A Sequential Explanatory Approach on Behavioral Flexibility and Commitment of Teachers in Talomo-A District, Davao City

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Abstract:- This study examined how teaching resilience affects teacher commitment. Explanatory sequential mixed approaches were used to collect data from 198 public elementary school teachers in Talomo-A District, Davao City. Among quantitative responders, 17 were selected for IDI and FGD. Teacher commitment was moderate, while behavioral flexibility was great. Behavioral flexibility in self-assurance, organization, and interpersonal competency strongly influenced teacher commitment, according to regression analysis. Thematic analysis of qualitative data showed that teachers had broad behavioral flexibility, moderate commitment, and that behavioral flexibility strongly influences commitment. The regression model shows that behavioral flexibility is one reason instructors' commitment is somewhat high. The data integration method connecting-merging-confirmation explained the study's quantitative outcomes using qualitative results. Thus, the study was done to publish findings in respectable research journals.

Keywords:- Educational Management, Behavioral Flexibility, Commitment, Sequential Explanatory Mixed-Method Approach, Davao City, Philippines.

I. INTRODUCTION

➢ *The Problem and its Scope*

Lifelong behavioral flexibility improves emotional and social well-being and helps teachers handle challenging educational tasks. It requires flexibility and adaptability, the ability to 'bounce back' from adversity, and empathy for others. It values relationship skills as much as self-awareness. It requires seeing difficulties as challenges and valuing preventive and proactivity. Thus, assessing instructors' behavioral flexibility can help determine their commitment to teaching.

According to Brouskeli et al. (2018), behavioral flexibility is the act of coping with disruptive, stressful, or demanding life situations in a way that offers more protective and coping abilities before the disruption. According to Linnenluecke (2017), behavioral flexibility is the ability of employees to recover from setbacks and stay positive about future events.

Studies show a link between teacher resilience and commitment. These studies solely examined how resilience affects teacher commitment directly. Basım and Çetin (2011) found that increased resilience leads to increased employee commitment to organizations. According to Polat and Iskender (2012), resilient teachers will absorb the organization's laws and their school obligations and wish to offer more to their organizations.

According to Kiral and Kacar (2016), devoted instructors understand school goals and values, struggle for the organization, and plan to stay. Additionally, Lin and Wang (2012) found that deeply dedicated teachers work hard, are competent, and are more attached to the organization. Moolenaar et al. (2012) found that continuous commitment helps employees stay in the organization because they have an emotional connection.

Research shows that weak teacher engagement at all levels is a growing issue in educational institutions globally. As a fact, Namigadde (2011) reported that teachers' commitment was grossly inadequate, as shown by rampant absenteeism, lateness, failure to assess students' work on time, part-time teaching in more than two schools to top up their salary, need, and satisfaction, and even teaching on Saturdays and Sundays and at night, which resulted in student exam malpractice and low performance. Armstrong (2016) also noted that insufficient teacher engagement leads to a lack of self-improvement activities, which hinders school collaboration. Poorly committed teachers had less job-competency collaboration, according to Petty and Hill (2017).

Baloran and Hernan (2020) also stated that poorly committed teachers have plagued emergency remote education. The abrupt switch from physical classrooms to online learning platforms had made teachers less committed to teaching, the authors said. According to Ebuenga-Amora (2020), teachers become less committed to students' education and emotional, social, cognitive, physical, and spiritual well-being due to other personal struggles they face to equip themselves with drastic curricular changes like adjusting their teaching-learning activities to establish teacher presence and adopting modular learning.

Most behavioral flexibility and teacher sentiment research were done abroad and employed quantitative or qualitative methods. The researcher has not found any quantitative and qualitative studies on these variables. Thus, the researcher felt compelled to fill the research gap by performing a mixed methods study in Talomo-A District, Davao City. The researcher employed a sequential explanatory design to better explain teachers' commitment as measured by behavioral flexibility, which is rare. This study sought to expand Davao City's teacher commitment research. This study is limited to Davao City, Philippines. The conclusions of this study may aid schools, especially instructors and administrators.

➢ *Theoretical/Conceptual Framework*
Pragmatists like the researcher consider individual realities as creations of various personal experiences and ideas rather than absolutes (Maddux & Donnett, 2015). Since facts and accuracy vary by person, place, and time, pragmatic exploration gives best results. Like Terrell (2012), the researcher will use a pragmatic paradigm that combines data collection and analysis methods throughout the research process (Creswell, 2013).

Pragmatism views truth as a matter of individual or social relevance rather than an absolute concept, according to Basal et al. (2017). Pragmatically, the research findings are acceptable rather than absolute (Tashakkori & Teddlie 2010). To answer this study's questions, the researcher will collect data using quantitative and qualitative methodologies.

According to Resilience Theory (Bobek, 2002), teachers must be resilient to handle the obstacles of teaching. He added that resilient instructors can assess problems, find solutions, and act on them. He stressed that instructors can build resilience by building positive relationships with people who understand teaching problems and can offer advice on how to handle different scenarios.

