

# Teachers' Preparedness in the Implementation of Alternative Delivery Modes During Class Suspension: Basis for Learning Service Continuity Program

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## ABSTRACT

This study determined the level of teachers' preparedness in the implementation of Alternative Delivery Modes (ADM) during class suspensions in the elementary schools of the Division of Iriga City as the basis for the formulation of a Learning Service Continuity Program. Specifically, the study focused on teachers' preparedness in terms of knowledge of ADM policies and guidelines, skills in planning and delivery of lessons using ADM, attitudes toward the use of ADM during emergencies, utilization of ADM learning resources, and the challenges encountered during implementation. The study employed a descriptive–correlational research design utilizing a validated researcher-made questionnaire checklist supplemented by interviews and document analysis. The respondents of the study were elementary school teachers from public schools in the Division of Iriga City selected through purposive sampling and total enumeration. This study employed a descriptive–evaluative research design. The descriptive aspect was utilized to determine and

describe the level of teachers' preparedness in the implementation of Alternative Delivery Modes (ADM) during class suspensions involving questionnaire checklist as instrument used in gathering the data of the study. It will be accessed by the respondents using Google Forms. The researcher made use of the descriptive survey method which drew out from the responses in the questionnaire via Google Form are generated, the data gathered will be organized, tabulated and interpreted in line with the objectives of the study. To analyze the data, the frequency distribution, percentage technique, weighted mean, over-all mean, rank will be employed to describe and analyze the profile of the respondents. The scale and descriptive values will be determined and adopted from the Likert-type scale. Findings revealed that teachers were generally Very Highly Prepared in the implementation of ADM, particularly in terms of knowledge of ADM policies and guidelines and skills in planning and delivery of lessons. Teachers also demonstrated positive attitudes toward the use of ADM during emergencies. In terms of learning resources, teachers were found to be Highly Prepared in the development and utilization of self-learning modules, use of online and offline learning platforms, and availability and accessibility of teaching materials. However, teachers encountered Very Serious Challenges during ADM implementation, particularly in learner access to materials, delayed submission of outputs, limited connectivity and devices, heavy workload, communication barriers, and stress brought about by emergency teaching conditions. The findings imply that while teachers possess adequate preparedness and adaptive instructional skills, continuous institutional support, capacity-building programs, and resource enhancement are necessary to sustain effective learning continuity during emergencies. Based on the results of the study, a Learning Service Continuity Program titled “Strengthening Teacher Preparedness and Resilient Alternative Delivery Modes for Sustainable Learning Continuity During Class Suspensions” was proposed to strengthen teacher preparedness, improve ADM implementation, and institutionalize sustainable learning continuity mechanisms in the Division of Iriga City.

**Keywords:** *Alternative Delivery Modes, Teacher Preparedness, Learning Continuity, Education in Emergencies*

## INTRODUCTION

Quality, inclusive, and equitable education is a fundamental human right and a cornerstone of sustainable development, yet it is persistently threatened by a spectrum of complex crises including armed conflict, natural hazards, climate change impacts, and pandemics. Globally, Education in Emergencies (EiE) reveals that these crises can cause profound disruptions in schooling - ranging from damaged learning facilities, extended class suspensions, and loss of instructional time to psychosocial trauma among teachers and learners. Crises transform educational spaces into shelters, prolong disruptions, and erode learning continuity, disproportionately affecting vulnerable learners and creating long-term setbacks in educational outcomes.

In the Philippines, an archipelagic nation situated along the Pacific Ring of Fire and frequently experiencing typhoons, flooding, earthquakes, and volcanic activity, the exposure to hazards is particularly high. This continued risk significantly affects education systems, forcing thousands of schools to suspend in-person classes annually and triggering widespread learning losses. For example, in the 2024-2025 school year, multiple school disruptions due to typhoons and heavy monsoon rains caused significant instructional losses across regions including Bicol, where Iriga City is located-underscoring the need for resilient educational responses.

