

ASSESSING TEACHERS' PROFESSIONAL ADAPTABILITY ALBEIT RISKS AND RESILIENCE IN SELECTED PUBLIC SECONDARY ISLAND SCHOOLS IN SULU

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ABSTRACT. Using a descriptive-correlational approach and 100 teacher respondents, this study assessed the professional adaptability to risk and resilience of public elementary school teachers in particular public secondary island schools in Sulu. Frequency, percentage scores, weighted averages, standard deviation, Pearson's correlation, t-tests, and ANOVA were among the data analysis techniques used with purposive sampling. The majority of responders were 36 years of age or older, married, mostly female, had five years or less of service, and had bachelor's degrees, according to their demographic profile. The results showed that teachers with five years or less of experience had better perceptions of professional adaptability to risk and resilience, which were assessed as "Great Extent.". Martin et al.'s Teacher Adaptability Framework, which holds that adaptability is crucial for professional efficacy in the face of change, was validated by the extremely high positive correlation that was found. Connor and Davidson's Resilience Theory, which emphasizes flexibility as a vital resource for converting stresses into resilience, and Rutter's Risk and Protective Factors Model, which views professional obstacles as catalysts activating teachers' strengths, both support this. The study recognizes teachers' resilience as a vital community asset and emphasizes the significance of support networks from administrators and other stakeholders to meet the particular difficulties faced by teachers in rural, underprivileged locations. **KEYWORDS:** *Professional Adaptability, Teacher, Protective Mechanism, Professional challenges, Resilience, Administrator*

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INTRODUCTION

Subject mastery and classroom management are not enough to teach in today's educational setting. It is becoming more and more necessary for educators to adjust to quick changes, unanticipated dangers, and difficult circumstances without sacrificing their dedication to students and the teaching profession. In order to provide successful and sustainable education, teachers must possess professional adaptability, which is described as the capacity to modify their responsibilities, practices, and attitudes in response to changing conditions. According to recent studies (Collie & Martin, 2018; Martin et al., 2021), flexibility enables educators to react positively

to issues including curricular changes, technology integration, and disruptions in education caused by crises.

In addition to adaptability, teacher resilience has been more prominent in educational studies, especially after 2018, when educators around the world have been exposed to increased professional hazards. Teachers' ability to deal with stress and misfortune, bounce back, and carry on with their work was referred to as resilience. According to Chavez, Salvaleon, Suazo, et al. (2026), these characteristics allowed leaders to overcome institutional limitations, maintain inclusive efforts over time, and adjust to resistance, change, and learner variety. Heavy workloads, scarce resources, remote locations, safety issues, and abrupt changes in the way education is delivered—like those that occurred during the COVID-19 pandemic—are some of these dangers. According to research, even under difficult situations, resilient instructors are more likely to keep their motivation, wellbeing, and dedication to teaching (Gu & Day, 2019; Mansfield et al., 2020).

Teachers in remote, underprivileged communities in the Philippines faced unique, difficult obstacles. This idea is in line with the findings of Chavez and Lamorinas' (2023) study, which is crucial to expanding the body of knowledge regarding the various assessment practices and strategies and how these influence the delivery. In island schools, especially in Sulu, public secondary school teachers frequently work under conditions marked by limited infrastructure, inadequate instructional materials, transportation difficulties, and socio-economic security-related concerns. Teachers' professional adaptation and resilience are further challenged by contextual dangers. While recent studies in the Philippines have looked at teacher stress, coping mechanisms, and resilience in the context of the new normal (Oducado et al., 2021; Talidong, Toquero, 2020), there hasn't been much empirical research that evaluates teachers' professional adaptability in addition to the risks they face and their resilience, particularly in secondary schools on islands.

Acknowledging this gap, the current study sought to evaluate teachers' professional flexibility despite risks and resilience in a subset of Sulu's public secondary island schools. This study, which covered the years 2018 to the present, aimed to shed light on how educators deal with challenging island environments. In order to improve the quality of education in island and marginalized communities, it is anticipated that the results of this study will provide important insights for school administrators, legislators, and stakeholders in creating responsive support systems, capacity-building initiatives, and policies that enhance teachers' adaptability and resilience.

