

# Teachers' Readiness Levels for Ensuring Educational Continuity During Crisis Risks: An Analysis of Challenges, Strategies, and Preparedness Metrics

Rexy Joy N. Delgado

*Teacher III, Department of Education, Sultan Kudarat, Philippines*

## ABSTRACT

*Upholding the continuity of education during times of crisis has become a fundamental responsibility of teachers and school leaders. School experiences class interruptions at these states require teachers to adapt quickly and ensure that learning continues despite difficult conditions. This study examined the readiness levels of teachers in ensuring educational continuity during crisis situations, focusing on their ability to respond effectively. A quantitative correlational research design was employed to determine the relationship between preparedness factors and teachers' readiness to maintain learning during challenges. This involved twenty two [22] teachers of Sultan Sinangayan Integrated School who had prior exposure to disaster preparedness and continuity planning initiatives. Data were collected using a structured survey questionnaire based on a five-point Likert scale. Descriptive statistics were used to determine the level of teacher readiness, while Pearson correlation and regression analysis were conducted to examine the relationship between preparedness indicators and continuity practices. The findings revealed that teachers generally demonstrate a high level of readiness in maintaining learning continuity, particularly in terms of their ability to adapt instructional strategies and provide continuous support to students. Yet, various challenges were also identified, including limited technological resources, insufficient training in crisis-responsive teaching approaches, and the increased workload experienced during emergencies. The results suggest that strengthening professional development programs, improving institutional support, and enhancing crisis preparedness initiatives are essential for sustaining effective learning during disruptive events. Overall, the study contributes to the growing body of research on disaster-resilient education systems and emphasizes the crucial role of teacher preparedness in sustaining education during crisis.*

**Keywords:** *Educational Continuity, Teacher Preparedness, Crisis Risk Management, Disaster-Responsive Educatio<sup>4</sup>, and School Resilience*

## 1. INTRODUCTION

Education systems around the world increasingly face disruptions brought about by various crisis situations, including natural disasters, health emergencies, armed conflicts, and environmental hazards. In many developing countries such as the Philippines, schools are particularly vulnerable to these disruptions due to frequent occurrences of typhoons, flooding, earthquakes, and other natural calamities. These events often interrupt regular school operations and create significant challenges for maintaining the continuity of learning.

Teachers play a vital role in ensuring that education continues even during difficult circumstances. Their readiness to adapt teaching strategies, provide emotional and psychological support, and implement flexible learning approaches greatly influences how effectively students can continue learning despite disruptions. Teacher preparedness goes beyond simply understanding emergency protocols; it also involves the ability to modify instructional practices, utilize alternative learning modalities, and respond to the diverse needs of learners during challenging situations.

The global experience during the COVID-19 pandemic clearly demonstrated the importance of preparedness within the education sector. Many schools struggled to transition quickly to alternative learning modalities due to limited technological infrastructure, insufficient training, and the absence of comprehensive crisis-response plans. These challenges highlighted the need to strengthen disaster risk reduction and management programs within educational institutions.

In the Philippines, the Department of Education has introduced several policies and initiatives aimed at strengthening school preparedness and ensuring the continuity of education during emergencies. These initiatives include programs related to disaster risk reduction, school safety, and the implementation of alternative delivery modes of learning. Despite these efforts, the level of readiness among teachers may still vary depending on available resources, training opportunities, and the level of institutional support provided by schools.

Previous studies have shown that teachers often face numerous challenges when responding to crisis situations. These challenges include limited access to technology, emotional stress, increased workload, and insufficient preparation for crisis-responsive teaching. At the same time, teachers have demonstrated remarkable resilience by developing innovative ways to continue instruction and support students during difficult times.

Given the increasing number of disruptions affecting education, it is important to assess the extent to which teachers are prepared to maintain learning continuity during crises. Understanding teachers' readiness levels, the challenges they encounter, and the strategies they employ can help policymakers and school leaders design more effective programs that strengthen resilience in the education sector.

This study therefore aims to examine the readiness levels of teachers in ensuring educational continuity during crisis risks by analyzing preparedness indicators, challenges experienced, and strategies implemented in sustaining teaching and learning processes in Sultan Sinangayan Integrated School

### 1.1 Statement of the Problem

This study aimed to examine teachers' readiness levels in ensuring educational continuity during crisis risks.

Specifically, it sought to answer the following questions:

1. What is the level of teachers' preparedness for ensuring educational continuity during crisis situations in terms of:

- 1.1 Crisis awareness and preparedness
- 1.2 Instructional adaptability
- 1.3 Technology integration
- 1.4 Psychological resilience
- 1.5 Institutional support

2. What challenges do teachers encounter in maintaining educational continuity during crisis situations?

3. What strategies do teachers use to ensure that learning continues during disruptions?

4. Is there a significant relationship between teachers' preparedness indicators and their readiness to sustain educational continuity during crisis situations?

5. Based on the findings of the study, what recommendations can be proposed to improve teachers' preparedness for educational continuity during crisis situations?