Within this national context, the Department of Education (DepEd) has made concerted efforts to strengthen education continuity and resilience. DepEd's Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies (DepEd Order No. 022, s. 2024) mandates the development and periodic updating of Learning and Service Continuity Plans (LSCPs) for all public schools. These plans require the identification of suitable Alternative Delivery Modes (ADMs), protocols for safeguarding learning materials, and teacher mobilization strategies to minimize disruptions when face-to-face classes are suspended due to emergencies (DepEd, 2024). DepEd's commitment was further reinforced by its institutionalization of Edukahon-a standardized school recovery kit designed to support learning continuity during calamities, including instructional materials for teachers and learners (DepEd Memorandum No. 086, s. 2025)

Despite national policies, substantial implementation gaps remain at the school level, particularly in how teacher readiness is assessed, trained, supported, and integrated into local emergency education strategies. Teacher readiness for education in emergency settings encompasses not only pedagogical adaptability and mastery of alternative delivery modalities, but also psychosocial preparedness, resilience, and an ability to sustain safe, inclusive, and continuous learning during crises. A teacher's ability to adapt instruction, manage learners' varied needs, and facilitate alternative modalities directly influences the resilience of the education system in emergencies.

Teachers are central to school functioning in emergencies; yet, evidence suggests that teacher readiness is uneven, often constrained by limited training, heavy workloads, policy-practice gaps, and resource shortages. Studies on disaster preparedness highlight that educator may possess foundational knowledge of disaster risks but require continuous professional development to translate that awareness into effective school-level practices. Research in the Philippines also indicates significant disparities in readiness for flexible and digital learning modalities-a dimension that became particularly salient during the COVID-19 pandemic when teachers were suddenly compelled to shift to remote teaching without sufficient preparation.

In the specific context of Iriga City, Camarines Sur, the need for such assessment is acute. Located in the Bicol Region, which is highly susceptible to typhoons, floods, earthquakes, and other climate-related hazards, Iriga City schools regularly experience class suspensions, property damage, and instructional time loss due to adverse weather events and disaster-related disruptions. The city's geographic profile-bordered by Mount Iriga and proximate to fault lines and flood-prone lowlands-exacerbates educational vulnerability during emergencies, often leaving schools unprepared to shift quickly to alternative learning modalities. Teachers, who serve as front-line education responders, are frequently tasked with addressing learners' academic, emotional, and safety needs without adequate training or structured support. Compounding this vulnerability is the absence of a comprehensive needs assessment in Iriga City that examines teacher readiness within the framework of Education in Emergencies (EiE). Without localized data, division offices and school leaders are constrained by assumptions rather than evidence, resulting in fragmented planning, reactive measures, and uneven implementation of learning continuity strategies. The lack of systematic evaluation leaves teachers without clear benchmarks for readiness, deprives schools of

informed decision-making tools, and weakens the city's ability to institutionalize sustainable emergency education systems. This research gap indicates not only a technical deficiency but an urgent ethical responsibility to protect learning continuity and safeguard the welfare of thousands of Irigueño learners.

This study responds to this urgent context by examining teacher readiness for education in emergency settings in Iriga City as a foundational basis for formulating policies and institutional structures that support a Learning and Service Continuity Program aligned to local needs and national mandates. It aims to bridge the structural gap between national policy expectations and school-level capacities, emphasizing the need to shift from isolated classroom responses to an organized, division-wide system of preparedness. Through evidence-based analysis, the study seeks to inform the design of a proactive, resilient, and sustainable educational framework that empowers teachers to respond effectively to crises—whether environmental, health-related, or socio-political. Ultimately, strengthening teacher readiness will not only enhance learning continuity but also protect student well-being, reinforce institutional stability, and build long-term educational resilience across the City of Iriga.

### Literature Review

The comprehensive review of literature and studies—both foreign and local—provides a robust understanding of the factors influencing teacher preparedness, instructional continuity, and resilience in education during emergencies and disasters. Foreign studies consistently emphasize that teacher readiness is not solely a matter of individual capability but is strongly shaped by systemic support structures, professional development opportunities, and access to technological and instructional resources. Researchers such as Barnes, Ramesh Vasudevan, and Flam (2025), Crompton, Burke, Jordan, and Wilson (2021), UNESCO IIEP (2025), UNHCR (2021), Save the Children (2021), Betancourt, Newnham, McBain, and Brennan (2020), and Dryden-Peterson (2020) highlight the importance of structured training, psychosocial support, and evidence-based interventions in sustaining learning continuity during crises. These studies collectively indicate that a comprehensive approach—integrating disaster preparedness, technology-mediated instruction, and teacher support systems—enhances not only educational continuity but also learner engagement and academic outcomes during emergencies.