As seen in Figure 1, the study has two variables. Behavioral flexibility—the ability to recover, tolerate hardship, and repair oneself—is the study's independent variable. Self-assurance, belief in one's ability to achieve specific performance levels that influence life events; personal vision, reflecting commitment in the workplace influenced by family, spirituality, physical well-being, leisure, and work; adaptability, indicating openness to new ideas and concepts; and organization, which involves effective planning to maintain alignment with.
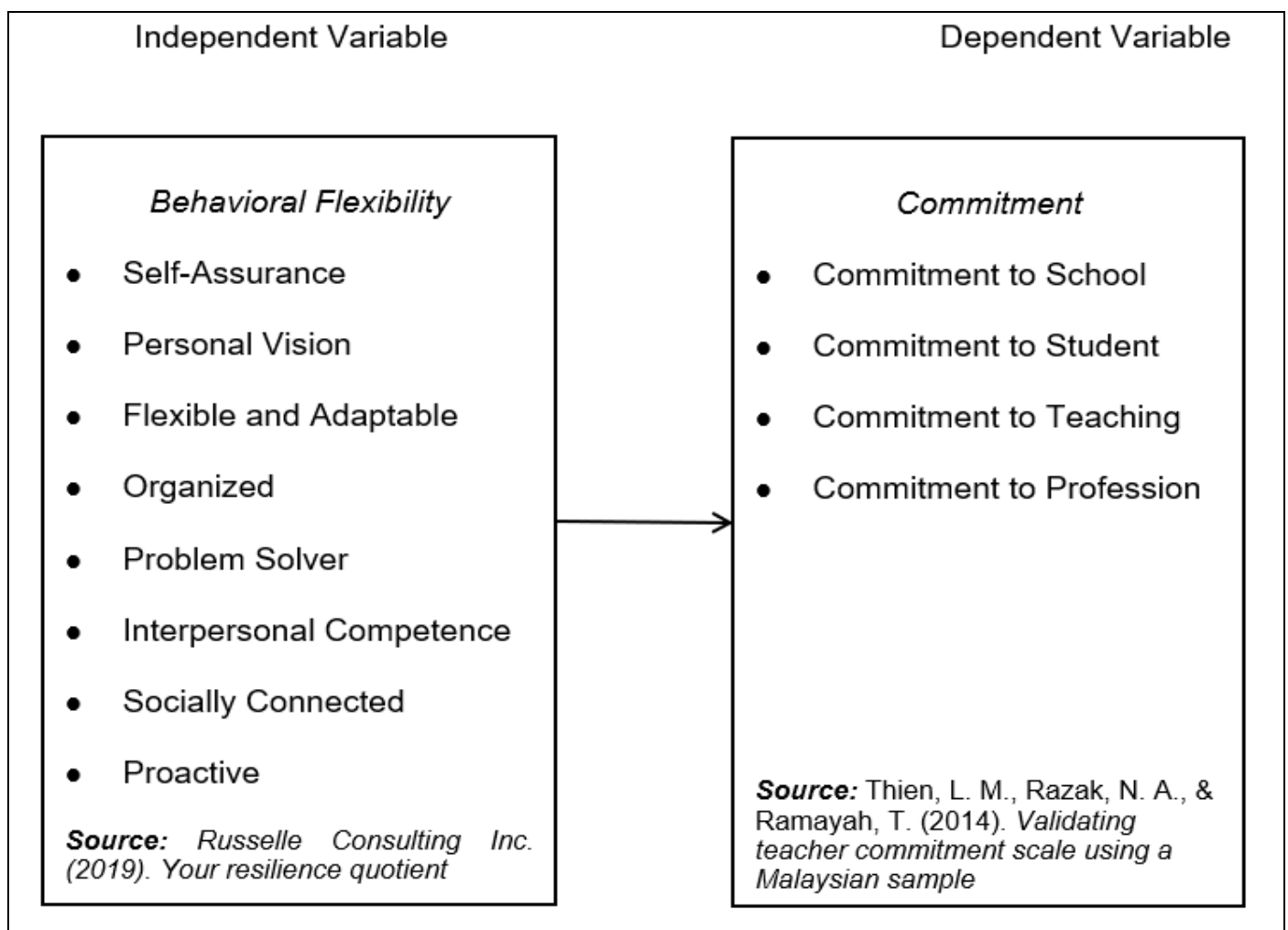

Fig 1 The Conceptual Framework of the Study

➤ *Purpose Statement*

This sequential explanatory study examined how behavioral flexibility affects teacher commitment in Talomo A District, Davao City, using customized survey questionnaires in the quantitative phase and in-depth interviews (IDI) and focus group discussions (FGD) in the qualitative phase. The quantitative phase of the experiment used customized survey questionnaires to obtain data from public elementary school teachers on resilience and commitment.

IDI and FGD collected teacher commitment opinions, feedback, and experiences. Combining quantitative and qualitative data improves study methodologies and confirms results. The findings significantly imply that behavioral flexibility affects teachers' commitment in Talomo A District, Davao City, public elementary schools.

➤ *Research Questions*

The research questions underlying the investigation in this study are as follows:

- What are the standpoints of the participants on the salient points of the results on the extent of behavioral flexibility of teachers in Talomo A District, Davao City?
- What are the standpoints of the participants on the salient points of the results on the extent of commitment of teachers in Talomo A District, Davao City?
- What are the standpoints of the participants on the salient points of the results on the influence of behavioral flexibility on commitment of the teachers in Talomo A District, Davao City?
- How do the qualitative results explain the quantitative results of the study?

➤ *Hypothesis*

The following hypotheses was tested at 0.05 level of significance:

- H_{01}: Behavioral flexibility does not have significant influence on commitment of teachers in Talomo A District, Davao City.

II. METHDOLOGY

➤ *Research Design*

In this study, the researcher used an explanatory sequential research design to combine quantitative and qualitative data (Creswell, 2013). This growing method simultaneously gathers, analyzes, and discusses both forms of data, allowing qualitative findings to explain or improve quantitative results (West, 2012). The quantitative phase measured the relationship between behavioral flexibility and teacher commitment using descriptive correlation (Schmitz, 2012), while the qualitative phase explored secondary public school students' lived experiences in Talomo A District, Davao City using phenomenology (Creswell, 2017). Following survey questionnaires on learning styles and classroom engagement, focus group discussions (FGDs) and in-depth interviews (IDIs) provided a more dynamic

understanding than a single data source (Creswell, 2013). According to Creswell (2013), the researcher used the strengths of both quantitative survey data and qualitative insights from FGDs and IDIs to identify how the qualitative findings expanded the quantitative ones.

➤ *Research Respondents*

In the quantitative phase of the study, 198 public elementary school teachers from Talomo A District, Division of Davao City, were selected using stratified random sampling, focusing on permanent-regular teachers who voluntarily signed the informed consent form (ICF). The study's design did not consider the gender or socio-economic status of the respondents. In the qualitative phase, the researcher purposively selected 10 public elementary school teachers for in-depth interviews (IDIs) and 7 secondary school teachers for focus group discussions (FGDs), totaling 17 participants. Inclusion criteria required teachers to have at least three years of experience, ensuring a balanced representation of genders. This approach aligns with recommendations for FGDs to maintain manageable group sizes for effective discussion (Crouch and McKenzie, 2006).

Purposive sampling was suitable for qualitative participant selection in this study because Daymon and Holloway (2011) define it as a method for selecting a sample based on their unique traits or traits that enable detailed exploration and understanding of the study's constructs and research questions. Miles, et al. (2014) suggest purposive sampling for in-depth qualitative studies.

➤ *Research Instrument*

This study used two sets of instruments: one for the quantitative phase and one for the qualitative phase. Both were content validity assessed by experts and pilot tested for reliability. The quantitative phase used two tailored survey questionnaires. First tested behavioral flexibility by Russelle Consulting Inc. (2019) over eight categories with a Cronbach coefficient of 0.90, showing excellent reliability. Items were contextualized and structured using a 5-point Likert scale. The Commitment Questionnaire, derived from Thien et al. (2014), measured commitment across four areas with a Cronbach coefficient of 0.89. The researcher used an interview guide with open-ended questions to conduct semi-structured interviews and focus group discussions with 17 public elementary school teachers for the qualitative phase. According to Bryman and Bell (2011), this flexible method allowed the investigation of new resilience and commitment themes, and three educational professionals verified the guide and provided feedback for the final changes.

➤ *Data Analysis*

The researcher used different statistical tools to evaluate public elementary school teachers' data in Talomo-A District, Davao City, in the quantitative phase. The mean measured teachers' behavioral flexibility and commitment, whereas Pearson Product Moment Correlation examined their relationship. The impact of behavioral flexibility on teacher commitment was examined using linear regression. In the qualitative phase, in-depth interviews (IDIs) and focus group discussions (FGDs) were examined using thematic analysis to

uncover and record research question-related patterns or themes.