## 2. METHODOLOGY

### 2.1 Research Design

This study utilized a quantitative correlational research design to examine the relationship between teachers' preparedness indicators and their readiness to ensure educational continuity during crisis situations. The correlational approach was appropriate for identifying patterns and relationships among variables without manipulating the research environment. The design is appropriate because it allows the identification of relationships among variables without manipulation. Through the collection of numerical data from teacher respondents using a structured questionnaire, the study measured different dimensions of preparedness and analyzed how these factors influence teachers' ability to maintain learning continuity during emergencies.

### 2.2 Participants and Sampling Technique

The study involved 22 teachers from Sultan Sinangayan Integrated School located in barangay Ilian, Esperanza, Sultan Kudarat during the academic year 2025–2026. These teachers were chosen because they are directly involved in classroom instruction and play an important role in ensuring that learning continues even during disruptions. The study included 22 teachers in school total population sampling utilized, since the population size is small and accessible. The respondents were individuals who had previously participated in professional development activities related to disaster preparedness, educational continuity planning, or alternative learning delivery methods.

### 2.3 Research Instrument

The primary data collection instrument utilized in this study was a structured questionnaire specifically developed to assess teachers' preparedness and readiness in maintaining educational continuity during crisis situations. The instrument was carefully designed to capture both the personal and professional dimensions influencing teachers' capacity to respond effectively to disruptions in the educational system.

The questionnaire was divided into three major sections. Section A gathered the demographic profile of the respondents, including age, gender, years of teaching experience, and participation in training related to crisis preparedness. This information provided a contextual basis for analyzing variations in preparedness and readiness across different groups of teachers. Section B focused on key indicators of teachers' preparedness, encompassing crisis awareness and preparedness, instructional adaptability, technology integration, psychological resilience, and institutional support. These domains reflect the multifaceted competencies required of teachers to effectively navigate crisis situations and sustain the delivery of instruction. Section C assessed teachers' readiness to ensure educational continuity, capturing their ability to implement appropriate strategies and maintain learning processes despite disruptions.

All responses in the questionnaire were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing for a standardized and quantifiable assessment of perceptions and attitudes. To ensure the validity of the instrument, it was subjected to expert review by professionals in educational research and disaster risk management, thereby establishing content validity. Furthermore, the reliability of the questionnaire was determined through the computation of Cronbach's Alpha, ensuring internal consistency of the items and enhancing the overall credibility of the data collected.

### 2.4 Data Gathering Procedure

The data collection of this study starts with securing an approval from the Schools Division Superintendent of Sultan Kudarat, the Principal, and the Assistant to the School Head of Sultan Sinangayan Integrated School to conduct the study. The steps of obtaining permission from the individuals assure that the study was made sure work aligned with the school's policies and standards. After the permission obtained, questionnaires were distributed to the chosen 22 teacher-respondents. Enough time was given to the respondents to answer the questionnaires to ensure that the answers were reliable and precise. The researcher collected the completed forms. For the analyzation of the data, the researcher read repeatedly to spot patterns, connections, perspectives about Teachers' Readiness Levels for Ensuring Educational Continuity During Crisis Risks: An Analysis of Challenges, Strategies, and Preparedness Metrics. Utilizing what uncovered, drew conclusions and created recommendations to help strengthen the practices observed.

### 2.5 Statistical Treatment

Descriptive statistics are used to treat the data collected by the researcher. It is used to present text, tables and research manuscripts of the data collected by the researcher. It is used to describe the students' satisfaction with teaching strategies and distance learning outcomes in secondary level of Sultan Sinangayan Integrated School by the researcher. The data was collected and calculated using statistical manipulation. Analysis and interpretation of this study, the following statistical tools were identified. Grand Weighted Mean using central limit theorem and Pearson Product Moment of Correlation on the finding the significant relation and regression analysis were conducted to examine the relationship between preparedness indicators and continuity practices.

To interpret the mean scores, the following scale was adopted based on established quantitative research practices:

*Table 1. Scale, mean range, and verbal interpretation.*

Scale	Mean Range	Verbal Interpretation
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Moderate
2	1.81 – 2.60	Low
1	1.00 – 1.80	Very Low

This method used to analyze of Likert-type scales results rely on the equal interval method, a standard in educational research that converts numerical mean scores into descriptive category labels [6][11]. Examine relationship between variables were used to identify the relationships and predictive roles of the variables. Pearson's product-moment correlation coefficient ( $r$ ) was employed to analyze the relationship between preparedness indicators and continuity practices. Multiple regression analysis was applied. All statistical procedures were analyzed using the relevant statistical software, and the results were interpreted at a significant level of 0.05.