LITERATURE

This review's main objective was to compile previous research in order to clearly demonstrate the relationship between the independent variable of risks encountered, the moderating variable of resilience, and the dependent variable of professional adaptability. This chapter outlines the difficulties faced by educators in archipelagic contexts and indicates the research gaps that this study aims to fill for the School Year 2025–2026 by looking at known theories and current empirical evidence.

This chapter also examined the Sulu archipelago's distinct sociocultural and geographic setting. It recognized that teaching on such a frontier calls for a unique set of skills that go beyond typical classroom management. The researcher's goal in conducting this literature analysis was to offer a solid framework for evaluating how teachers continue to be effective and flexible "albeit" or in spite of the ongoing demands of their particular job.

Over the past ten years, curriculum changes, technological improvements, and the unpredictability of global crises like the COVID-19 pandemic have all significantly changed the teaching profession globally (Kamal & Hamzah, 2025). In addition to teaching academic material, teachers are expected to handle the many requirements of their students, adjust to ever-changing

educational policies, and deal with institutional and environmental issues. In response, a growing body of research from throughout the world emphasizes the significance of teacher resilience and professional adaptation as essential components that promote successful instruction and long-term career success.

The ability of educators to modify their teaching strategies, attitudes, and actions in response to evolving educational demands is known as professional adaptability (Collie et al., 2020). Conversely, teacher resilience is the capacity to withstand and bounce back from environmental and professional pressures while upholding a dedication to teaching and personal health (Chen & Lee, 2024). These two concepts are connected, with resilience guaranteeing long-term sustainability and motivation and adaptability allowing educators to effectively address pressing issues.

Global research during the COVID-19 epidemic highlighted how important flexibility is to preserving educational continuity. Teachers in low-resource institutions, for instance, swiftly adapted to online and hybrid teaching, creating creative solutions to overcome infrastructure and technology obstacles, according to research done in India (arxiv.org, 2023). In a similar vein, research conducted in North America and Europe revealed that teachers with high levels of adaptability were able to adopt learner-centered approaches, redesign lessons for remote delivery, and successfully integrate digital tools even though they were initially unfamiliar with online platforms (Levinson et al., 2025; OECD, 2020).

Additionally, flexible educators show a readiness to try new teaching approaches. According to Vandenberghe and Huberman (2019), these teachers frequently engage in reflective practices, look for opportunities for professional development, and work with colleagues to improve instructional methods. This idea is consistent with the findings of Magno, Indal, Chavez, et al. (2024). Teachers observed that these strategies led to increased use of the Filipino language in everyday interactions, reading activities, and academic participation, indicating a positive shift in students' attitudes and behaviors toward learning the language. These actions imply that adaptability is a capacity gained from experience, introspection, and ongoing education rather than a set skill.

It has long been acknowledged in the Philippine context that teaching requires not only intellectual prowess but also emotional fortitude, adaptability, and commitment. The complicated realities encountered by Filipino teachers, especially those allocated to geographically isolated and disadvantaged areas (GIDAs), have come to light more and more in local research during the past ten years. The demand for teachers to exhibit professional adaptation and resilience has increased due to educational reforms, curriculum modifications, resource constraints, and unforeseen crises like the COVID-19 epidemic and natural disasters.

Despite ongoing issues with infrastructure, access, and socioeconomic circumstances, instructors are essential to maintaining learning continuity, according to the Department of Education (DepEd, 2019). Teachers in isolated and island communities are frequently expected to take on tasks beyond teaching, such as curriculum designer, community liaison, and guidance counselor. This concept is consistent with research by Chavez, Valencia, Diamante, et al. (2025), which indicates that grammar-focused simulated learning improves students' capacity to organize and express ideas clearly while also increasing their confidence in professional contexts. These requirements highlight the significance of flexibility and resilience in maintaining successful teaching performance.

The ability of Filipino teachers to modify their instructional strategies, professional attitudes, and teaching behaviors in response to evolving educational demands is referred to in local literature

as professional adaptability. This concept is consistent with the findings of Nazareth, Chavez, Dusaban, et al. (2026). Their motivation was closely linked to altruistic values and a desire to promote social transformation, which manifested in their relational approach to teaching, emphasizing empathy, care, and responsiveness to student needs. According to a study by Reyes and Castillo (2018), flexible teachers are better equipped to change lesson plans, make use of different learning materials, and react favorably to curricular changes like the K–12 program. According to their findings, instructors may continue to deliver good education even in schools with inadequate facilities when they are flexible.