To clarify survey results, the sequential-explanatory mixed methods study confirmed quantitative data with qualitative conclusions. Quantitative data gave factual evidence, while qualitative data added depth. Both data sets were integrated to complement and clarify conclusions, with qualitative insights verifying or opposing quantitative results. This data gathering procedure involves scheduling interviews and FGDs at participants' convenience and recording with consent. Six steps of thematic analysis led to a full interpretation, discussions, consequences, and recommendations.
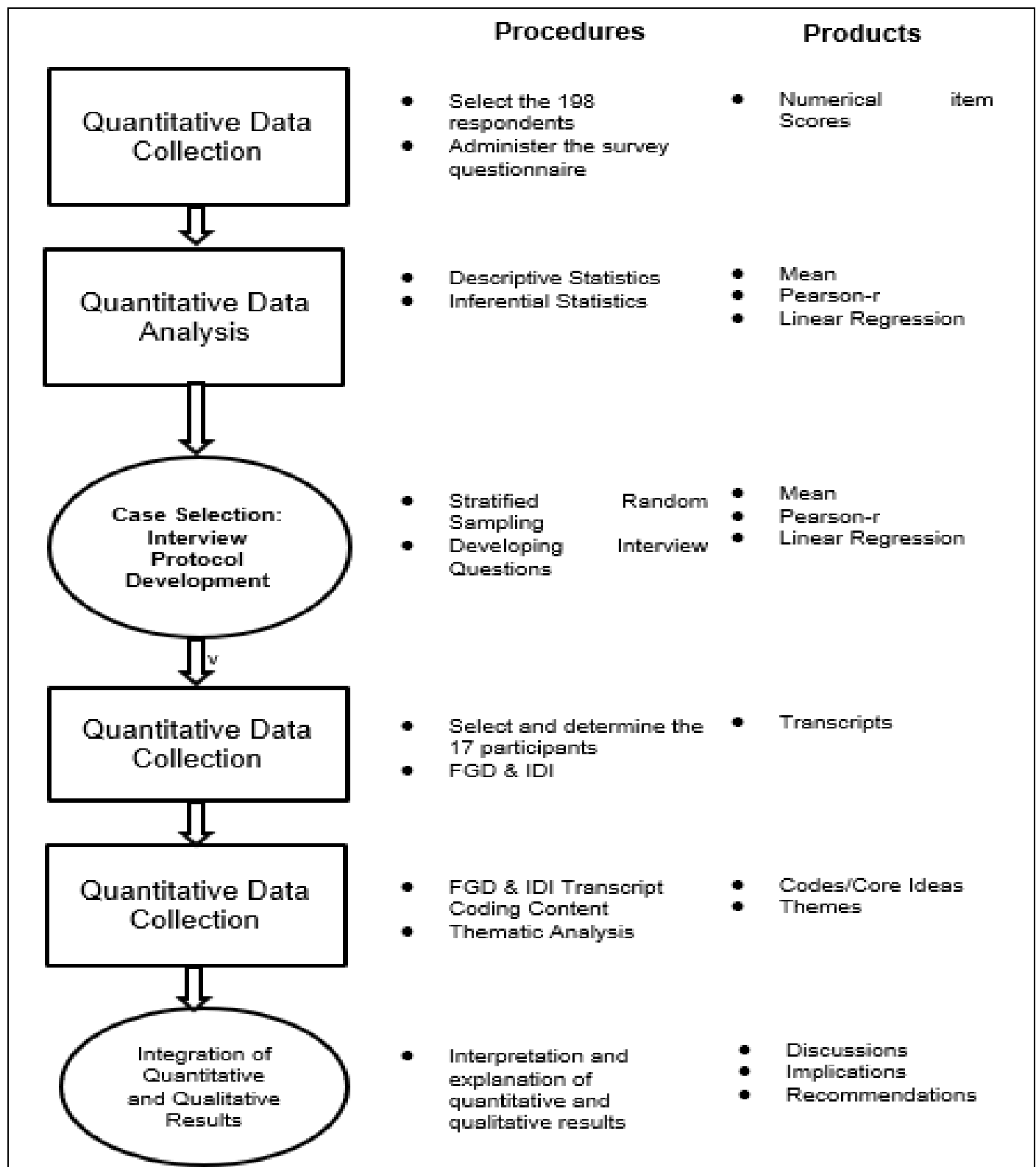

Fig 2 The Conceptual Framework of the Study

III. RESULTS AND DISCUSSIONS

A. Behavioral Flexibility of Teachers in Talomo-A District, Davao City

Table 1 demonstrates that teachers' behavioral flexibility was evaluated as extensive, with a category mean of 3.52, interpreted as frequently observed. The average ratings for specific items varied between 3.16 and 4.23. The statement "Being confident in my ability to face and overcome difficult challenges" obtained a mean rating of 3.16, classified as moderately extensive. In contrast, "Believing that I have the knowledge, skills, and abilities to deal with almost anything"

achieved a mean rating of 4.23, characterized as very extensive and consistently observed. This indicates that educators have a robust confidence in their abilities, which affects their capacity to manage challenges. This finding supports Doney's (2012) assertion that elevated resilience levels are essential for teachers to confidently navigate professional challenges. Furthermore, it aligns with the findings of Holzberger et al. (2014), who contend that self-assurance, self-esteem, and self-efficacy are essential components of teacher motivation, well-being, and personal achievements.

Table 1 Behavioral Flexibility of Teachers in Terms of Self-assurance

Statement	Mean	Descriptive Rating
1. Believing that I have the knowledge, skills, and abilities to deal with almost anything that happens to me.	4.23	Very Extensive
2. Thinking and speaking positively about myself and my abilities when facing a challenge or stress.	3.25	Moderately Extensive
3. Being confident in my ability to face and overcome difficult challenges whenever I encounter them.	3.16	Moderately Extensive
4. Looking within myself for the answers about what to do and how to respond to the challenge, whenever I face great challenges.	3.43	Extensive
Mean	*3.52*	*Extensive*

Table 2 reveals that teachers' behavioral flexibility regarding personal vision received an extensive category mean rating of 3.67, indicating that this aspect of their well-being is oftentimes observed. Mean ratings for specific items ranged from 3.24 to 4.11. The item "Knowing what's important to me in my life" had a mean rating of 3.24, described as moderately extensive and sometimes observed, while "Having a pretty good idea of what I want to accomplish in my work and life" scored 4.11, categorized as

extensive and oftentimes observed. This suggests that personal commitments in the workplace are influenced by factors such as family, spirituality, physical well-being, leisure, and work, which are sometimes recognized. This aligns with Fischer's (2014) assertion that personal vision is nurtured by support from others, fostering cohesion and trust. Additionally, it supports Helms' (2012) view that a strong personal vision allows individuals to envision the future and inspire others toward shared aspirations.

