

Original Article

## **Structure Learning Capacity and Accommodative Presentation of Public Elementary School Teachers**

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### **Abstract**

This study investigated the relationship between organizational learning capability and the adaptive performance of public elementary school teachers in Compostela East District, Davao de Oro, Philippines. Employing a quantitative, descriptive-correlational design, the research utilized standardized surveys to measure domains including systems perspective, openness and experimentation, knowledge transfer, and interpersonal adaptability. Descriptive findings revealed that teachers exhibited highly extensive levels of both organizational learning capability and adaptive performance. Notably, correlation analysis demonstrated a strong positive association between the two. Regression analysis further indicated that systems perspective, openness and experimentation, and knowledge transfer and integration were significant predictors, collectively accounting for 52.3% of the variance in adaptive performance. The results suggest that educational institutions that actively foster collaborative learning routines, embrace innovative practices, and facilitate structured knowledge exchange can significantly enhance teachers' capacity to adapt creatively and decisively to dynamic instructional demands.

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## **1. Introduction**

Teachers now work in school systems marked by curriculum revision, digital transition, accountability pressures, and increasingly diverse student needs. In such settings, teacher effectiveness does not rest on technical competence alone. It also depends on the capacity to adjust practice, reinterpret problems, and respond constructively to new demands. Research on adaptive performance describes this capacity as multidimensional, involving creativity, effective response to emergencies or novel situations, and interpersonal flexibility across changing work conditions (Pulakos et al., 2000). In basic education, these capacities matter because teachers must often respond to policy changes, learner diversity, institutional constraints, and shifting classroom realities without the luxury of stable routines.

The adaptive demands placed on teachers are especially visible during periods of reform. Studies on educational change show that teachers often confront uncertainty, emotional strain, and role disruption when schools introduce new curricular expectations or reorganize instructional practice. Dolev and Leshem (2020) found that curriculum change tests teachers' emotional resilience and professional agency, while Albrecht and Saggars (2020) showed that reform conditions in primary education place strong pressure on teachers' capacity to cope, recover, and maintain professional effectiveness. In the Philippine context, Barrot (2023) likewise noted that K to 12 reform has required schools and teachers to align classroom practice with a future-ready agenda, a shift that places sustained pressure on teacher adaptability, decision making, and instructional renewal.

Although adaptive performance is often discussed as an individual characteristic, it develops within organizational conditions rather than in isolation. Organizational learning theory offers a useful lens for understanding why some schools are better positioned than others to support teacher adaptation. Fiol and Lyles (1985) argued that organizational learning involves more than change alone; it concerns the creation, interpretation, and institutionalization of knowledge that can influence action. Later work operationalized organizational learning capability through dimensions such as experimentation, dialogue, participation, and structures that support knowledge use and improvement (Chiva et al., 2007). Within schools, such capability can be seen in how clearly institutional goals are shared, how open teachers are to new ideas, and how well knowledge from experience is discussed, retained, and applied.

Organizational learning capability refers to the institutional conditions that support knowledge development, sharing, and use across the school. In this study, it is represented through systems perspective, openness and experimentation, and knowledge transfer and integration. Adaptive performance refers to teachers' capacity to respond effectively to changing work demands through creativity, responsiveness in urgent situations, and interpersonal flexibility. These constructs provide the conceptual lens for examining how school learning conditions are associated with teachers' professional adaptability.

The literature suggests several pathways through which organizational learning capability may support adaptive performance. A strong systems perspective gives teachers a clearer view of shared goals, interdependence, and institutional priorities, which can reduce fragmentation and help them respond coherently to change. Openness and experimentation create permission for teachers to test new methods, revise routines, and learn from tentative practice. Knowledge transfer and integration help schools preserve experience, circulate solutions, and turn isolated insight into collective capacity. Chiva et al. (2007) argued that organizations learn when structures enable participation, dialogue, and experimentation. In school settings, collaborative cultures can deepen professional learning when teachers critically examine practice together and connect joint work to student learning (Azorín & Fullan, 2022; de Jong et al., 2022).