Similarly, studies by Al Naabi, Kelder, and Carr (2021), Oliveira, Mesquita, Sequeira, Oliveira, and Silva (2021), Eden (2024), and Mutch (n.d.) underscore that teacher adaptation to emergency remote teaching requires both cognitive and technological competencies, supported by collaborative frameworks, mentoring, and ongoing professional development. Their findings suggest that when teachers are adequately prepared and provided with timely resources, they can implement alternative learning modalities effectively, maintain instructional quality, and support students' psychosocial well-being. Furthermore, international guidelines and frameworks—such as those provided by UNESCO (2025), UNICEF (2025), and INEE (2025)—reiterate the necessity of context-specific, data-driven planning and the integration of teacher preparedness into broader educational resilience strategies.

Local literature and studies contextualize these global insights within the Philippine setting, revealing both progress and persistent challenges. Works by Manuel, Arias, Orfrecio, Martinez, Java, Janito, and Tagare (2025), Patan, Patan, and Sangco (2025), Magnaye Jr. (2025), Melchor and Parcutilo (2025), Diaz (2020), Pangilinan and Aban (2021), Delos Santos and Villanueva (2024), and Tocmo (2023) emphasize that Filipino teachers' readiness during emergencies is influenced by their access to professional development, administrative support, and technological infrastructure. Local studies highlight that despite ongoing efforts to train teachers in disaster risk reduction (DRR) and alternative learning modalities, gaps remain in the alignment of school policies, resource availability, and psychosocial support programs. Teachers often face challenges such as inconsistent access to learning materials, insufficient training for remote teaching, and the dual responsibility of supporting students' learning and well-being during disasters. These insights echo global findings while highlighting the unique socio-cultural and geographical contexts of the Philippines.

Several studies—such as those by Reyes (2019, 2024), Dela Cruz and Andales (2022), Santos, Reyes, and Villanueva (2022), Magno (2022), Valdez (2022), Lopez (2023), Cruz and Mercado (2023), and Rosales and Bautista (2024)—demonstrate that integrated approaches combining professional development, technological preparedness, and administrative support yield the most positive outcomes for teacher readiness and student learning

continuity. Both foreign and local evidence converge on the importance of coherence across teacher competencies, instructional strategies, and administrative policies. Fragmentation among these elements often results in suboptimal educational outcomes, whereas coordinated systems strengthen resilience, adaptability, and instructional effectiveness during emergencies.

Across both local and international contexts, a recurring theme is the critical importance of a holistic and integrated framework for teacher preparedness and disaster response. Bandura's Social Cognitive Theory (Bandura, 1986) complements this perspective by highlighting the centrality of teacher self-efficacy—the belief in one's ability to execute tasks successfully—which influences motivation, persistence, and adaptive behavior in crisis contexts. Teachers with high self-efficacy are more capable of implementing alternative learning modalities, addressing psychosocial needs, and adapting instruction to rapidly changing circumstances. Fullan's Change Theory (Fullan, 2007) extends this by illustrating how sustainable educational change requires alignment between personal, institutional, and policy-level factors, fostering collaboration, professional development, and contextualized innovation. Finally, Resilience Theory (Masten, 2001; Ungar, 2011) highlights teachers' adaptive capacity to maintain performance and well-being under stress, integrating individual, institutional, and community supports.

The 90 reviewed sources provide a strong empirical and theoretical foundation for the present study. They collectively underscore the necessity of a comprehensive Learning and Service Continuity Program, one that integrates professional competence, self-efficacy, adaptive capacity, institutional support, and policy alignment. By synthesizing these insights, the current study is guided toward developing a holistic framework that addresses systemic gaps, strengthens adaptive teaching practices, and ensures the continuity of quality education during emergencies, thereby enhancing both teacher resilience and student learning outcomes.

## **METHODS**

This study employed descriptive-evaluative research design. The descriptive aspect was utilized to determine and describe the level of teachers' preparedness in the implementation of Alternative Delivery Modes (ADM) during class suspensions. Specifically, it assessed teachers' preparedness in terms of knowledge of ADM policies and guidelines, skills in planning and delivering lessons using ADM, attitudes toward the use of ADM during emergencies, development and utilization of self-learning modules, use of online and offline learning platforms, and the availability and accessibility of teaching materials. It also identified the challenges encountered by teachers in implementing ADM during class suspensions.