Table 2 Behavioral Flexibility of Teachers in Terms of Personal Vision

Statement	Mean	Descriptive Rating
1. Knowing what's important to me in my life.	3.25	Moderately Extensive
2. Seeing a clear pattern in the choices and decisions that I have made, whenever I look back on my life.	3.24	Moderately Extensive
3. Having a pretty good idea of what I want to accomplish in my work and life.	4.11	Extensive
4. Knowing what I need to do to achieve my personal and professional goals.	4.02	Extensive
Mean	*3.67*	*Extensive*

Teachers' behavioral flexibility, in terms of adaptability, received a category mean of 3.26, classified as moderately extensive, suggesting that this trait is occasionally observed among them. The average ratings for particular items varied between 3.02 and 3.46. The item "Willing and able to make adjustments to my goals and plans when situations change"

received a mean rating of 3.02, indicating a moderate extent of occurrence. In contrast, "Approaching new situations with an open mind" achieved a score of 3.46, reflecting an extensive and frequent observation. This indicates that respondents occasionally demonstrate receptiveness to novel concepts, the capability to operate autonomously or in

collaboration as required, and the proficiency to handle multiple projects under varying circumstances. This finding supports Arendale's (2018) assertion that flexibility and

adaptability are crucial qualities for teachers, as plans can change quickly and unexpectedly.

Table 3 Behavioral Flexibility of Teachers in Terms of Flexible and Adaptable

Statement	Mean	Descriptive Rating
1. Approaching new situations with an open mind as to what needs to be done.	3.46	Extensive
2. Willing and able to make adjustments to my goals and plans when situations and expectations of me change.	3.02	Moderately Extensive
3. Finding that, most of the time, I am able to find a way to meet both my needs and the needs of others in a changing environment or during conflict	3.43	Extensive
4. Being able to accommodate usually others' needs and adjust my behaviors while remaining true to my personal goals.	3.13	Moderately Extensive
Mean	3.26	*Moderately Extensive*

Teachers' behavioral flexibility regarding organization received a category mean of 3.23, classified as moderately extensive, suggesting that this trait is occasionally observed among teachers in Davao City. The mean ratings for specific items varied between 3.08 and 3.36. The item "Trying to write out my thoughts when confused about what to do" received a mean rating of 3.08, indicating a moderate level of frequency

and occasional observation. The item "Finding a way to create systems or structures that provide useful control during major changes" received a score of 3.36, indicating a moderate extent of observation and occurrence. This indicates that although educators strive to structure their ideas and develop effective systems, these practices are not uniformly implemented.

Table 4 Behavioral Flexibility of Teachers in Terms of Organized

Statement	Mean	Descriptive Rating
1. Finding a way to create systems or structures that give me a degree of control that I find useful and helpful, whenever I encounter with a major change.	3.36	Moderately Extensive
2. Starting each workday by thinking about what I need to accomplish during that day and I end each day reviewing what I need to accomplish the next day.	3.19	Moderately Extensive
3. Maintaining some sort of a "to-do" list to help me focus on what I need to work on.	3.14	Moderately Extensive
4. Trying to write out my thoughts, whenever I am confused regarding what I need to do or what I need to choose among the available choices.	3 08	Moderately Extensive
Mean	3.23	*Moderately Extensive*

This suggests that the organizational skills of elementary public school teachers in their planning are occasionally noted. This finding supports Leahy's (2012) assertion that teaching is a profession characterized by stress and conflict, while teachers are nonetheless expected to maintain high levels of efficiency. This also corroborates Rodie's (2011) assertion that educators must skillfully navigate diverse situations while preserving their effectiveness.

In terms of problem-solving, teachers exhibited a behavioral flexibility mean score of 3.53, classified as

extensive, indicating that this characteristic is frequently observed. Mean ratings for particular items varied between 2.08 and 4.26. The item "Trying to identify the relationships between the problem I am solving and other issues" received a score of 2.08, indicating it is less extensive and infrequently observed. Conversely, the item "Spending time defining the problem before making a decision" received a mean rating of 4.26, indicating it is categorized as very extensive and consistently observed. This indicates that although teachers are thorough in identifying problems, they may find it challenging to relate these issues to wider contexts.

Table 5 Behavioral Flexibility of Teachers in Terms of Problem Solver

Statement	Mean	Descriptive Rating
1. Spending time defining the problem or decision, whenever I have a problem to solve or a decision to make.	4.26	Very Extensive
2. Seeing the problems that I face in life and at work as challenges that I can solve.	3.29	Moderately Extensive
3. Trying to get down to the root cause of a problem before I try to solve it.	3.04	Moderately Extensive
4. Trying to identify the relationships between the problem I am solving or decision I am making with other issues, problems, and challenges, whenever I solve problems or make decisions.	2 08	Less Extensive
Mean	3.53	Extensive

This shows that teachers can fix classroom issues by seeking help or working alone. This supports Polat and Iskender (2018)'s claim that adaptation and problem-solving boost resilience. A teacher's efficacy depends on their capacity to succeed, handle stress, address school issues, be responsible and consistent, and self-develop.

In interpersonal competence, instructors' behavioral flexibility obtained a category mean value of 3.66, suggesting that this quality is often noticed. Specific item ratings averaged 3.14–4.11. "Finding it easy to empathize with others" scored 3.14, indicating moderate extent and occasional observation. "Being able to maintain effective relationships in stressful situations" earned a mean value of 4.11, indicating broad and frequent observation. This suggests that Governor Generoso, Davao Oriental instructors value human relations and social interactions for professional success. This supports Gemora (2014)'s claim that interpersonally skilled people can form supporting networks during stressful occasions.

Table 6 Behavioral Flexibility of Teachers in Terms of Interpersonal Competence

Statement	Mean	Descriptive Rating
1. Being able to laugh at myself when appropriate regarding my social interactions at work and in my personal life.	3.35	Moderately Extensive
2. Finding it easy to empathize with others' frustrations, hurts, joys, misfortunes, and successes.	3.14	Moderately Extensive
3. Being able to maintain effective relationships with others in stressful or conflict situations.	4.11	Extensive
4. Valuing the diverse beliefs, approaches, and methods that people bring to their work and their daily interactions with me.	4.02	Extensive
Mean	3.66	Extensive

Teacher behavioral flexibility in being socially connected obtained an extensive category mean grade of 3.74, indicating that this attribute is widely encountered. Specific item ratings averaged 3.15 to 4.42. The item "Having a diverse group of people whom I consider good friends" scored 3.15, indicating moderate extent and occasional observation. In contrast, "Participating in non-work-related group activities with friends" got a mean grade of 4.42, indicating extensive and constant observation. This suggests teachers feel linked to their school community. These supports Spilt et al. (2011), who argue that teachers need to connect with their students and that excellent teacher-student connections boost professional and personal self-esteem.

