

# TEACHERS' FACILITATION SKILLS OF LEARNING STANDARDS AND LEARNERS' ADAPTABILITY ACROSS DISCIPLINE

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**Abstract.** The study determined the extent of teachers' facilitation skills of learning standards and its association with learners' adaptability across disciplines in Marilog A District, Davao City Schools Division. The study used a non-experimental descriptive-correlational research design, where it utilized an adapted survey instrument to gather responses from the 80 randomly selected teacher-respondents. Data gathered were treated using Mean scores with descriptive interpretation, Pearson  $r$ , and Simple Linear Regression Analysis. Findings revealed that teachers' facilitation skills of learning standards in terms of differentiated instruction, assessment and evaluation, classroom management, and pedagogical content knowledge were moderately extensive, as well as learners' adaptability across the discipline in terms of pronunciation, reading comprehension, writing skills, vocabulary, grammar and speaking and listening. There was a significant relationship between teachers' facilitation skills of learning standards and learners' adaptability across disciplines. Domains of teachers' facilitation skills of learning standards in terms of pedagogical content knowledge, differentiated instruction, assessment and evaluation, and classroom management suggest significant influence over learners' adaptability across the disciplines. Future research may investigate the impact of professional development programs on teachers' facilitation skills and their influence on learners' adaptability. Identify effective models of professional development that support teachers in enhancing their instructional practices and promoting adaptability across disciplines. Investigate the Relationship between a school's culture, including leadership support, collaboration, a focus on differentiation and interdisciplinary learning, and students' adaptability across disciplines.

## KEY WORDS

1. teachers' facilitation skills .
2. learning standards .
3. learners' adaptability across discipline.

## 1. Introduction

Teachers' facilitation skills are crucial to learners' success across disciplines. Teachers with practical facilitation skills can adapt to students' diverse learning styles and help them achieve learning standards. However, various international issues affect teachers' facilitation skills in this context. One of the critical issues in the facilitation of learning standards is the language barrier. In many countries, learners may need help understanding the learning process. This can be particularly challenging for teachers not equipped across discipline among themselves. A study by Aydemir and Yilmaz (2019) found that teachers with high proficiency

levels were better able to facilitate learning and help learners adapt to the learning standards. Another issue that affects facilitation skills is the need for more resources. Many schools and institutions may not have access to the resources required, such as textbooks and technology, to support effective learning. This can be particularly challenging for teachers when facilitating learning standards across disciplines. Ali et al. (2020) found that teachers with access to technology, such as computers and multimedia, could facilitate learning and help learners achieve the learning standards. Additionally, cultural differences can also pose a challenge to facilitation skills. In many cultures, there may be different attitudes towards education and learning, which can affect how learners respond to teaching methods. Teachers unfamiliar with these cultural differences may need help adapting their facilitation skills to meet the needs of learners. A study by Huang and Chen (2021) found that teachers who better understood cultural differences were better able to facilitate learning and help learners adapt to learning standards. One issue identified in teaching and learning in the Philippines is the lack of teacher training and development opportunities. According to Ayon (2020), many teachers must gain the necessary pedagogical skills and knowledge to teach learners effectively. This is particularly true for teachers in rural areas or schools with limited resources. Furthermore, the lack of training and development opportunities can also contribute to teachers' need for more confidence in teaching the subject, which can affect the quality of instruction. Another issue related to teachers' facilitation skills is the use of appropriate teaching materials and resources. In a study by Fandiño et al. (2019), it was found that there is a need for more culturally relevant and engaging materials to be used in classes in the Philippines. The authors suggest that using authentic materials, such as videos and articles, can help improve learners' motivation and interest in the subject. However, many teachers may not have access to these resources or may not have the necessary skills to use them effectively. One issue identified in learners' adaptability is the need for more language exposure and opportunities for practice. A study by Alipoyo (2020) found that many learners in the Philippines have limited exposure outside of the classroom, which can affect their development. The author suggests that providing learners with more opportunities for practice, such as through extracurricular activities and language immersion programs, can help to improve their language skills. In Davao City Schools Division, Marilog District B, the issues related to teachers' facilitation skills of learning standards and learners' adaptability across disciplines in learning are complex and multifaceted. While several challenges have been identified, there are also opportunities for improvement by implementing appropriate policies and practices. By addressing these issues, it is hoped that learners in the locality will be better equipped to achieve academic and professional success. Thus, this paper is presented.