These results emphasize the necessity of conducting localized studies that document the real-world experiences of educators working in island schools. In summary, local studies from 2018 to the present consistently show that Filipino teachers work in demanding environments that require high levels of professional adaptability and resilience. Examining adaptability, risks, and resilience among teachers in Sulu contributes to a deeper understanding of how educators navigate complex realities in marginalized contexts. In terms of workload, resources, safety, financial stability, and emotional well-being, teachers face a variety of dangers. Many educators nonetheless exhibit dedication, adaptability, and tenacity in spite of these obstacles.

METHODS

1. Research Design

In order to examine teachers' professional flexibility in connection to risks and resilience within particular public secondary island schools in Sulu during the 2025–2026 academic year, this study used a descriptive–correlational research approach. In order to provide a methodical depiction of the respondents' current circumstances based on specified characteristics, the descriptive component sought to measure teachers' professional flexibility, perceived risks, and resilience. The correlational component evaluated the important associations between the variables of risks and resilience and the professional adaptability of teachers, emphasizing the relationship between risk exposure, resilience levels, and adaptability in the face of the unique difficulties present in island-based education.

2.

Research

Locale

The Department of Education (DepEd)-supervised public secondary island schools in Sulu, Philippines, during the 2025–2026 academic year are the subject of this study. Hadji Panglima Tabil National High School, Capual National High School, Pangutaran National High School (Main), Pandami National High School, Laminusa National High School, Pata National High School, and Tapul National High School—all located in isolated, remote municipalities—are all included in the study. It looks at educators who work with a variety of socioeconomic and cultural student populations, emphasizing difficulties including scarce resources and geographic obstacles. The study highlights the vital role these teachers play in continuing to teach well in spite of a variety of environmental, social, and professional hazards, providing insightful information on their flexibility and fortitude in providing high-quality secondary education in Sulu's island villages.

3. Participants of the Study

One hundred (100) public secondary school teachers from particular island schools participated in the survey as responders during the 2025–2026 academic year. These respondents were picked because they are essential to the development, execution, and assessment of educational initiatives that help accomplish the Sustainable Development Goals (SDGs), especially SDG 4: Quality Education, in remote and underdeveloped regions.

4. Sampling Procedure

For the 2025–2026 academic year, 100 instructors from different public secondary island schools in Sulu were chosen using the purposive sample approach. method gave priority to responders who were actively engaged in student development, curriculum implementation, and classroom instruction—all of which are critical for advancing quality education (SDG 4). In the context of island schools, it also promotes related Sustainable Development Goals, such as Gender Equality (SDG 5) and Reduced Inequalities (SDG 10). The sampling technique guaranteed sufficient representation among instructors of varied ages, genders, educational backgrounds, service durations, and teaching positions as well as across different schools. An in-depth understanding of instructors' professional adaptability, risk exposure, and resilience is made possible by this thorough selection process. The study highlights the SDGs' emphasis on improving learning settings and empowering educators, particularly in remote and underprivileged communities.

5. Research Instrument

For the School Year 2025–2026, a survey questionnaire was used to gather information on teachers' professional adaptability, perceived risks, and resilience levels in Sulu's public secondary island schools. In order to better suit the unique circumstances of these schools, the questionnaire was modified from earlier research by Collie & Martin (2016) and Gu & Day (2007). The instrument is divided into two main sections: Part I deals with the respondents' demographic profile, which includes factors like age, gender, duration of service, teaching position, and educational achievement. In relation to classroom management, instructional preparation, professional obstacles, and coping mechanisms, Part II evaluates the degree of teachers' professional adaptability, perceived risks, and resilience. A five-point Likert scale, from 1 (No Extent) to 5 (Very Great Extent), was employed for data analysis.

