possess operative emotional management skills to be able to adjust their emotions (Corney, 2021) and they are required to have the ability to manage their emotions so as not to affect the learning process (Rahmawati et al. (2021). As noted by Zhang (2014), the teachers' negative emotions may affect the learning orientation of students. While teachers regularly experience positive and negative emotions in teaching and communicating with students, their emotions, as explained by Buric & Moe (2020) can significantly affect their teaching and students learning.

The structural model in Fig. 2 brings out the hypothesized connections between the teachers' profile and the latent variables, namely: communication (Comm), creativity (Creat), critical thinking (CritThnk), enthusiasm (Enthus) and technology literacy (TechLit), all representing the level of teacher learning skills, and the social support (SocSup), stress management (StressM), and emotional management (EmoMgt) that represent the level of adaptability to change. Ten indicators each represents the latent variables while the profile variable consists of five. Also displayed in the structural model are the Beta-coefficients ( $\beta$ ) expressed in to two decimal places.



These indices denote the strength of the relationship between the exogenous variables and the endogenous variable. The levels of significance indicated by the p-values are likewise shown. These values are the results of the structural equation modelling done using the partial least squares method and have been generated by the statistical software, WarpPLS version 7.0. All computations are anchored in the 0.05 p-values that indicate the strength of the direct and significant correlation between the aforementioned latent variables.

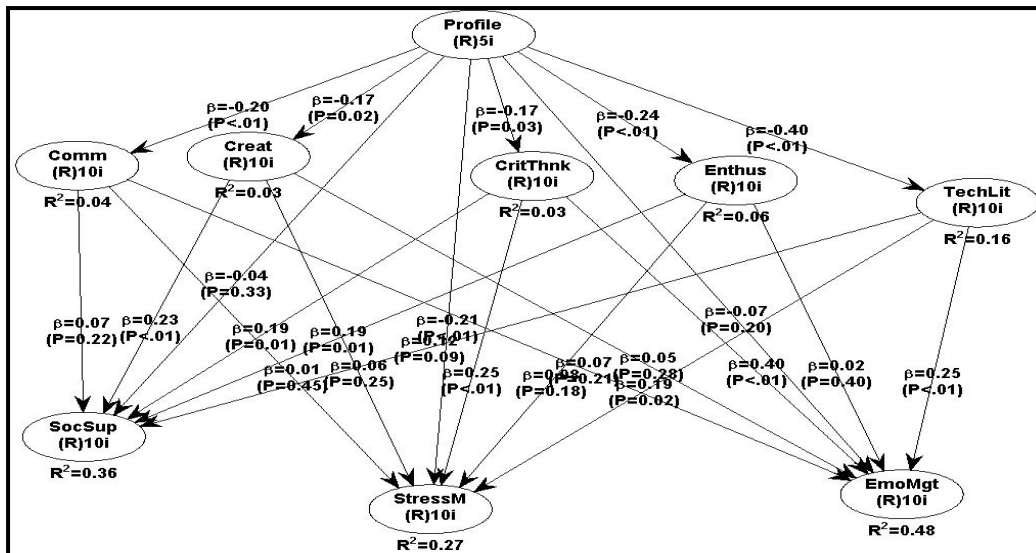


Figure 2. Structural Model

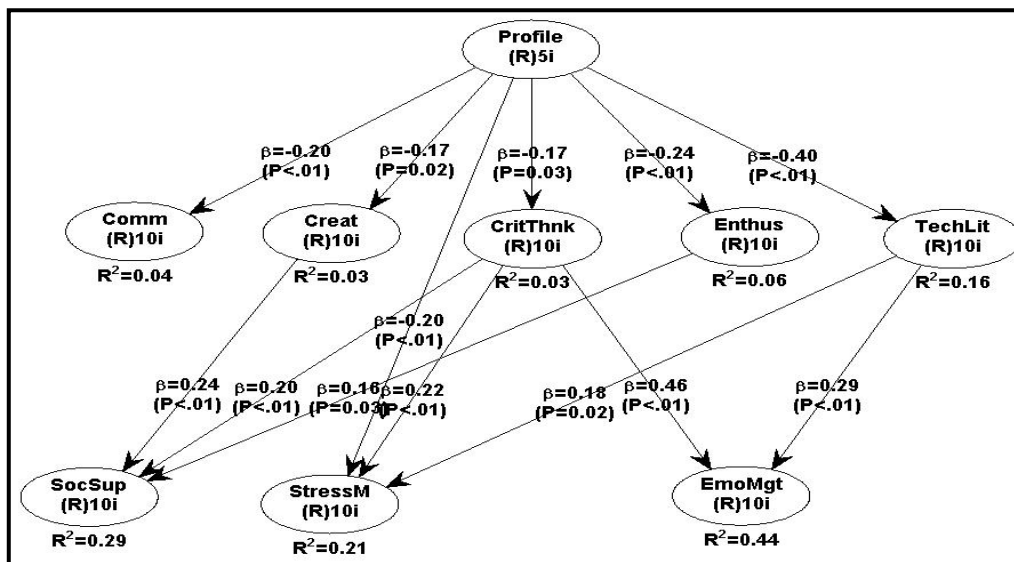


Figure 3. Emerging Model

Based on the structural equation analysis, a new model emerges showing direct links of the profile variable to the latent variables as presented in Fig. 3. Among the five domains of teacher learning skills, only communication finds no connection to the level of adaptability to change. The profile variable is also linked to one construct, stress management. The rest of the teacher learning skills shows connection to the level of adaptability to change.