## 2. Methodology

This chapter contains the processes and steps in the conduct of the study. This includes the selection of the design of the study, the respondents and its sampling method, the research instruments to be used in data gathering, the procedure, and the ethical consideration and lastly, the data analysis. These steps are considered essentials to assume appropriateness and correctness to produce sound data process collection, analysis and interpretation. In the preparation of this paper, the researcher employed artificial intelligence tools for proofreading. Specifically, AI was

utilized to enhance the accuracy, coherence, and overall quality of the manuscript. This practice is being explicitly stated to maintain transparency and adhere to ethical standards in research. The usage of AI for proofreading reflects a commitment to leveraging advanced technologies responsibly and acknowledges the increasing prevalence and capability of AI in academic and professional writing.

*2.1. Research Design*—This study used non-experimental descriptive-correlational and predictive research design. Descriptive research design is used to describe and document the characteristics of a phenomenon or population. It involves collecting data using observation, surveys, or other methods and summarizing the data using measures such as means, medians, and frequencies. Descriptive research is often used as a preliminary step in research and can help to identify patterns and relationships that can be further investigated using other research designs. (Pallant, 2020). Correlational research design is used to examine the relationship between two or more variables. It involves collecting data on the variables of interest and analyzing the data using statistical techniques such as correlation analysis. Correlational research can help to identify patterns of association between variables and can be used to make predictions about future outcomes. However, correlational research cannot establish causality or determine the direction of the relationship between variables. Predictive research design is used to make predictions about future outcomes based on data collected from past events. It involves collecting data on the variables of interest and using statistical techniques such as regression analysis to develop a predictive model. Predictive research can be used to identify risk factors for negative outcomes or to develop interventions that can improve outcomes (Gujarati, 2020). In this study, Descriptive research can be used to document the characteristics of teachers who are highly adaptable in facilitating learning standards. For example, a researcher might use surveys or observations to describe the teaching practices of teachers who are highly adaptable

and effective in meeting the diverse needs of their students. This information can be used to identify common practices that can be replicated or adapted to improve the skills of other teachers. In summary, descriptive, correlational, and predictive research designs can be applied to study the relationship between learning adaptability and teachers' facilitation skills of learning standards. These research designs can help to identify effective teaching practices, predictors of student learning outcomes, and areas where teachers can improve their skills in meeting the diverse needs of their students.

*2.2. Research Respondents*—Respondents of the study were the Elementary School Teachers of Marilog District A, Davao City Schools Division. She used Raosoft sample size calculator, where a total of 120 respondents were taken randomly from each respective Schools within Marilgo District A, Davao City Schools Division. Once randomly determined, the respondents were informed through online platform and face to face considering the availability of the Wifi Connections, they were likewise oriented about the purpose and importance of the study and its contribution to their professional development status. These teacher-respondents were the teachers teaching three years and above in the public-school service, and teaching Elementary English subject in the respective schools to measure their competence in responding to the queries of the study. They were qualified for they were expected to have performed and contributed to the betterment of the schools and the learners' literacy development stages on the practical skills of instruction given new normal learning system during SY 2022-2023. Further, they have frequently

engaged in various seminars and trainings including SLAC sessions on the pedagogies in integrating pedagogical skills in teaching in the school management and curriculum development delivery system. Moreover, assumptions in the respective schedule of classes during data collection were explicitly discussed with the respondents and even observance to health protocol was strictly implemented based on the Executive Order 31 S 2020, to avoid possible and lower the risk of contamination.

2.3. *Research Instrument*—This proposed research study used the adapted instrument taken from reviewed literature and related studies. The researcher took time in gathering and reading reviews of related literature to come up with concepts for the content and that supports the instrument and its corresponding strands in articulating the set of question-items, reducing threats to validity. Items were adapted from the contents of the reviewed literature as argued by the authors. There were two parts of the sur-

vey questionnaire which consists of measuring the extent teachers’ facilitation skills of learning standards in terms of pedagogical content knowledge, differentiated instruction, assessment and evaluation, and classroom management. Likewise, the second part of the survey measured the extent of learners’ adaptability across discipline in terms of vocabulary, pronunciation, reading comprehension, writing skills and speaking skills. Contents of the statements of the survey were placed in the contexts based on the definition of the variables. Further, the survey statements were subjected to reliability test in term of internal consistency using Cronbach Alpha. They generated an alpha Cronbach of 0.889, which means that the unidimensional reliability when it comes to internal consistency is very good. The questionnaire used a 5-point Likert scale to determine the extent of teachers’ critical thinking abilities. Scale, descriptive rating and interpretation are provided below:

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The facilitation skills of learning standards are always manifested.
3.40 – 4.19	Extensive	The facilitation skills of learning standards are oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The facilitation skills of learning standards are sometimes manifested.
1.80 – 2.59	Less Extensive	The facilitation skills of learning standards are rarely manifested.
1.00 – 1.79	Not Extensive	The facilitation skills of learning standards are not manifested.