6. Data Gathering Procedure

After receiving a letter of approval from the Dean of Graduate Studies to conduct the study, the investigator sought written consent from the District Supervisor, the Schools Division Superintendent, and the eight chosen school principals. The researcher circulated and collected surveys from the respondents in these eight major schools after obtaining the required approvals. After giving respondents enough time to finish the survey, the researcher made sure the questionnaires were sorted for analysis and verified for completeness. Every response was kept private and used only for study.

7. Ethical Considerations

The study was conducted with adherence to ethical norms. All respondents gave their informed consent, and participation was entirely voluntary. Participants' anonymity and information confidentiality were rigorously upheld. The study honored the respondents' freedom to withdraw at any point during the investigation and refrained from causing them any damage or bias.

RESULTS

1. What is the extent of teachers' professional adaptability to risks and resilience among selected public secondary island schools in Sulu as to: Professional adaptability; Risks encountered; and Resilience among teachers?

Table 1.1 In terms of Professional adaptability

No	Statements	Mean	S.D.	Description
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1	Can easily adjust teaching methods to fit different types of learners.	4.18	.64165	Great Extent
2	Modifies lesson plans when resources are limited or unavailable.	4.21	.64031	Great Extent
3	Feels comfortable using new technologies or teaching tools when needed.	4.18	.70180	Great Extent
4	Teaches effectively even when the class schedule or setting suddenly changes.	4.13	.77401	Great Extent
5	Switches between face-to-face, modular, or online teaching modes when required.	4.10	.77198	Great Extent
6	Handles changes in school policies or curriculum with a positive attitude.	4.33	.66750	Great Extent
7	Collaborates with colleagues to find creative ways to solve classroom problems.	4.29	.68601	Great Extent
8	Stays motivated even when teaching conditions are difficult.	4.23	.76350	Great Extent
9	Continues to improve teaching skills through training or self-learning.	4.32	.69457	Great Extent
10	Manages stress and still performs well in challenging work situations.	4.17	.72551	Great Extent
Weighted Mean		4.214	.54699	Great Extent

Legend: (5) 4.50 – 5.00=Very Great Extent; (4) 3.50 – 4.49=Great Extent; (3) 2.50 – 3.49=Moderate Extent; (2)1.50 – 2.49=Less Extent; (1)1.00 – 1.49=No Extent

Table 1.1 shows that teachers in a subset of Sulu's public secondary island schools have a high level of professional adaptability, with a composite mean score of 4.214 (SD = 0.54699), which is rated as "Great Extent." The highest scores are given to improving teaching skills (4.32, SD = 0.68457), handling policy changes with positivity (4.33, SD = 0.66750), and working with colleagues to solve problems (4.29, SD = 0.68601).

Table 1.2 In terms of Risks encountered

No	Statements	Mean	S.D.	Description
1	Experiences disruptions due to natural disasters	4.02	.96379	Great Extent
2	Faces difficulties reaching school because of its remote island location.	3.81	1.12542	Great Extent
3	Lacks adequate teaching materials and classroom facilities.	4.02	1.04427	Great Extent
4	Experiences heavy workloads and multiple responsibilities at school.	4.05	1.05768	Great Extent
5	Feels that safety is at risk due to the school's environment.	3.85	1.14040	Great Extent
6	Encounters limited internet or electricity affecting teaching preparation and delivery.	4.12	1.02770	Great Extent
7	Experiences stress due to unstable or delayed compensation and benefits.	4.16	.93980	Great Extent
8	Encounters difficulty communicating with school administrators or local authorities.	3.84	1.10755	Great Extent
9	Experiences emotional or mental strain from balancing work and personal life.	3.93	.99752	Great Extent
10	Feels that isolation or distance from family affects motivation to teach.	3.91	1.18146	Great Extent
Weighted Mean		3.971	.88970	Great Extent

Legend: (5) 4.50 – 5.00=Very Great Extent; (4) 3.50 – 4.49=Great Extent; (3) 2.50 – 3.49=Moderate Extent; (2)1.50 – 2.49=Less Extent; (1)1.00 – 1.49=No Extent

Table 1.2 shows a composite mean score of 3.971, rated as "Great Extent," for teachers' adaptability to risks encountered in specific public secondary schools in Sulu. The highest scoring item was related to stress from unstable compensation (mean 4.16), followed by problems with

limited internet/electricity affecting teaching (mean 4.12), and heavy workloads (mean 4.05), all of which were rated as "Great Extent."