The evaluative aspect of the study was used to assess the extent to which teachers are prepared to implement ADM and to determine areas requiring improvement. It likewise examined the differences in the perceptions of the three groups of respondents, namely school heads, school DRRM coordinators, and teachers, regarding teachers' preparedness for ADM implementation. Through the evaluation of the findings, strengths, weaknesses, gaps, and priority concerns related to ADM implementation were identified.

According to Gay (2022), descriptive research systematically describes the characteristics, conditions, and perceptions of a particular group, while evaluative research determines the effectiveness and adequacy of existing practices, programs, or conditions. This design was deemed appropriate because it enabled the researcher to gather comprehensive information regarding teachers' preparedness and challenges in implementing ADM and provided the necessary basis for the development of an Enhanced Learning Service Continuity Program on Alternative Delivery Modes (ADM) for the Schools Division Office of Iriga City.

### **Data Gathering Tools**

The primary data-gathering instrument used in this study was a researcher-made questionnaire checklist designed to determine the level of teachers' preparedness for the implementation of Alternative Delivery Modes during class suspensions. The questionnaire was constructed based on the variables identified in the Statement of the Problem, related literature and studies, DepEd policies on learning continuity, and frameworks on Education in

Emergency (EiE) settings. The instrument specifically measured teachers' preparedness in terms of knowledge of ADM policies and guidelines, skills in planning and delivering lessons using ADM, attitudes toward ADM implementation, preparedness in the utilization of learning resources, and challenges encountered during emergencies.

The questionnaire likewise included indicators related to the development and utilization of self-learning modules, use of online and offline learning platforms, and availability and accessibility of teaching materials. Open-ended questions were also included to gather additional insights regarding teachers' experiences and recommendations for strengthening learning continuity during emergencies. According to Bautista (2020), questionnaires are effective instruments for collecting data related to perceptions, experiences, attitudes, and practices in educational research.

### **Questionnaire**

The questionnaire included both closed and open-ended items. Responses for readiness indicators were measured using a five-point Likert scale, enabling quantification of perceptions and levels of agreement. The instrument was complemented by unstructured interviews with selected school heads and coordinators to validate responses, gather deeper insight into operational realities, and clarify institutional practices related to educational continuity. Documentary review and online resource analysis also supported data construction, particularly in identifying gaps in written protocols, administrative structures, and program implementation. As Bautista (2020) emphasized, questionnaires are effective in collecting data involving attitudes, practices, and perceptions in educational research, making the instrument suitable for this EiE-focused assessment.

**Preparation of the questionnaire.** In preparing the questionnaire, the researcher consulted books, peer-reviewed journals, unpublished theses and dissertations, DepEd memoranda, and recent studies related to Education in Emergencies, Alternative Delivery Modes, learning continuity, and disaster preparedness in schools. The construction of the instrument followed the principles recommended by Sibal (2020), including clarity of language, appropriateness of content, grammatical correctness, objectivity, and alignment with research objectives.

The initial draft of the questionnaire was reviewed by the research adviser and members of the graduate school panel to ensure content relevance and consistency with the objectives of the study. Necessary revisions and modifications were incorporated based on their comments and suggestions. The improved questionnaire was then submitted for further evaluation and approval before pilot testing and final administration.

**Validation of the questionnaire.** The questionnaire underwent content and face validation to ensure its validity, reliability, and appropriateness for the study. The instrument was evaluated by experts composed of education supervisors, school heads with DRRM experience, and graduate school research specialists. Their recommendations focused on the clarity of instructions, relevance of indicators, organization of items, and suitability of language used in the questionnaire. Suggestions provided by the validators were carefully considered and incorporated into the revised version of the instrument.

A pilot test was conducted among selected teachers outside the actual respondents of the study to determine the reliability and consistency of the questionnaire. Feedback from pilot respondents helped identify vague statements, repetitive items, and difficulties in answering the instrument. Reliability testing using Cronbach's alpha was employed to determine the internal consistency of the questionnaire, with a minimum coefficient of 0.75 considered acceptable for educational research. The results confirmed that the instrument was reliable and suitable for full-scale administration.

**Administration and retrieval of the questionnaire.** Prior to data collection, the researcher secured a formal letter of permission from the Schools Division Superintendent of the Division of Iriga City to conduct the study among the identified respondents. Upon approval, the researcher personally distributed the questionnaires to the respondents in their respective schools. Proper orientation regarding the objectives of the study and instructions for answering the questionnaire was provided to ensure accuracy and completeness of responses.