Meanwhile, to determine the extent of learners’ adaptability across disciplines, a 5-point

Likert scale was used in this study, as presented below;

2.4. *Data Gathering Procedure*—The preceding statements steps explain the data gathering procedure steps where the researcher must

comprehensively consider and follow. The statements are based on the policies and guidelines of the College where the researcher is study-

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1.00 – 1.79	Not Extensive	The learners’ adaptability is not manifested.

ing and the existing guidelines of the IATF to ensure safe and lower risks in the gathering of pertinent data most especially in the current full face to face interaction. Permission to conduct the study. On the second week of March 2023, the researcher started to conceptualize the contents and objective of the thesis proposal. She then, prepares documents such as letter requests in the conduct of the study. The research study underwent and adopted the standard procedures of ethics in data collection (Creswell, 2004), and health protocol as provided by the policy of IATF. As soon as the research proposal presentation was approved by the panel of members and the dean of the college, the researcher wrote and sent a letter of permission to the office of the Schools Division Superintendent of Davao City, through channel and sought permission to collect data and conduct the study within the secondary schools of Davao City Schools Division. Distribution and retrieval of the questionnaire. The researcher prepared and created a Google sheet form for the online survey col-

lection process which were sent to the randomly selected respondents via email addresses, and for respondents who do not have access to internet. Likewise, a prepared hard copy of the survey sheets was given to each of them. Once done, link was sent, and right away responses were generated, thus, ready for sorting, analyzing, and interpreting. This activity was done right after the approval of the Schools Division Superintendent to proceed in data gathering which commenced on the third week of April 2023. Collation and statistical treatment of data. Results of the preliminary analysis were given to the thesis adviser during the second week of March 2023. For coaching and in terms of statistical treatment the thesis adviser sought the assistance of the graduate school statistician for providing technical discussions in running the data and its interpretations and implications of the study, sometime on the fourth week of April 2023, and further deepening the analysis to make more meaning with the interpretations of results on the second week of May 2023.

2.5. *Data Analysis*—Mean scores and standard deviation were used to address statement problems posed in statement problem number one (1) regarding the extent of teachers’ facilitation skills of learning standards and statement problem number two (2) regarding the extent of learners’ adaptability across disciplines in

Marilog A District of Davao City Schools Division. Pearson Product Moment Correlation Coefficient or Pearson-r was used to determine its strength/direction. There is a significant relationship between the extent of teachers’ facilitation skills of learning standards and the importance of learners’ adaptability across disciplines.

Simple Linear Regression analysis was used to address problem number 4, on the indicators of teachers' facilitation skills of learning standards that significantly influence learners' adaptability across disciplines (Pallant, 2000) and (Gujarati, 2000). All data processing and analysis were performed using Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. When results were yielded, discussions and interpretations followed.

### 3. Results and Discussion

This chapter deals with presenting, analyzing, and interpreting data gathered. Tabular and textual presentation is given to make the analysis more meaningful and draw out the implications. This further shows evidence to support the claim posed in the hypothesis.

Table 1 shows the summary of teachers' facilitation skills of learning standards. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: differentiated instruction (3.57) is often manifested, while assessment and evaluation (3.20), classroom management (3.20), and pedagogical content knowledge (2.89) are sometimes manifested. The overall mean rating of 3.21 denotes the extent of teachers' facilitation skills of learning standards, which is sometimes manifested, thus, moderately extensive.

Table 1. Summary of the teachers' facilitation skills of learning standards

No	Teachers' Facilitation Skills of Learning Standards	Mean
1	Pedagogical Content Knowledge Moderately Extensive	2.89
2	Differentiated Instruction Extensive	3.57
3	Assessment and Evaluation Moderately Extensive	3.20
4	Classroom Management Moderately	3.20
<b>Overall Mean</b>		<b>3.21</b>
<b>Moderately</b>		

Teachers' facilitation skills of learning standards refer to the ability of educators to effectively guide and support students in achieving the specific learning objectives and standards set by educational institutions or curriculum frameworks. These skills encompass a range of strategies and approaches that teachers employ to create an optimal learning environment, foster student engagement, and ensure that students acquire the necessary knowledge and skills. One crucial aspect of teachers' facilitation skills is establishing clear learning goals and communicating them effectively to students. By clearly articulating the learning standards, teachers provide students with a sense of direction and purpose, enabling them to understand what is ex-

pected of them and how to succeed. This clarity also helps students monitor their progress and

take ownership of their learning.