Table 1.3 In terms of Resilience among teachers

No	Statements	Mean	S.D.	Description
1	Stays calm and focused during stressful teaching situations.	4.19	.80019	Great Extent
2	Bounces back quickly after experiencing failure or disappointment.	4.08	.76118	Great Extent
3	Views challenges as opportunities for professional growth.	4.29	.68601	Great Extent
4	Maintains a positive outlook even when school conditions are not ideal.	4.22	.71887	Great Extent
5	Continues teaching effectively despite personal or professional difficulties.	4.29	.70058	Great Extent
6	Seeks support from colleagues when facing problems.	4.23	.75015	Great Extent
7	Uses past experiences to handle current challenges better.	4.23	.73656	Great Extent
8	Remains committed to teaching despite hardships.	4.28	.71181	Great Extent
9	Adapts emotions and thoughts to stay productive under pressure.	4.21	.71485	Great Extent
10	Finds meaning and purpose in teaching despite risks and struggles.	4.27	.70861	Great Extent
Weighted Mean		4.229	.58883	Great Extent

Legend: (5) 4.50 – 5.00=Very Great Extent; (4) 3.50 – 4.49=Great Extent; (3) 2.50 – 3.49=Moderate Extent; (2)1.50 – 2.49=Less Extent; (1)1.00 – 1.49=No Extent

Table 1.3 shows that teachers from a subset of Sulu's public secondary island schools exhibit a high level of resilience, with a composite mean score of 4.229, rated as "Great Extent." The items with the highest scores were item three, "Views challenges as opportunities for professional growth" (mean 4.29, SD.68601); item five, "Continues teaching effectively despite personal or professional difficulties" (mean 4.29, SD.70058); and item eight, "Remains committed to teaching despite hardships" (mean 4.28, SD.71181).

2. Is there a significant difference in the extent of teachers’ professional adaptability to risk and resilience among selected public secondary island schools in Sulu when data are classified according to their demographic profile in terms of: Age; Gender; Civil Status; Educational Attainment; and Length of Service?

Table 2.1 According to Age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional adaptability	Between Groups	3.484	3	1.161	4.266	.007	
	Within Groups	26.136	96	.272			Significant
	Total	29.620	99				
Risks encountered	Between Groups	.827	3	.276	.342	.795	Not
	Within Groups	77.538	96	.808			Significant
	Total	78.366	99				
Resilience among teachers	Between Groups	1.685	3	.562	1.652	.183	Not
	Within Groups	32.641	96	.340			Significant
	Total	34.326	99				

Significance at alpha 0.05

Table 2.1 shows that there is no discernible variation in the professional resilience and risk-adaptability of teachers across age groups in a subset of public secondary island schools in Sulu. The findings show that instructors of different ages have similar perceptions of their resilience and

risk-adaptability. The premise that there is no discernible difference based on age is therefore accepted.

Table 2.2 According to Gender

VARIABLES		Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping Gender							
Professional adaptability	Male	4.208	.62110	-.00935	-.082	.935	Not Significant
	Female	4.217	.50371				
Risks encountered	Male	3.886	.98437	-.13415	-.726	.469	Not Significant
	Female	4.020	.83341				
Resilience among teachers	Male	4.232	.58550	.00545	.044	.965	Not Significant
	Female	4.227	.59547				

Significance at alpha 0.05
Table 2.2 shows that there is no discernible difference between male and female teachers' professional resilience and risk-adaptability in a subset of Sulu's public secondary island schools. The findings show that these qualities are seen similarly by both sexes. As a result, it is acknowledged that there is no discernible gender difference in resilience and adaptation.