Table 7 Behavioral Flexibility of Teachers in Terms of Socially Connected

Statement	Mean	Descriptive Rating
1. Having a diverse group of people whom I consider good friends.	3.15	Moderately Extensive
2. Finding it easy to form lasting friendships.	3.24	Moderately Extensive
3. Turning to my circle of friends when I am frustrated, confused, angry, or uncertain and when I have great news to share.	4.16	Extensive
4. Participating in one or more non-work-related group activities with friends (e.g., church, sports, cultural, etc.) where I can let off steam, learn, grow, and have fun.	4.42	Very Extensive
Mean	3.74	Extensive

Teachers' proactive behavioral flexibility obtained an extensive category mean grade of 3.55, indicating this quality is regularly encountered. Specific item ratings averaged 3.11–4.02. The item "Tending to focus my energy on how I can make the best of a situation" scored 3.11, indicating modest extent and occasional observation. However, "Believing that my own decisions and actions during a change will make the biggest difference" got a mean value of 4.02—extensive and regularly noted. This suggests that Talomo A District instructors often overcome difficulty and grow. According to Luthans et al. (2011), individual resilience is the ability to absorb strain and maintain or improve functioning during obstacles.

Table 8 Behavioral Flexibility of Teachers in Terms of Proactive

Statement	Mean	Descriptive Rating
1. Viewing change whether difficult and challenging as an opportunity for me to learn and grow.	3.23	Moderately Extensive
2. Finding a way to either influence the course of the change or find a way to make the change work for me on my terms, whenever an unwelcome change is forced upon me	3.84	Extensive
3. Tending to focus my energy on how I can make the best of a situation rather than focusing on what others are doing to me	3.11	Moderately Extensive
4. Believing that my own decisions and actions during a change will make the biggest difference in how the change affects me.	4.02	Extensive
Mean	3.55	Extensive

Table 9 shows that teachers' behavioral flexibility is regularly seen, with a mean score of 3.52. The domain "socially connected" had the greatest mean score at 3.74, indicating extensive, while "organized" had the lowest at 3.23, indicating moderately extensive and sometimes noticed. This shows that teachers regularly overcome obstacles. This supports Luthans et al. (2011), who believe resilience improves performance during major changes, and Brouskeli et al. (2018), who believe resilience increases protective and coping skills during stressful experiences.

Table 9 Extent of Behavioral Flexibility of Teachers in Talomo-A District, Davao City

Indicators	Mean	Descriptive Equivalent
Self-Assurance	3.52	Extensive
Personal Vision	3.67	Extensive
Flexible and Adaptable	3.26	Moderately Extensive
Organized	3.23	Moderately Extensive
Problem Solver	3.53	Extensive
Interpersonal Competence	3.66	Extensive
Socially Connected	3.74	Extensive
Proactive	3.55	Extensive
Overall	3.52	Extensive

➤ *Qualitative Result.*

Table 10 presents the participants' perspectives on the quantitative findings regarding the extensive ratings of teachers' behavioral flexibility in Talomo A District, Davao City. Participants indicated that they frequently demonstrate the ability to cope with teaching challenges, often engaging in various activities and collaborating with colleagues to address work-related issues. Below are some of the shared narratives from the participants:

"The collaboration and understanding among colleagues help me become resilient in facing challenges." (IDI # T_003)

"Engaging in spiritual activities is the factor that retains my resilience." (IDI # T_003)

"In my own perspective, school head and colleagues' support and harmonious yet firm working environment are factors that strengthen my resiliency because these make me feel that I am on the right track and my effort, time and work are essential and beneficial to our school and colleagues especially to our client- our school children." (IDI # T_004)

"The factors that strengthen my resilience that contributed to my commitment as a teacher are the following, number one leadership of my school head, next the healthy environment in school with my colleagues and parents as well and the synergy I had experienced now in my station." (PIQ, FGD # T_002)

Table 10 Standpoints of the Participants on the Quantitative Results Regarding the Extent of Behavioral Flexibility of Teachers in Talomo a District, Davao City

Variable	Essential Theme	Codes
Behavioral Flexibility of Teachers	Confirmed Extensive Rating of Behavioral Flexibility of Teachers	Acts of worship a devotion
		increase in self-efficacy
		Oftentimes participated in leisure time physical activities
		Adapting to new environment
		Utilizing proactive approaches to challenges

The conclusion suggests that reciprocity in the teacher-student interaction is increasingly linked to teacher resilience. This supports Kyriacou (2011)'s claim that resilience motivates teachers to enhance mental health, classroom safety, and resilience in their pupils. The study also supports Spilt et al. (2011)'s findings that teachers need to feel connected to their pupils and that teacher-student connections might affect teachers' professional and personal self-esteem.

B. *Commitment of the Teachers in Talomo-A District, Davao City*

Table 11 shows that Talomo A District, Davao City, teachers' school dedication is regularly seen with a category mean of 3.56. Different things average 3.12 to 4.13 ratings. In particular, "Finding it easy to agree with the school's policies on important matters" had a mean value of 3.12, suggesting somewhat substantial use. Conversely, "Feeling obliged to mediate among the rival groups of students" scored 4.13, indicating instructor commitment. This shows that teachers generally support the school's goals and beliefs, resulting in active participation in school events and a willingness to go above and beyond.

Table 11 Extent of Commitment of Teachers in Terms of Commitment to School

	Statement	Mean	Descriptive Rating
1.	Finding it is easy to agree with school's policies on important matters relating to the teachers.	3.12	Moderately Extensive
2.	Talking about the school to my friend as a great school to work in.	3.42	Extensive
3.	Feeling obliged to mediate among the rival groups of the students.	4.13	Extensive
	Mean	3.56	Extensive

The fairly extended category mean of 3.09 in Table 12 indicates that teachers' dedication to pupils is sometimes shown. Item evaluations average 2.55 to 3.45. Note that "Feeling obliged to mediate among rival student groups" had a mean value of 2.55, indicating an uncommon and limited occurrence. However, "Ensuring good social relations among my students as my responsibility" scored 3.45, showing that this commitment is generally met. While teachers may be driven to help students through personal crises and develop them, they may not always be committed to student participation. According to Adunola (2011), devoted teachers use varied instructional tactics to meet their students' multifaceted requirements.

Table 12 Extent of Commitment of Teachers in Terms of Commitment to Student

	Statement	Mean	Descriptive Rating
1.	Ensuring all students succeed because it is my teaching commitment.	3.26	Moderately Extensive
2.	Ensuring good social relations among my students as my responsibility	3.45	Extensive
3.	Feeling obliged to mediate among the rival groups of the students.	2.55	Less Extensive
	Mean	3.09	Moderately Extensive

Table 13 shows that the mean score for teachers' commitment to teaching is 3.62, categorized as extensive, suggesting it is frequently demonstrated. The average ratings for different items vary between 3.35 and 3.89. The item "Perceiving myself as more committed as a teacher" received a mean rating of 3.35, indicating that this perception is sometimes evident. Conversely, the item "Enjoying teaching" received a score of 3.89, suggesting that this commitment is frequently evident among teachers in Davao City. This indicates that teachers typically exhibit a high level of commitment to teaching, thereby increasing their involvement in the teaching-learning process. This finding is consistent with Moolenaar et al. (2012), who observed that individuals with high work commitment exhibit more positive emotions regarding their occupation, as evidenced by their readiness to invest effort, enthusiasm, and additional time for their students.