Table 2 summarizes the extent of learners' adaptability across disciplines. The result is focused on the highest and lowest mean ratings of indicators which are as follows: pronunciation (3.74) and reading comprehension (3.50) are often manifested, while, writing skills (3.32), vocabulary (3.31), grammar (3.31) and speaking and listening (3.08) are sometimes manifested. The overall mean rating of 3.37 denotes that the extent of learners' adaptability across disciplines is sometimes manifested and, thus, moderately extensive. The extent of learners' adaptability across disciplines refers to how individuals can transfer their knowledge, skills,

and strategies from one field or domain to another. It encompasses the range and effectiveness of their ability to recognize patterns, identify underlying principles, and apply existing expertise in diverse disciplines. The extent of learners' adaptability can vary among individuals, influenced by factors such as their critical thinking abilities, metacognitive awareness, and transferable skills. Learners with strong critical thinking skills are more likely to recognize connections and similarities between disciplines, enabling them to adapt their knowledge and problem-solving approaches effectively.

Table 2. Summary of the Extent of learners' adaptability across discipline

No	Instructional Practices	Mean
1	Vocabulary Moderately Extensive	3.31
2	Grammar Moderately Extensive	3.31
3	Pronunciation Extensive	3.74
4	Reading Comprehension Extensive	3.50
5	Writing Skills Moderately Extensive	3.32
6	Speaking and Listening Moderately Extensive	3.08
<b>Overall Mean</b>		<b>3.37</b>
<b>Moderately Extensive</b>		

Metacognitive awareness, or understanding one's learning processes, allows learners to reflect on their strategies and adjust them to suit different disciplines. Additionally, transferable skills, such as problem-solving, communication, and collaboration, enhance learners' adaptabil-

ity across disciplines by providing a foundation that can be applied across various contexts. The extent of learners' adaptability can be fostered through educational experiences that promote interdisciplinary exposure, encourage openness to learning, and develop cognitive flexibility.

By embracing interdisciplinary programs and integrating transferable skill development into the curriculum, educational institutions can enhance learners' adaptability, enabling them to thrive in an ever-changing, multidisciplinary world. Significant Relationship Between Teachers' Facilitation Skills Of Learning Standards and Learners' Adaptability In Across Discipline

It can be depicted that Pearson's Correlation generated a significant correlation between teachers' facilitation skills of learning standards

( $r=0.897$ ;  $p<.000$ ) and learners' adaptability in across discipline. Table 3 revealed the results of the significant relationship between teachers' facilitation skills of learning standards and learners' adaptability across disciplines. It provides information that the posed null hypothesis stating that there is no significant correlation between teachers' facilitation skills of learning standards and learners' adaptability across disciplines must be rejected for it provided empirical evidence of significant results.

Table 1. Significant Relationship between teachers' facilitation skills of learning standards and learners' adaptability across discipline

Variables	teachers' facilitation skills of learning standards	r-value	p-value	Interpretation
learners' adaptability in across discipline	0.897	$>.000$	Significant	Reject H0

\*significant @ $p<.05$ .

The relationship between teachers' facilitation skills of learning standards and learners' adaptability across disciplines is vital to education. Effective teaching practices that align with learning standards have a significant impact on students' adaptability, enabling them to transfer knowledge and skills to new and unfamiliar contexts. According to Hattie, Fisher, and Frey (2017), standards-based instruction plays a crucial role in fostering adaptability by promoting students' deeper understanding, critical thinking, and problem-solving skills. Teachers with strong facilitation skills can guide students in connecting different disciplines, encouraging interdisciplinary thinking and application. By providing a solid foundation of knowledge and skills through standards-based instruction, teachers facilitate the development of learners' adaptability, enabling them to navigate diverse fields and solve complex problems. The practical implementation of learning standards by skilled teachers enhances students' ability to transfer and apply their learning across disciplines, preparing them for success in a rapidly

changing and interconnected world.