**Table 4***Standardized Estimates of the Path in the Emerging Model*

Hypotheses	Standardized Estimates ( $\beta$ )	p-value	Standard Error	Effect Size
Ho1				
Profile→Comm	-0.205	0.009	0.085	0.042
Profile→Creat	-0.173	0.023	0.086	0.030
Profile→CritThnk	-0.169	0.026	0.086	0.029
Profile→Enthus	-0.244	0.002	0.085	0.060
Profile→TechLit	-0.398	<0.001	0.081	0.158
Ho2				
Profile→StressM	-0.204	0.009	0.085	0.061
Ho3				
Creat→SocSup	0.236	0.003	0.085	0.115
CritThnk→SocSup	0.203	0.010	0.085	0.099
Enthus→SocSup	0.160	0.033	0.086	0.074
CritThnk→StressM	0.223	0.005	0.085	0.081
TechLit→StressM	0.185	0.017	0.086	0.070
CritThnk→EmoMgt	0.458	<0.001	0.080	0.285
TechLit→EmoMgt	0.290	<0.001	0.084	0.160

Effect size coefficient \*\*0.02 – small, 0.15 – medium, 0.30 – large

The standardized estimates ( $\beta$ ) of the path in the emerging model for the three hypotheses are displayed in Table 4. It can be noted that the standard estimates for the paths along with the p-values for the first hypothesis are identical to the results presented in this study. This is because of the no changes that were made in the direct connection between profile and level of teacher learning skills. Significant inverse effect of the teachers' profile on the level of teaching-learning skills is indicated by the small to medium effect sizes ranging from 0.029 to 0.158. The significant effect of profile on stress management recorded a standardized estimate of -0.204, p-value of 0.009 and a small effect size of 0.061.

In the third hypothesis, small to large effect size coefficients are recorded. The large effect is found in the connection of critical thinking to emotional management (0.285) while the smallest effect is shown in technology literacy to stress management. Low to moderate standardized estimates, 0.160 to 0.458 are recorded to support the effect of creativity, critical thinking and enthusiasm to social support, critical thinking and technology literacy to stress management and emotional management. A closer look at the Beta coefficients, it can be deduced that of the five domains of teacher learning skills, critical thinking and technology literacy exert the greatest effect on the level of adaptability to change. The computations yield low standard errors of the path coefficients from 0.080 to 0.086. The findings resulting from the emerging model show conformity to other studies by Ismail et al. (2022), Demjaha et al. (2015), Gabdulchakov (2014), Wahyuni and Putra (2021), and Myers et al. (2014). There is a strong positive relationship between teachers' perception of critical thinking skills practice and their readiness to implement critical thinking skills; teachers face moderate stress levels and that control, change, and support are among the highest-rated contributors to the stress of teachers; there is a positive correlation between teacher's pedagogical skills and the leveled hierarchy of creative self-identity of the students; the importance of reflective thinking to teachers as they are more likely to employ strategies that will help students to be good reflective thinkers; and a significant influence of teachers' enthusiasm on student engagement in the classroom.

#### 4. Conclusions

Based on the summary of the findings presented, the following conclusions are obtained: Teachers use their learning skills such as communication, creativity, critical thinking, enthusiasm, and technology literacy to facilitate effective learning to the students. Majority of the teachers are in their late 20's and early 30's, female, have the rank of Teacher I, have 9-36 units in MA, and are in the service for 5 years and below. Teachers possess high level of learning skills technology literacy, critical thinking, communication and creativity, and a very high extent in their enthusiasm. This shows that teachers have the necessary skills needed to develop the competence

of the learners. Teachers have a high level of adaptability to change, emotional management, social support, and stress management. This entails that teachers are highly adaptive to the ever changing teaching and learning process and are efficient in managing their negative emotions; thereby, they can perform their duties well. Teachers' demographic profile does not affect their level of learning skills. It signifies that teachers have the necessary attributes of an effective facilitator of learning. Teachers' adaptability to change is not affected by their profile, except for stress management. It illustrates that teachers with a range of experiences on teaching and learning process can highly manage their stress, as they have greatly adjusted to the profession. The level of teacher learning skills and the level of adaptability to change have no significant relationship. This implicates that teachers' skills cannot affect their adaptive behavior.

#### 4.1 Recommendations

Based on the findings and conclusions presented, the following recommendations are stated to further develop the teacher learning skills and their adaptability to change of: Teachers should further hone their learning skills by engaging into continuing professional management, such as having graduate studies, so that they can manage their skills to its utmost effectiveness and efficiency. Teachers should engage in activities that will strengthen their adaptability to change, such as having an updated knowledge about the recent trends in education, having regular discussion with their fellows and superiors, and maintaining active interaction with the community, particularly of parents. School administrators should involve teachers in seminars, workshops, and other training grounds; thereby ensuring the continuous development of teachers and informing them of advances in the teaching and learning process. School management should provide necessary support to teachers such as having Classroom Intervention Program that includes counseling session for teachers to give them an outlet to release their stresses, having regular meetings to address current challenges, creation of cooperatives to cater to the needs of teachers, and strengthening the parent-teacher association to accommodate the developments and drawbacks of teaching and learning process, particularly for students' progress. Teachers should engage in an in-depth upgrading of Information and Communication Technology (ICT) skills. School administrators and stakeholders should provide and maintain the support they can give to the different school-related activities of teachers. Create advanced trainings and programs for teachers in developing the pedagogical skills and their sense of adaptability.

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