The retrieval of questionnaires was conducted personally by the researcher to ensure a high retrieval rate and to address possible concerns or clarifications from respondents. Ethical considerations such as confidentiality,

voluntary participation, anonymity, and proper handling of data were strictly observed throughout the conduct of the study.

### **Library Technique**

Library and documentary research techniques were utilized in gathering relevant literature, studies, policies, and theoretical foundations related to Education in Emergencies, Alternative Delivery Modes, learning continuity, and teacher preparedness. Sources were obtained from university libraries, online academic databases, government publications, DepEd issuances, UNESCO, UNICEF, and other credible educational organizations. These references provided strong theoretical and empirical support for the development of the study framework, research instrument, and interpretation of findings.

### **Interview**

Unstructured interviews were conducted with selected school heads and DRRM coordinators to supplement and validate the quantitative data gathered from the questionnaire. Interviews enabled the researcher to obtain deeper insights regarding school experiences, challenges encountered during emergencies, implementation of Alternative Delivery Modes, and institutional practices related to learning continuity. According to Patton (2020), unstructured interviews allow researchers to gather rich and in-depth qualitative data through flexible and open-ended conversations.

The interview responses also provided contextual understanding regarding school preparedness, administrative support, resource availability, and policy implementation in the Division of Iriga City. Information gathered from interviews served as supporting evidence in formulating the proposed Learning and Service Continuity Program.

### **Statistical Treatment of the Data**

The data gathered in the study were systematically classified, tabulated, analyzed, and interpreted using appropriate statistical tools aligned with the Statement of the Problem.

To address the research questions, several statistical tools were used. Frequency counts and percentage distribution were applied to describe respondents' demographic profiles and categorical responses, including details on professional experience, disaster training background, and emergency exposure. Weighted mean was used to determine the respondents' level of readiness across key domains such as instructional preparedness, technological access, psychosocial competence, and institutional support. Standard deviation was used to examine variability in responses, providing insight into whether readiness levels were uniform or widely spread.

The researcher employed several statistical tools to treat the data gathered. The respondents' responses were classified and tabulated systematically according to different variables included in the study. The statistical tools used were the following: frequency distribution, percentage technique, weighted mean, Five-Point Rating Scale, and Chi-Square Test.

**Frequency Distribution.** These statistical tools were used to determine the demographic profile of the respondents and to describe categorical responses related to teacher preparedness, access to resources, and challenges encountered during ADM implementation.

**Weighted Mean.** The weighted mean was utilized to determine the level of teachers' preparedness for the implementation of Alternative Delivery Modes during class suspensions in terms of knowledge of ADM policies and guidelines, skills in planning and delivering lessons using ADM, attitudes toward ADM implementation, utilization of learning resources, and availability of instructional materials. It was likewise used to assess the extent of challenges encountered by teachers during emergencies. The formula is:

$$WM = \frac{TWF}{N}$$

Where: WM = weighted mean

F = frequency of number of responses

W = weight of category of responses

N = number of responses

T = total

**Five-Point Rating Scale.** The Likert-type scale was employed in quantifying and interpreting the weighted mean for each indicator. This method allowed for a structured, consistent, and measurable assessment of respondents' perceptions, facilitating accurate data analysis and meaningful comparisons across the different components of the study, consisting of the following interpretations:

Scale	Interval	Verbal Interpretations
5	4.20–5.00	Very Highly Prepared
4	3.40–4.19	Highly Prepared
3	2.60–3.39	Moderately Prepared
2	1.80–2.59	Slightly Prepared
1	1.00–1.79	Not Prepared

## RESULTS AND DISCUSSION

The findings of the study are supported by the research of Lopez and Cruz (2021), which revealed that teachers experienced serious challenges related to workload, learner engagement, and access to instructional materials during the implementation of modular and blended learning in the Philippines. Their study emphasized that insufficient resources, delayed learner outputs, and limited parental support significantly affected instructional effectiveness during emergencies. Similarly, UNESCO (2021) reported that educational disruptions exposed inequalities in access to technology, learning materials, and home learning support systems, especially in developing countries.