Table 13 Extent of Commitment of Teachers in Terms Commitment to Teaching

	Statement	Mean	Descriptive Rating
1.	Perceiving myself as more committed as a teacher.	3.35	Moderately Extensive
2.	Being lay awake at night thinking ahead to the next day's work.	3.62	Extensive
3.	Enjoying teaching.	3.89	Extensive
	Mean	3.62	Extensive

Table 14 indicates that teachers' commitment to their profession has a category mean of 3.19, suggesting that it is occasionally demonstrated. The average ratings for different items vary between 2.85 and 3.45. The item "Feeling that I am proud that I ever entered the teaching profession" received a mean rating of 2.85, categorized as moderately extensive. In contrast, "Reflecting that if I could do it all over again, I would still choose to work in the teaching profession" achieved a score of 3.45, suggesting that this commitment is frequently observed. This indicates that educators are sometimes driven to improve their profession. This finding is consistent with Anttila (2014), who highlighted that commitment to the teaching profession entails an emotional connection associated with personal satisfaction and identification as a teacher, which is essential for cultivating the skills and relationships required for a successful career.

Table 14 Extent of Commitment of Teachers in in Terms of Commitment to Profession

	Statement	Mean	Descriptive Rating
1.	Contemplating that even if I could get a job different from being a teacher and paying the same amount, I would still choose teaching.	3.26	Moderately Extensive
2.	Reflecting that if I could do it all over again, I would still choose to work in the teaching profession.	3.45	Extensive
3.	Feeling that I am proud that I ever entered the teaching profession.	2.85	Moderately Extensive
	Mean	3.19	Moderately Extensive

Table 15 illustrates the overall commitment of teachers in Talomo A District, Davao City, with a mean score of 3.37, suggesting that it is occasionally exhibited. Among the various dimensions of commitment, Commitment to Teaching received the highest score of 3.62, characterized as extensive and frequently observed, whereas Commitment to Students obtained the lowest score of 3.09, classified as moderately extensive and occasionally observed.

This indicates that teachers sometimes exhibit a strong commitment to the organization's goals and values. The findings are consistent with Richards (2014), who observed that commitment encompasses employees' dedication to achieving organizational objectives and engaging proactively. This aligns with the perspectives of Kiral and Kacar (2016) regarding teacher commitment, which involves the acceptance and internalization of school objectives, prompting teachers to engage actively and remain within the organization while considering the costs related to turnover.

Table 15 The Summary on the Extent of Commitment of Teachers in Talomo A District, Davao City

Indicators	Mean	Descriptive Equivalent
Commitment to School	3.56	Extensive
Commitment to Student	3.09	Moderately Extensive
Commitment to Teaching	3.62	Extensive
Commitment to Profession	3.19	Moderately Extensive
Overall	*3.37*	*Moderately Extensive*

Qualitative Results. Table 16 presents participants' views on the moderately extensive rating of teacher commitment in Talomo A District, Davao City. This rating was derived from responses in Individual Deep Interviews (IDI) and Focus Group Discussions (FGD). Five key themes emerged, reflecting core ideas about teacher commitment: development of students' self-esteem, efficiency in work and responsibilities, creation of a conducive learning environment, focus on learning goals, and maintaining a positive attitude. As shared by the participants:

"I work beyond office hours and bring my work at home. I used personal money to defray expenses for classroom improvement. Also, I enrolled in graduate school for professional development." (IDI # T_001)

"I set time and goals in completing school tasks. However, I sometimes extend my work at home when necessity calls. I always consider my students as my top priority when I am in school rather than paper works." (IDI # T_006)

"I give individualized attention to my student. I am adept at identifying and maximizing the strengths of each student and learning their weaknesses so that I can be a better help each individual child excel to his or her potential and I am also patient, which is a trait that is a must-have for any
educator. My patience allows me to work effectively with even the most challenging students." (IDI # T_008)

"I rendered teaching services beyond office hours when necessary." (IDI # T_004)

"I conduct extensive and constant follow up to my students academic status during this new normal set up of education. I conduct frequent communication to parents to ensure the submission of students' modules." (IDI # T_009)

"I set time and goals in completing school tasks. However, I sometimes extend my work at home when necessity calls. I always consider my students as my top priority when I am in school rather than paper works." (FGD # T_006)

The results suggest that teacher commitment motivates educators to fully embrace school goals and strive to achieve them. This aligns with Brown's (2011) view that highly committed teachers actively support school objectives. Additionally, Richards (2014) states that commitment involves dedication to fulfilling an organization's purposes. Ideally, a committed employee is self-motivated and contributes valuable innovation and efficiency without needing supervision.

Table 16 Standpoints of the Participants on the Quantitative Results Regarding the Extent of Commitment of Teachers in Talomo A District, Davao City

Variable	Essential Theme	Codes
Commitment of Teachers	*Confirmed Very Extensive Rating on Commitment of Teachers*	Deveelopment of students' self-esteem
		efficiency in work and responsibilities
		provision of conducive learning environment
		Learning goals
		positivity

Participants in this study reported their punctuality and readiness to work beyond standard office hours. This finding supports Pantic's (2011) assertion that teachers' commitment to their profession motivates innovation and adaptation, promoting critical, evidence-based attitudes that address student outcomes. Steinert et al. (2015) highlight that commitment represents the manner in which teachers incorporate their responsibilities, knowledge, and skills within a collegial context, conforming to professional standards that include understanding, values, and insights pertinent to teaching.

The high levels of commitment among teachers arise from their efforts to perform effectively, as they remain informed about new teaching trends to enhance student success. With conviction, the participants narrated the following:

"During pandemic, attending those numerous webinars and trainings help me become more effective in my class. I used messenger, Facebook, and other means to still continue teaching that's why my pupils are already readers." (IDI # T_001)

"I keep on working on works that is doable at home. And I keep my self updated with the new technology in teachings." (IDI # T_002)

"These experience makes me realize and awaken me that I must be thankful that I am teacher my responsibility greatly contribute to the society in shaping the backbone of our community." (FGD # T_001)

"These experiences shape my beliefs by embracing the reality and indulging the new normal, appealing the positivity and strengthening the commitment as teacher and empowering as good leader and best follower. To be more effective and produce quality education, we must be competent enough and committed to our profession." (FGD # T_004)

This finding supports Tanang and Abu's (2014) conclusion that teachers who participate in professional development are more likely to adopt new instructional methods and integrate technology compared to those who do not. Additionally, it aligns with Jones and Dexter's (2016) perspective that effective professional development should connect learning to student achievement, offer hands-on experiences, challenge teachers' beliefs and practices, facilitate collaboration, and include mentoring and coaching, while being timely and relevant.