Table 2.3 According to Civil Status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional adaptability	Between Groups	.931	2	.465	1.574	.213	Not Significant
	Within Groups	28.690	97	.296			
	Total	29.620	99				
Risks encountered	Between Groups	.336	2	.168	.209	.812	Not Significant
	Within Groups	78.030	97	.804			
	Total	78.366	99				
Resilience among teachers	Between Groups	2.213	2	1.106	3.342	.039	Significant
	Within Groups	32.113	97	.331			
	Total	34.326	99				

Significance at alpha 0.05
Table 2.3 shows the variations in teachers' professional resilience and risk-adaptability across a sample of Sulu's public secondary island schools, broken down by civil status. The findings show no significant variations in F-ratios and P-values for any category, with the exception of "resilience among teachers." This consistency implies that teachers who are single, married, separated, or widowed have similar perceptions of professional adaptation and resilience. As a result, it is acknowledged that there is no discernible variation in these elements according to civil status.

Table 2.4 According to Length of Service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional adaptability	Between Groups	4.206	3	1.402	5.296	.002	Significant
	Within Groups	25.414	96	.265			
	Total	29.620	99				
Risks encountered	Between Groups	3.514	3	1.171	1.502	.219	Not Significant

	Within Groups	74.852	96	.780			Significant
	Total	78.366	99				
Resilience among teachers	Between Groups	4.360	3	1.453	4.656	.004	
	Within Groups	29.966	96	.312			Significant
	Total	34.326	99				

Significance at alpha 0.05
Table 2.4 shows notable variations in the professional resilience and risk-adaptability of teachers in a subset of Sulu's public secondary island schools according to their tenure. The hypothesis that there are no significant differences based on this classification is rejected since the data indicates that duration of service significantly impacts views of adaptation and resilience.

Table 2.5 According to Educational Attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional adaptability	Between Groups	1.682	4	.421	1.430	.230	Not Significant
	Within Groups	27.938	95	.294			
	Total	29.620	99				
Risks encountered	Between Groups	3.345	4	.886	2.542	.090	Not Significant
	Within Groups	42.021	95	.442			
	Total	48.366	99				
Resilience among teachers	Between Groups	2.181	4	.545	1.611	.178	Not Significant
	Within Groups	32.145	95	.338			
	Total	34.326	99				

Significance at alpha 0.05

Table 2.5 shows that, regardless of educational achievement, there is no discernible variation in the professional adaptability to risks and resilience of teachers across a sample of public secondary island schools in Sulu. The idea that educational attainment has no bearing on adaptation is accepted since bachelor's and advanced degree holders are viewed as having identical levels of flexibility.

3. Is there a significant correlation among the subcategories subsumed under the extent of professional adaptability to risk and resilience?

Variables	Pearson <i>r</i>	Sig.	N	Description
Professional adaptability				
Risks encountered	.362**	.000	100	Moderate Correlation
Resilience among teachers	.654**	.000	100	High Correlation
Risks encountered				
Resilience among teachers	.360**	.000	100	Moderate Correlation

Legend: ** Correlation Coefficient is significant at alpha .01 level

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.5 0=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 3 shows strong positive relationships between teachers' risks, resilience, and professional flexibility. Adaptability and resilience have a strong correlation ($r=.654$; $sig=.000$), but adaptability and risks ($r=.362$; $sig=.000$) and risks and resilience ($r=.360$; $sig=.000$) have modest relationships. These findings imply that a teacher's ability to adjust strengthens their resilience and

that overcoming obstacles in the workplace encourages adaptive tactics. As a result, the original hypothesis that there are no meaningful relationships is disproved.

DISCUSSION

1.) On the extent of professional adaptability to risk and resilience among selected public secondary island schools in Sulu

The results of the study show that teachers in a few Sulu public secondary schools have a high degree of professional flexibility and resilience, which is consistently graded across primary domains. The composite mean scores show a "Great Extent" of flexibility, with resilience receiving the highest ratings due to instructors' commitment to their children, which frequently overcomes financial and logistical obstacles. Under difficult conditions, this commitment keeps the educational system going. Professional adaptation is especially important because it shows how teachers can retain high instructional quality even when they are geographically isolated, highlighting the significance of adaptability for pedagogical success. These educators' dangers stem from socioeconomic and infrastructure deficits, which highlights the need for legislative improvements to safeguard teachers' wellbeing. Teachers' ability to succeed in spite of these obstacles is threatened by systemic problems, especially in remote and underprivileged settings. Garcia (2021) highlights the importance of teachers and community members working together, highlighting the ingenuity of Filipino educators. Teachers who receive professional and emotional support from their colleagues are better at handling stress and maintaining engagement, according to Lim and Padilla (2020). Cruz and Abad (2020) also draw attention to the detrimental effects of delayed payments on teacher morale and career choices, especially in remote places. Compounded challenges pertaining to location, security, and resource constraints are described by Abdullah and Hassan (2022). Furthermore, the Department of Education (DepEd, 2021) recognizes that teachers exhibit resilience by carrying out their educational responsibilities in spite of health hazards, technological limitations, and mental stress. Many educators, according to De Vera and Aquino (2022), rely on spiritual beliefs and prayers to manage stress and maintain optimism in trying circumstances. At the end, even while teachers at these island schools show remarkable adaptability and endurance, they are nonetheless vulnerable to structural issues that call for immediate and efficient solutions.