On the Domains of Teachers' Facilitation Skills of Learning Standards Significantly Influence Learners' Adaptability Across Discipline Table 4 depicts the simple regression coefficient analysis showing that teachers' facilitation skills and learning standards significantly influence learners' adaptability across disciplines. Domains of teachers' facilitation skills of learning standards in terms of pedagogical content knowledge (0.000), differentiated instruction (0.001), assessment and evaluation (0.000), and classroom management (0.001) suggest significant influence on learners' adaptability across disciplines. Meanwhile, the R2 value of 0.855 suggests that the learners' adaptability across disciplines is explained by 85.5%. In addition, the F-value shows all the sums of squares, given regression being the model and Residual being the error. The F-value (254.897) and F-statistic is significant  $p<.001$ , which tells that the model is a better predictor of the learners' adaptability across discipline.



Table 2. Regression coefficient analysis on domains of teachers’ facilitation Skills of learning standards significantly influence learners’ adaptability across discipline

Model	B	Beta	Standard Error	p-value	Decisions	
H (Intercept)	4.145	0.079	60.416	0.001	4.145	
H (Intercept)	0.313	0.175	1.066	0.270	0.204	
PCK (Pedagogical Content Knowledge)	0.227	0.117	0.102	1.010	0.315	*Reject H0
DI (Differentiated Instruction)	0.241	0.118	0.136	1.299	0.186	*Reject H0
AE (Assessment and Evaluation)	0.252	0.096	0.210	2.098	0.048	*Reject H0
CM (Classroom Management)	0.212	0.087	0.210	2.098	0.088	Accept H0

R<sup>2</sup> = 0.874  
 F-value = 254.897  
 p-value = 0.001

\*Significant @ p<0.05

PCK-pedagogical content knowledge; DI-differentiated instruction;

AE-assessment and evaluation; and CM-classroom management

Teachers’ facilitation skills of learning standards encompass various domains, including pedagogical content knowledge, differentiated instruction, assessment and evaluation, and classroom management. This essay explores how these domains significantly influence learners’ adaptability across disciplines. By examining each domain and its impact on promoting adaptability, we can understand the essential role of teachers in fostering students’ ability to transfer knowledge and skills across diverse fields. Pedagogical content knowledge refers to teachers’ deep understanding of the subject matter and ability to effectively convey that knowledge to students. By possessing a robust pedagogical content knowledge across disciplines, teachers can make connections between different subject areas and help students recognize the commonalities and transferable concepts. This domain significantly influences learners’ adaptability by providing a solid foundation of knowledge and facilitating interdisciplinary thinking. Differentiated instruction involves tailoring teaching strategies, materials, and assessments to meet students’ diverse learning needs. By employing differentiation techniques, teachers address individual strengths,

interests, and readiness levels, promoting adaptability by allowing students to explore concepts at their own pace and in ways that resonate with their learning styles. Differentiated instruction encourages students to take ownership of their learning, develop problem-solving skills, and adapt their knowledge across disciplines. Practical assessment and evaluation practices provide valuable feedback to both teachers and students. Teachers’ facilitation skills in this domain involve using formative and summative assessments to gauge students’ understanding and adjust instruction accordingly. By using assessments that promote critical thinking and knowledge application, teachers provide opportunities for students to showcase their adaptability. Through meaningful feedback and self-reflection, students can identify areas for growth and refine their transferable skills across disciplines. Classroom management encompasses strategies and practices that create a positive and conducive learning environment. Effective classroom management fosters student engagement, cooperation, and autonomy. Teachers create a space that encourages adaptability by establishing clear expectations, promoting active participation, and fostering a safe and respectful

atmosphere. When students feel supported and empowered, they are more likely to take risks, explore new ideas, and transfer their knowledge and skills to different disciplines. Teachers' facilitation skills of learning standards span multiple domains, including pedagogical content knowledge, differentiated instruction, assessment and evaluation, and classroom management. Each of these domains significantly influences learners' adaptability across disciplines by fostering interdisciplinary thinking, personalization of learning, critical thinking, and the application of knowledge. Effective teachers leverage their pedagogical content knowledge to connect subject areas, while differentiated instruction allows students to explore and adapt concepts to their individual needs. Through sound assessment and evaluation practices, teachers provide feedback that enhances students' adaptability, and positive classroom management cultivates an environment where students feel empowered to transfer their knowledge and skills across disciplines. Teachers play a vital role in preparing learners for success in a dynamic, interdisciplinary world by honing their facilitation skills in these domains.

#### 4. Conclusions and Recommendations

This chapter presents the findings, conclusion, and recommendation based on the results of the data analyzed, discussed, and drawn implications. Findings are based on the posed statement of the problem; conclusions are based on the findings generated, and recommendations are based on the implications of the discussions.