C. *Relationship between Relationship between Behavioral Flexibility and Commitment of Teachers in Talomo A District, Davao City*

The results of the analysis on the relationship between behavioral flexibility and commitment of teachers in Talomo A District, Davao City are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the relationship between the variables mentioned. Table 17 shows the relationships between behavioral flexibility and commitment of the teachers. It shows that teaching resilience has a significant positive relationship with the commitment of the teachers with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .882$, $p < 0.05$). It means that as the extent of the behavioral flexibility changes, commitment of teachers also significantly changes.

Table 17 Relationship between Behavioral Flexibility and Commitment of Teachers in Talomo A District, Davao City

Variables	Commitment of Teachers		
	r-value	p-value	Decision
Self-Assurance	0.778*	0.000	Reject H_0
Personal Vision	0.823*	0.000	Reject H_0
Flexible and Adaptable	0.789*	0.000	Reject H_0
Organized	0.765*	0.000	Reject H_0
Problem Solver	0.665*	0.000	Reject H_0
Interpersonal Competence	0.658*	0.000	Reject H_0
Socially Connected	0.548*	0.000	Reject H_0
Proactive	0.455*	0.000	Reject H_0
Overall Behavioral Flexibility	*0.882**	*0.000*	*Reject H_0*
Significant @ p<0.05			

The finding is in consonance with the view of Polat and Iskender (2012) that teachers with higher levels of resilience will internalize the rules of the organization and their responsibilities within the school, and will want to contribute to their organizations more than other members of it. As teacher commitment increases, job performance increases, and job withdrawal and absenteeism decrease. The result is also in agreement with Paul et al. (2016) that resilience predicts commitment suggests that measures of resilience could be incorporated into recruitment and selection procedures so as to get resilient individuals on board.

D. Influence of Teaching Behavioral Flexibility on the Commitment of the Teachers

The impact of behavioral flexibility on teacher commitment was examined through multiple linear regression analysis. Table 16 demonstrates the model's significance, evidenced by an F-value of 343.711 and a p-value less than 0.05, indicating that behavioral flexibility serves as a predictor of teacher commitment. The adjusted R^2 value of 0.630 indicates that behavioral flexibility explains 63% of the variability in teacher commitment, with the remaining 37% attributable to other factors not considered in the study.

The analysis indicates that self-assurance, organization, and interpersonal competence significantly affect teacher commitment. Each unit increase in these domains is associated with an increase in the odds of commitment by 0.648, 0.240, and 0.214, respectively. Thus, the null hypothesis, which posits that none of the domains of behavioral flexibility significantly affect teacher commitment, can be rejected.

Table 18 Influence of Resilience on the Commitment of Teachers in Talomo A, Davao City

Behavioral Flexibility	Commitment				
	B	Beta	S.E	p-value	Decisions
Self-Assurance	.648*	.659	.083	.000	Reject H_0
Personal Vision	-.013	-.012	.079	.868	Accept H_0
Flexible and Adaptable	-.059	-.057	.107	.583	Accept H_0
Organized	.240*	.234	.060	.000	Reject H_0
Problem Solver	-.021	-.019	.083	.798	Accept H_0
Interpersonal Competence	.214*	.211	.076	.007	Reject H_0
Socially Connected	-.031	-.009	.093	.546	Accept H_0
Proactive	-.062	-.039	.078	.236	Accept H_0

R^2 = 0.630
F-value = 343.711*
p-value = 0.000

*Significant @ p<0.05

This supports Bobek (2002)'s Resilience Theory that instructors must be resilient due to the challenges of teaching. Teachers with resilience can identify problems, choose coping strategies, and implement them. He noted that teachers might build resilience by forming productive relationships with people who understand teaching challenges and can offer advice on how to handle diverse scenarios.

Qualitative Result. Given the standpoints of the participants from the in-depth interview and focus group discussion, the participants confirmed the signiifcance on the influence of behavioral flexibility on the commitment of teachers in Talomo A in Davao City. The following are the shared views of the participants:

"Teachers play vital role in the community. So we should always keep our integrity in highest standards because we play significant role in values formation of the students." (IDI # T_002)

"As committed teacher, my experienced involving professional development resilience and leadership self-efficacy of my school head has a big help as pillar to grow me professionally, emotionally, mentally and spiritually. I want to explore or know more or more in holistic manner." (IDI # T_008)

"The engagement and collaboration of everyone especially with the people around makes a happy feeling and inspired teacher to pursue teaching. Being more dedicated to face life's challenges." (IDI # T_010)

"I think teachers must evaluate themselves from time to time this is the check and balance of our self regarding on our attitude because attitude is the key factor to have a smooth relationship with the coworker." (FGD # T_001)

The result shows that teachers are crucial to student learning. Teacher resilience is built by managing job demands and time. This supports Rodie (2011)'s notion that teaching is a profession where teachers must handle various situations and operate efficiently.

Table 19 Standpoints of the Participants on the Quantitative Results Regarding the Influence of Behavioral Flexibility on Commitment of Teachers in Talomo A District, Davao City

Variable	Essential Theme	Codes
Significance on the Influence of Behavioral Flexibility on the Commitment of Teachers	*Confirmed Significant Influence of Behavioral Flexibility on Commitment of Teachers*	The regression model is reliable

Resilience of teachers improves their commitment in teaching profession

Teachers' role plays an important factor in teaching-learning processes

Collaboration improves teacher's resilience and commitment |

Adding more, the finding agrees with the idea of Kelly (2020) are expected to fill many different roles, which is why teaching can be a challenging profession, hence, the key to success in the field is a teacher's ability to organize herself, her classroom, and her learners.

E. Data Integration on the Salient Quantitative and Qualitative Findings

The fourth research question examines the integration of quantitative and qualitative findings. Table 20 presents a joint display of key quantitative and qualitative results, including aspects such as points of comparison, quantitative findings, qualitative findings, and the nature of integration. The qualitative findings column outlines responses that either confirm or disconfirm the quantitative results. The nature of data integration column indicates the type of mixing used, highlighting how qualitative findings provide explanations for the quantitative results.