2.) On difference in the extent of teachers' professional adaptability to risks and resilience among selected public secondary island schools in Sulu as perceived by teachers

The results show that, when categorized by age, gender, civil status, length of service, and educational attainment, there is generally no significant difference in the degree of teachers' professional adaptability to risks and resilience among chosen public secondary island schools in Sulu. However, married teachers had higher opinions of resilience, and instructors between the ages of 26 and 30 had superior perceptions of professional flexibility. Teachers with five years or less of experience showed greater perceptions of resilience and flexibility. These findings imply that married teachers may have better coping strategies and emotional stability, whereas younger and less experienced instructors may be more adaptable and sensitive to shifting educational expectations. Christopher Day and Qing Gu (2014), who highlighted how teachers' resilience and adaptability are impacted by their personal and professional experiences, corroborate this conclusion. In a similar vein, Andy Hargreaves (2005) pointed out that constant interaction with obstacles in the workplace and shifting educational settings fosters flexibility. Additionally, Boris B. Volkov (2020) clarified that teaching experience and social support networks frequently influence instructors' resilience.

3.) *Correlation among the subcategories subsumed under the extent of professional adaptability to risk and resilience*

The results show that among teachers in particular public secondary island schools in Sulu, professional adaptability and resilience are strongly positively correlated. This implies that educators who are better able to adapt to shifting pedagogical requirements and educational obstacles are also better equipped to handle demanding and stressful learning situations. Furthermore, the moderate correlation between risks faced and resilience and adaptability suggests that professional obstacles may motivate educators to build resilience and adaptive methods. These results demonstrate teachers' general ability to maintain their wellbeing and efficacy in spite of challenging working circumstances. This bolsters the research of Ann S. Masten (2014), who defined resilience as the capacity to effectively adjust in the face of hardship and difficult circumstances. Similarly, resilience and flexibility are related traits that help teachers continue to be successful in demanding learning environments, according to Christopher Day and Qing Gu (2014). Furthermore, Howard M. Gardner (2011) emphasized that teachers' professional efficacy and emotional resilience are strengthened by flexibility and thoughtful problem-solving.

CONCLUSION

According to the study, instructors in a subset of Sulu's public secondary island schools are mostly in the middle to late phases of their careers. Most of them are married, female, 36 years of age or older, and have basic educational credentials, mostly bachelor's degrees. Many have worked for five years or less, indicating a steady but crucial stage for future post-graduate progress. The results demonstrate a workforce that is robust, highly adaptive, and remarkably capable of embracing change, working together, and keeping a good attitude. Teachers are committed to maintaining educational delivery, but they also face serious dangers, highlighting the fact that they are still susceptible to systemic issues in remote learning environments. Professional adaptation and resilience did not significantly differ by age, gender, civil status, or level of schooling. Teachers with five years or less of experience showed a significant difference, nevertheless, since they were perceived as more resilient and adaptable. Martin et al.'s (2012) Teacher Adaptability Framework is validated by the study, which finds a high to moderate positive association between different professional adaptability and resilience dimensions. According to this theory, retaining professional efficacy in the face of change requires flexibility. Furthermore, these results are contextualized by Rutter's (1987) Risk and Protective Factors Model, which suggests that teachers' latent capabilities may be activated by professional challenges. The idea that flexibility is an essential tool for teachers to turn risks into long-term capacity for resilience and well-being is further supported by Connor and Davidson's (2003) Resilience Theory.

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