*4.1. Findings*—The following are the findings of the study given the results in the presentation, analysis, and discussions. The extent of teachers' facilitation skills of learning standards in terms of differentiated instruction (3.57) is oftentimes manifested, while, assessment and evaluation (3.20), classroom management (3.20) and pedagogical content knowledge (2.89) are sometimes manifested. The overall mean rating of 3.21 denotes extent of teachers' facilitation skills of learning standards is sometimes manifested, thus, moderately extensive. The extent of learners' adaptability across discipline in terms of pronunciation (3.74) and reading comprehension (3.50) are oftentimes manifested, while, writing skills (3.32), vocabulary (3.31), grammar (3.31) and speaking and listening (3.08) are sometimes manifested. The overall mean rating of 3.37 denotes that extent of learners' adaptability across discipline is sometimes manifested, thus, moderately extensive. Pearson's Correlation generated a significant correlation between teachers' facilitation skills of learning standards ( $r=0.897$ ;  $p<.000$ ) and learners' adaptability in across discipline. Domains of teachers' facilitation skills of learning standards in terms of pedagogical content knowledge (0.000), differentiated instruction (0.001), assessment and evaluation (0.000) and classroom management (0.001) suggest significant influential over learners' adaptability across discipline.

*4.2. Conclusions*—Given the findings of the study presented, the following are conclusions, to wit; The teachers' facilitation skills of learning standards in terms of differentiated instruction, assessment and evaluation, classroom management and pedagogical content knowledge is sometimes manifested, thus, moderately extensive. The learners' adaptability across discipline in terms of pronunciation, reading comprehension, writing skills, vocabulary, grammar and speaking and listening is sometimes manifested, thus, moderately extensive. There is a significant relationship between teachers' facilitation skills of learning standards and learn-

ers' adaptability in across discipline. Domains of teachers' facilitation skills of learning standards in terms of pedagogical content knowledge, differentiated instruction, assessment and evaluation and classroom management suggest significant influential over learners' adaptability across discipline.

4.3. *Recommendations*—With the presented conclusions of the study, the following are recommendations, to wit; Public School District Supervisor. May provide professional development opportunities through offering an ongoing training and workshops for teachers focused on enhancing their facilitation skills of learning standards. This can include sessions on interdisciplinary teaching strategies, differentiated instruction, assessment techniques, and classroom management. Continuous professional development will ensure that teachers stay updated with the latest research and best practices, enabling them to effectively promote learners' adaptability across disciplines. Encourage a collaborative culture within the district by organizing regular meetings, sharing resources, and promoting interdisciplinary collaborations among teachers. Create platforms for teachers to exchange ideas, share successful practices, and learn from one another. This collaborative environment will nurture innovation and allow for the development and implementation of effective strategies that enhance learners' adaptability. School Principal. May recognize the importance of teachers' facilitation skills in promoting learners' adaptability across disciplines. Encourage and support teachers in attending relevant professional development opportunities, conferences, and workshops. Provide resources and time for teachers to engage in collaborative planning, reflection, and experimentation with new instructional strategies. Encourage and reinforce the use of differentiated instruction and interdisciplinary approaches within the school. Provide guidance

and resources to help teachers effectively implement these strategies in their classrooms. Foster a supportive environment that values and celebrates diverse perspectives and encourages interdisciplinary collaboration among teachers. Teachers. May seek out professional development opportunities, engage in self-reflection, and explore new instructional strategies. Regularly evaluate and adjust teaching practices to better support learners' adaptability across disciplines. Collaborate with colleagues from different disciplines to develop interdisciplinary projects and activities. Share insights, resources, and best practices with fellow teachers to create a collective culture of learning and adaptability. Embrace differentiation strategies to cater to the diverse needs of students and promote their transferable skills. Future Researchers. May conduct research on the impact of specific instructional strategies, such as differentiated instruction, interdisciplinary approaches, and the integration of transferable skills, on learners' adaptability across disciplines. Explore the effects of various teaching methods on students' ability to transfer knowledge and skills to new contexts. Provide evidence-based recommendations for teachers and educational policymakers. Investigate the impact of professional development programs on teachers' facilitation skills and their influence on learners' adaptability. Identify effective models of professional development that support teachers in enhancing their instructional practices and promoting adaptability across disciplines. Investigate the relationship between a school's culture, including leadership support, collaboration, and a focus on differentiation and interdisciplinary learning, and students' adaptability across disciplines. Examine how the school environment and organizational factors influence teachers' facilitation skills and, subsequently, learners' adaptability.

## 5. References

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