Table 20 Joint Display of the Salient Qualitative and Quantitative Findings

Domains	Quantitative Findings	Qualitative Findings	Nature of Integration
Behavioral Flexibility	Table 1 on Resilience under indicator, Self-Assurance on item, *Being confident in my ability to face and overcome difficult challenges whenever I encounter them*, is rated moderately extensive, M=3.16	Table 10 on the standpoints of participants on the salient points regarding the extensive rating on behavioral flexibility, has the code, increase in self-efficacy.	Connecting-Merging (Confirmation)
	Table 3 on Resilience under indicator flexible and adaptable, on item, *Finding that, most of the time, I am able to find a way to meet both my needs and the needs of others in a changing environment or during conflict*, is rated extensive with a mean of 3.43	Table 10 on the standpoints of participants on the salient points regarding the extensive rating on behavioral flexibility, has the code, adapting to new environment.	Connecting-Merging (Confirmation)
	Table 4 on Resilience under indicator organized on item, *finding a way to create systems or structures that give me a degree of control that I find useful and helpful, whenever I encounter with a major change*, is rated moderately extensive with a mean of 3.36	Table 10 on the standpoints of participants on the salient points regarding the extensive rating on behavioral flexibility, has the code: utilizing proactive approaches to challenges.	Connecting-Merging (Confirmation)
	Table 7 on Resilience under indicator socially connected on item, *Participating in one or more non-work-related group activities with friends (e.g., church, sports, cultural, etc.) where I can let off steam, learn, grow, and have fun*, is rated very extensive with a mean of 4.42	Table 10 on the standpoints of participants on the salient points regarding the extensive rating on resilience, has the code: participated in leisure time physical activities.	Connecting-Merging (Confirmation)
Commitment	Table 12 on Commitment under indicator, commitment to student, on item *ensuring all students succeed because it is my teaching commitment*, is rated moderately extensive with a mean score of 3.26	Table 16 on the standpoints of participants on the salient points regarding the moderately extensive rating on commitment, has the code: learning goals.	Connecting-Merging (Confirmation)
	Table 14 on Commitment under indicator, commitment to profession, on item, *contemplating that even if I could get a job different from being a teacher and paying the same amount, I would still choose teaching*, is rated moderately extensive with a mean score of 3.26	Table 16 on the standpoints of participants on the salient points regarding the moderately extensive rating on commitment, has the code: positivity.	Connecting-Merging (Confirmation)
	Table 11 on Commitment under indicator, commitment to school, on item *Finding it is easy to agree with school's policies on important matters relating to the teachers*, is rated moderately extensive with a mean score of 3.12	Table 16 on the standpoints of participants on the salient points regarding the moderately extensive rating on commitment, has the code: efficiency in work and responsibilities.	Connecting-Merging (Confirmation)
Significance of the Influence of teaching behavioral flexibility on the commitment of the teachers	Table 16. The linear regression result reveals that behavioral flexibility significantly influenced the commitment of teachers with p-value 0.000 ($p<0.05$) and R^2 value of 0.630	Table 19 on the standpoints of participants on the salient influence of behavioral flexibility on the commitment of teachers, has the codes: Resilience of teachers improves their commitment in teaching profession; teachers' role plays an important factor in teaching-learning processes; and collaboration improves teacher's resilience and commitment.	Connecting-Merging (Confirmation)

Table 20 shows self-confidence behavioral flexibility, with "Being confident in my ability to face and overcome difficult challenges" scoring 3.16. This matches qualitative findings in Table 10 showing a "increase in self-efficacy" about resilience. The item "Finding that I am able to meet both my needs and the needs of others in a changing environment" had a high grade of 3.43, confirming qualitative findings that stressed "adapting to new environments." This shows that teachers' openness to novel settings improves organizational responsibility. Collie and Martin (2016) believe that teachers must be cognitive, behavioral, and emotional adaptable when teaching novel subjects, requiring regulated ideas, behaviors, and emotions.

In organizational behavioral flexibility, "Finding a way to create systems or structures that provide control during major changes" earned a relatively comprehensive mean rating of 3.36, agreeing with qualitative insights on proactive problem-solving. Leisure activities strengthen resilience, as shown by the item "Participating in non-work-related group activities'"s high mean rating of 4.42. These studies show how personal and professional goals and social activities help teachers overcome hurdles. Fischer (2014) says shared personal visions build trust and coherence, whereas Helms (2012) says powerful personal visions motivate others.

Quantitative data also shows teachers' devotion. "Ensuring all students succeed" was moderately extensive with a mean of 3.26, consistent with qualitative responses highlighting "learning goals." Participants were also positive about "Contemplating a continued choice of teaching over other professions" (mean 3.26). Teachers' role reflections boost their professional involvement. Doney (2012) says resilient teachers can handle problems. These qualitative findings are supported by the significant effect of behavioral flexibility on teacher commitment (p-value = 0.000), demonstrating that resilience increases commitment and cooperation increases behavioral flexibility. According to Polat and Iskender (2012), resilience strengthens organizations.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

This mixed-methods, sequential-explanatory study examined how teaching resilience affects teacher commitment in Talomo A District, Davao City. The quantitative phase examined how resilience affects commitment in public elementary school teachers using customized survey questionnaires. A preliminary test verified the survey instrument's reliability. Teachers' behavioral flexibility averaged 3.52, showing broad flexibility in self-confidence and interpersonal skills. Qualitative data from theme analysis confirmed the quantitative results.

The mean teacher commitment was 3.37, moderately extensive, with particular scores for school (3.56), students (3.09), teaching (3.62), and profession (3.19). A substantial positive correlation exists between behavioral flexibility and teacher commitment, with a p-value of.000 and a r² value of 0.630. Self-confidence, organization, and interpersonal skill

account for 63% of commitment variability. The qualitative findings supported the quantitative data, demonstrating a shared understanding of district teacher commitment determinants.

B. Conclusions

This study suggests numerous conclusions. Talomo A District, Davao City, teachers showed great behavioral flexibility in self-confidence, personal vision, adaptability, organization, problem-solving, interpersonal competence, social connectedness, and proactivity. Quantitative and qualitative findings support the hypothesis that instructors often exhibit behavioral flexibility. The district's instructors were somewhat committed to school, students, teaching, and profession. This suggests teachers' devotion is occasionally visible, with qualitative study supporting the quantitative findings.

The study found a strong positive correlation between behavioral flexibility and instructor commitment. Self-confidence, organization, and interpersonal ability greatly affected teacher commitment. The quantitative results and qualitative data showed a cohesive understanding of how these aspects are related. Comparable quantitative and qualitative data supported the study's conclusions.

C. Recommendations

Based on the findings, the researcher suggests that since elementary public school instructors in Talomo A District, Davao City exhibit moderate commitment, the Department of Education should consider rewarding outstanding performers. Policymakers are encouraged to sustain teacher development programs, as these initiatives can enhance instructors' commitment to teaching despite challenges. Such programs facilitate the sharing of ideas and foster interaction among co-teachers, helping educators to improve their skills and strategies, which in turn motivates them to engage in school activities. Thus, national, division, and local educational authorities should implement professional development initiatives to bolster teacher dedication.

Additionally, ongoing professional development is essential for teachers, as it not only broadens their knowledge but also reinforces their strengths. Understanding how to enhance professional development can benefit both students and educators. Finally, given that behavioral flexibility accounts for only 63.00% of the overall variability in teacher commitment, further research is needed to explore other factors influencing teacher commitment.

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