The educational literature also supports the role of adaptive teaching and teacher relational capacity in effective schooling. Hardy et al. (2022) showed that adaptive teaching in elementary science relates to student learning, especially when teachers diagnose student understanding and adjust discourse accordingly. At the interpersonal level, positive teacher communication and relational responsiveness are associated with engagement, motivation, and productive classroom interaction (Xie & Derakhshan, 2021). These findings suggest that adaptive performance in schools is not a narrow reaction to crisis. It includes the daily professional work of adjusting instruction, rethinking strategies, coordinating with colleagues, and maintaining constructive relationships under changing conditions.

Knowledge sharing is another mechanism that may connect organizational learning and teacher adaptability. Recent work on teachers' knowledge-sharing behavior shows that sharing does not merely transfer information; it can improve professional growth, support innovation, and help schools address reform pressures more coherently (Cheng et al., 2023; Peng et al., 2024). When schools make discussion of new ideas, errors, and practical solutions part of ordinary professional life, teachers are less likely to face change alone. This matters in resource-constrained public-school settings, where the practical circulation of experience may compensate for limited formal support and may strengthen local problem solving.

Despite these insights, the local evidence base remains thin. Much of the literature on organizational learning and adaptation comes from non-school settings, higher education, or international contexts that differ from the operational realities of Philippine public elementary schools. There is still limited empirical work that directly examines whether teachers who work in more learning-capable schools also report stronger adaptive performance within a district-level public-school context. The present study addresses that gap by examining the relationship between organizational learning capability and adaptive performance among public elementary school teachers in Compostela East District, Division of Davao de Oro. Specifically, it investigates the level of organizational learning capability and adaptive performance, the correlation between the two constructs, and the organizational learning domains that significantly predict adaptive performance.

## **2. Methodology**

The study employed a quantitative, nonexperimental, descriptive-correlational design to determine the association between organizational learning capability and adaptive performance among public elementary school teachers in Compostela East District, Division of Davao de Oro. The design was appropriate because the purpose was to estimate the level of the study variables as they naturally occurred and to test the statistical relationship among them without manipulating school conditions or teacher behavior.

The setting covered public elementary schools within the district during School Year 2025-2026. Public elementary school teachers were selected through simple random sampling using the lottery or fishbowl technique, with eligibility limited to currently employed teachers who had at least one year of teaching experience. School administrators, guidance personnel, teachers on leave, and teachers under administrative review were excluded. The study reports 125 teacher-respondents.

Data were gathered through two standardized questionnaires. The first scale measured organizational learning capability through systems perspective, openness and experimentation, and knowledge transfer and integration. The study reports an original reliability coefficient of 0.800 for this instrument and an obtained Cronbach's alpha of 0.912 in the present dataset. The second scale measured adaptive performance through creativity, reactivity in the face of emergencies, and interpersonal adaptability, with an original reliability coefficient of 0.718 and an obtained Cronbach's alpha of 0.886 in the study. Both instruments used a five-point Likert response format, and grand means were interpreted using the descriptive labels very low, low, moderate, high, and very extensive.

Data collection proceeded after institutional and administrative permission had been secured. Respondents received information about the study purpose, voluntary participation, confidentiality, and the right to withdraw, and written informed consent was obtained before administration of the survey. The study also notes attention to privacy, confidentiality, transparency, researcher qualification, adequacy of facilities, and social value.

For statistical treatment, mean and standard deviation were used to describe the level of organizational learning capability and adaptive performance. Pearson product-moment correlation was used to test the relationship between the two constructs, while multiple linear regression was applied to determine which organizational learning domains significantly predicted adaptive performance. The level of significance was set at .05.

## **3. Results**

As shown in Table 1, organizational learning capability was rated very extensive overall ( $M = 4.35$ ). Systems perspective and knowledge transfer and

integration obtained the highest reported means ( $M = 4.36$  each), while openness and experimentation obtained a mean of 4.33.

**Table 1.** Summary of organizational learning capability among public elementary school teachers.

Domain	Mean	Descriptive level
Systems perspective	4.36	Very Extensive
Openness and experimentation	4.33	Very Extensive
Knowledge transfer and integration	4.36	Very Extensive
Overall	4.35	Very Extensive

In Table 2, adaptive performance was also rated very extensive overall ( $M = 4.36$ ). Reactivity in the face of emergencies obtained the highest mean ( $M = 4.37$ ), followed by interpersonal adaptability ( $M = 4.36$ ) and creativity ( $M = 4.35$ ).