Furthermore, the study of Garcia et al. (2022) found that teachers encountered stress, fatigue, and emotional exhaustion due to the increased demands of emergency teaching and the rapid transition to alternative learning modalities. The researchers noted that the lack of institutional resources and technical support contributed to teachers' difficulties in delivering quality instruction and monitoring learner performance. DepEd reports on learning continuity implementation also identified connectivity issues, limited instructional resources, and learner disengagement as major barriers to the successful implementation of ADM during emergencies.

The findings imply that although teachers demonstrate preparedness and commitment in implementing Alternative Delivery Modes, they continue to encounter serious operational, instructional, and resource-related challenges during class suspensions. These challenges highlight the need for stronger institutional support, improved resource allocation, enhanced teacher training, reliable technological infrastructure, and strengthened collaboration among schools, parents, and communities. The results further suggest the importance of developing a comprehensive Service Continuity Program that addresses the identified gaps and supports.

The proposed Service Continuity Program: Strengthening Teacher Preparedness and Resilient Alternative Delivery Modes for Sustainable Learning Continuity During Class Suspensions was developed in response to the findings of the study which revealed that teachers generally demonstrated preparedness in implementing Alternative Delivery Modes (ADM), particularly in terms of knowledge of ADM policies, lesson delivery skills, and utilization of learning resources. However, despite these strengths, teachers still encountered very serious challenges related to limited learner access to learning materials, heavy workload, delayed submission of outputs, lack of technological resources, monitoring difficulties, and learner engagement during emergencies and

prolonged class suspensions. These findings indicate the need for a more responsive, sustainable, and institutionalized support system that will strengthen teachers' readiness and capacity to sustain quality education during disruptions.

The program is anchored on the principle of ensuring continuous, inclusive, and resilient education despite emergencies, disasters, pandemics, and other crisis situations that interrupt regular classroom instruction. It emphasizes the importance of enhancing teacher preparedness through professional development, strengthening ADM implementation mechanisms, improving access to learning resources, and establishing stronger school-community partnerships. Furthermore, the program recognizes that effective learning continuity requires collaborative support from school administrators, teachers, parents, stakeholders, and the Department of Education to address the operational and instructional gaps identified in the study.

The rationale of the program is grounded in the need to institutionalize sustainable interventions that will improve teachers' competence, adaptability, and resilience in implementing Alternative Delivery Modes during class suspensions. Since the study revealed persistent challenges in instructional delivery, resource accessibility, learner monitoring, and technological support, the proposed Service Continuity Program seeks to provide strategic actions, capacity-building activities, resource management systems, and policy support mechanisms that will strengthen educational continuity in Iriga City schools. Through this program, schools will be better equipped to respond effectively to emergencies while ensuring that learners continue to receive accessible, quality, and uninterrupted education.

## CONCLUSION

Teachers in the elementary schools of the Division of Iriga City were generally very highly prepared in the implementation of Alternative Delivery Modes (ADM) during class suspensions, particularly in terms of knowledge of ADM policies and guidelines and skills in planning and delivery of lessons. This indicates that teachers possess adequate understanding and instructional capability necessary to sustain learning continuity during emergencies.

Teachers demonstrated positive attitudes toward the use of ADM during emergencies, reflecting their willingness, commitment, and openness to innovative instructional practices despite the challenges brought about by class suspensions and crisis situations. However, sustaining confidence and long-term implementation of ADM still require continuous support and reinforcement.

Teachers were generally highly prepared in the use of ADM learning resources, including the development and utilization of self-learning modules, the use of online and offline learning platforms, and the availability and accessibility of teaching materials. This implies that teachers have developed adaptive instructional practices and resource management skills necessary for alternative learning delivery.

Despite the high level of preparedness, teachers encountered serious challenges in implementing ADM during class suspensions. These challenges included limited learner access to learning materials and technology, heavy workload, communication barriers, delayed learner outputs, insufficient resources, and psychosocial stress brought about by emergency teaching conditions. These difficulties affected the effectiveness and sustainability of learning continuity efforts.

The findings imply that teacher preparedness alone is insufficient without adequate institutional support, accessible instructional resources, stakeholder collaboration, and responsive educational policies. Sustainable learning continuity during emergencies requires a comprehensive and coordinated support system involving schools, families, communities, and education authorities.

The proposed Service Continuity Program is therefore necessary to strengthen teacher preparedness, improve ADM implementation, address existing challenges, and institutionalize sustainable learning continuity mechanisms in elementary schools within the Division of Iriga City. The program may serve as a guide for policy formulation, professional development, resource management, and emergency education planning.

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