**Table 2.** Summary of adaptive performance among public elementary school teachers.

Domain	Mean	Descriptive level
Creativity	4.35	Very Extensive
Reactivity in the face of emergencies	4.37	Very Extensive
Interpersonal adaptability	4.36	Very Extensive
Overall	4.36	Very Extensive

Table 3 presents the correlation analysis between organizational learning capability and adaptive performance. The reported coefficient indicated a high positive relationship ( $r = 0.71$ ) with a  $p$  value of 0.000. The reported coefficient of determination was 0.50, and the null hypothesis of no significant relationship was rejected.

**Table 3.** Correlation results.

Variables	r	p-value
Organizational learning capability and adaptive performance	0.71	0.000

Table 4 presents the regression analysis of the organizational learning domains as predictors of adaptive performance. All three domains yielded statistically significant coefficients at  $p = 0.000$ . Among the reported standardized coefficients, openness and experimentation had the highest beta (0.55), followed by knowledge transfer and integration (0.53) and systems perspective (0.50).

**Table 4.** Regression of adaptive performance on organizational learning capability domains.

<b>Predictor</b>	<b>B</b>	<b>SE</b>	<b>Beta</b>	<b>t</b>	<b>p</b>	<b>Decision</b>
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

#### **4. Discussion**

The findings indicate that teachers in the participating public elementary schools perceived their schools as highly capable learning environments and also perceived themselves as highly adaptive professionals. This pattern suggests that adaptive work in schools is sustained not only by individual disposition but also by the organizational conditions that support sense making, collaboration, and knowledge use. From the standpoint of organizational learning, such a pattern is coherent. Fiol and Lyles (1985) argued that organizational learning becomes visible when institutions are able to interpret experience and embed that learning into future action. The strong ratings for systems perspective, openness and experimentation, and knowledge transfer and integration suggest that respondents viewed their schools as environments where such institutional learning was already present to a substantial degree.

The high rating for systems perspective implies that teachers generally understood school goals and saw their work as connected to broader institutional objectives. In school settings, this is important because fragmented work structures can weaken coordinated response to change. A stronger systems perspective may reduce uncertainty by making expectations more legible and by helping teachers understand how local classroom decisions relate to schoolwide priorities. This interpretation aligns with research showing that collaborative cultures and shared purpose are central to meaningful school improvement, especially when schools face complex and unstable conditions (Azorín & Fullan, 2022). When teachers recognize their work as part of a larger system, adaptation is less likely to depend on isolated effort and more likely to emerge from coordinated practice.

Openness and experimentation also emerged as a highly rated domain and the strongest predictor in the regression model. This result is theoretically significant. Chiva et al. (2007) identify experimentation as one of the core mechanisms through which organizations develop learning capability. In schools, experimentation is not merely a preference for novelty; it is a professional condition that allows teachers to test alternatives, examine outcomes, and revise practice without viewing every deviation from routine as failure. The predictive strength of this domain suggests that teachers become more adaptive when schools legitimize inquiry, suggestion, and trial of new approaches. This is consistent with evidence that collaboration supports not

only exchange but also experimenting and designing around instructional practice (de Jong et al., 2022). It also resonates with recent findings that innovative teaching tends to flourish in school environments where collaboration and innovation are mutually reinforced.

Knowledge transfer and integration was likewise rated very highly and significantly predicted adaptive performance. This matters because adaptation in schools often depends on whether experience is shared and retained. Teachers rarely face change with complete novelty; more often, they face recurring problems under slightly altered conditions. Where prior lessons, practical routines, and shared solutions are discussed and preserved, teachers can respond more quickly and with greater confidence. Recent work on teacher knowledge-sharing behavior underscores that professional growth and school improvement depend on environments where teachers exchange insights and transform individual experience into collective resource (Cheng et al., 2023; Peng et al., 2024). The present findings support that view. Schools that normalize discussion of errors, ideas, and workable responses appear more likely to foster teacher adaptability.

On the adaptive performance side, all three dimensions were rated very extensive, with reactivity in the face of emergencies obtaining the highest mean. This suggests that the respondents viewed rapid adjustment, focused attention, and practical decision making as routine aspects of their work. In public elementary schools, this is plausible. Teachers must often respond to interruptions, schedule shifts, learner needs, and administrative demands in real time. The prominence of reactivity may therefore reflect the everyday realities of school work rather than exceptional crisis preparedness alone. At the same time, high ratings for creativity and interpersonal adaptability show that adaptation in this context was not limited to emergency response. Teachers also reported strong capacity to generate solutions and adjust behavior in collaboration with others, which supports the multidimensional view of adaptive performance outlined by Pulakos et al. (2000).

The high rating for interpersonal adaptability deserves special attention because relational work is central to teaching. Teachers do not adapt only to tasks; they adapt to people, expectations, and social dynamics. Xie and Derakhshan (2021) showed that positive teacher interpersonal communication supports engagement and productive academic outcomes, while adaptive classroom research has emphasized the need for responsiveness to student understanding and classroom conditions (Hardy et al., 2022). In this study, the strong mean for interpersonal adaptability suggests that teachers recognized collegial relations as part of effective performance. That result also helps explain why organizational learning capability and adaptive performance were strongly correlated. Schools that support dialogue, shared goals, and knowledge circulation may simultaneously strengthen the social conditions that make interpersonal adaptation possible.

The reported correlation coefficient of 0.71 indicates a strong positive relationship between organizational learning capability and adaptive performance. In substantive terms, this means that teachers who perceived stronger learning structures

in their schools also tended to report stronger adaptive capacities. This result fits the broader literature on teacher resilience and reform. Studies on curriculum change show that resilience is not merely an inner trait but a response shaped by context, support, and professional culture (Albrecht & Sagggers, 2020; Dolev & Leshem, 2020). Likewise, systematic work on teacher professional development has found that sustained, collaborative, and context-sensitive forms of support are more likely to improve teachers' confidence and practical adaptation than one-time or purely technical interventions (Amemasor et al., 2025). The present findings extend that logic by suggesting that organizational learning capability itself functions as a contextual resource for adaptive performance.

The regression findings further refine this interpretation by showing that all three organizational learning domains made significant contributions to adaptive performance, with openness and experimentation contributing the strongest standardized effect. This suggests that schools do not strengthen teacher adaptation through one mechanism alone. Shared direction, experimentation, and knowledge integration each matter, but environments that actively permit professional exploration may be especially consequential. In reform-heavy contexts, teachers often need permission as much as instruction. They need room to test, adjust, and revise. Where schools cultivate such room, adaptation is more likely to become a normal professional response rather than an exhausting emergency measure. This may be particularly relevant in contexts shaped by curricular change and digital transition, where rigid organizational climates can constrain teacher response even when teachers are personally willing to adapt (Barrot, 2023; Moltudal et al., 2022).

Several practical implications follow from the findings. If school leaders want more adaptive teachers, they should not focus only on individual resilience workshops or short-term compliance training. The stronger route may be to improve the school's learning capability itself: clarify shared goals, create safe spaces for experimentation, build routines for discussing mistakes and useful practices, and support durable systems for knowledge exchange. Such conditions are also consistent with contemporary views of professional development, which emphasize collaboration, context specificity, mentorship, and sustained support rather than isolated seminars (Amemasor et al., 2025). In this sense, the findings point toward a school improvement agenda in which teacher adaptability is treated as an organizational outcome as much as an individual one.

The study still has limitations that should be considered in interpreting the results. The evidence is cross-sectional and self-reported, which means the findings cannot establish causality and may reflect perceptual inflation. In addition, the study was confined to one district, which limits external generalization. Even with these constraints, the results make a useful contribution because they offer district-level empirical evidence that organizational learning conditions and teacher adaptive performance are strongly connected in a public elementary-school setting.

## **5. Conclusion**

The study found that public elementary school teachers in Compostela East District reported very extensive levels of organizational learning capability and adaptive performance. The two constructs were strongly and positively related, and each of the three organizational learning domains significantly predicted adaptive performance. Among these domains, openness and experimentation showed the strongest reported influence. Taken together, the findings indicate that teacher adaptability is closely tied to the learning conditions of the school itself. Schools that sustain shared purpose, professional openness, and structured knowledge exchange are more likely to cultivate teachers who can respond creatively, relationally, and decisively to changing educational demands.

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## **Conflict of Interest Statement**

The authors declare no conflict of interest.

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