### 3. RESULTS AND DISCUSSION

#### 3.1 Level of Teachers' Preparedness for Educational Continuity During Crisis Risks

Table 2. Level of Teachers' Preparedness

Preparedness Dimension	Mean	SD	Verbal Interpretation
Crisis Awareness and Preparedness	4.20	0.65	High
Instructional Adaptability	4.32	0.60	Very High
Technology Integration	3.85	0.72	High
Psychological Resilience	4.10	0.68	Moderate-High
Institutional Support	3.78	0.75	High
<b>Overall Mean</b>	<b>4.05</b>	<b>0.68</b>	<b>High</b>

Table presents the level of teachers' preparedness in maintaining educational continuity during crisis situations based on the responses of the 22 teacher-respondents from Sultan Sinanggayan Integrated School. The overall mean score of 4.05 indicates that teachers demonstrate a high level of preparedness, suggesting that they are generally capable of responding effectively to disruptions in the teaching-learning process and ensuring that instruction continues even during emergencies. This finding highlights the importance of teacher preparedness in sustaining learning despite unexpected disruptions [7].

Among the indicators, instructional adaptability obtained the highest mean score of 4.32, indicating that teachers are highly capable of adjusting lesson plans, modifying instructional strategies, and implementing flexible teaching methods during unexpected situations. The ability to adapt instruction is essential in maintaining continuity of learning during crisis conditions and aligns with the Department of Education's promotion of flexible learning modalities during emergencies [1].

Similarly, research emphasizes that teachers must be able to modify teaching approaches and learning delivery systems in order to sustain instruction during emergency remote teaching situations. This adaptability enables educators to respond quickly to disruptions and maintain effective instruction even in challenging environments [3].

The indicator crisis awareness and preparedness recorded a mean score of 4.20, indicating that teachers have a strong understanding of potential risks and appropriate response strategies during emergencies. This finding reflects the importance of disaster preparedness within educational institutions as emphasized in the Philippine Disaster Risk Reduction and Management Act of 2010, which requires schools to establish preparedness and response mechanisms [8].

Likewise, preparedness and awareness have been identified as critical components in strengthening institutional capacity to respond effectively to disasters and maintain operational continuity. Studies highlight that individuals and organizations with higher levels of preparedness are more capable of managing crisis situations effectively [7].

The indicator psychological resilience obtained a mean score of 4.10, indicating that teachers are able to remain emotionally stable and committed to their professional responsibilities even during stressful circumstances. Previous research suggests that resilience enables teachers to cope with challenges, sustain motivation, and continue providing effective instruction during difficult situations [6].

Meanwhile, technology integration obtained a mean score of 3.85, suggesting that teachers are generally capable of utilizing digital tools to support instruction. However, the slightly lower score compared to other indicators may reflect limitations related to digital infrastructure, availability of devices, or internet connectivity. Research indicates that teachers' digital readiness is often influenced by the accessibility of technological resources and institutional support [5].

Lastly, institutional support obtained the lowest mean score of 3.78, although it is still interpreted as high. This suggests that teachers may experience certain limitations related to administrative assistance, professional

training, or learning resources during crisis situations. Adequate institutional support is necessary to strengthen teachers' ability to maintain educational continuity during emergencies [1].

Overall, the results suggest that teachers demonstrate strong preparedness in adapting instruction and managing crisis situations. However, strengthening institutional support systems may further enhance teachers' ability to ensure continuous learning during disruptions [7].

### 3.2 Challenges Encountered by Teachers During Crisis Situations

Table 3. Challenges Experienced by Teachers

Challenge Indicator	Mean	SD	Verbal Interpretation
Limited technological resources	4.15	0.70	High
Unstable internet connectivity	4.22	0.66	High
Increased workload	4.05	0.74	High
Emotional and psychological stress	3.90	0.76	High
Lack of crisis-response training	3.80	0.79	High
<b>Overall Mean</b>	<b>4.02</b>	<b>0.73</b>	<b>High</b>

The results indicated the challenges encountered of teachers of Sultan Sinanggayan Integrated School in maintaining educational continuity during crisis situations. The overall mean score of 4.02 indicates that teachers experience considerable difficulties while carrying out their responsibilities during disruptions, highlighting the complex nature of teaching during emergencies [4].

Among the challenges identified, unstable internet connectivity received the highest mean score of 4.22, indicating that inconsistent internet access remains a major barrier to implementing online or digital learning approaches. This finding reflects the broader issue of unequal internet access that affected many educational systems during the COVID-19 pandemic [9].

Another significant challenge is the limited availability of technological resources, which obtained a mean score of 4.15. This suggests that insufficient access to devices, digital platforms, and learning technologies affects teachers' ability to deliver technology-supported instruction effectively [5].

Teachers also reported increased workload, with a mean score of 4.05, as they are required to redesign lessons, prepare alternative learning materials, and monitor students through different communication platforms during crisis situations. These additional responsibilities significantly contribute to teachers' workload during emergency conditions [4].

Furthermore, emotional stress obtained a mean score of 3.90, indicating that teachers experience psychological pressure while adjusting to rapidly changing instructional environments. Research has shown that sudden changes in teaching modalities can significantly affect teachers' emotional well-being and professional performance [4].

Lastly, lack of crisis-response training obtained a mean score of 3.80, suggesting that some teachers feel inadequately prepared to manage emergency teaching conditions. This finding highlights the need for professional development programs that focus on crisis preparedness and flexible learning implementation [1].

### 3.3 Strategies Implemented by Teachers to Ensure Educational Continuity

Table 4. Strategies Used by Teachers

Strategy	Mean	SD	Verbal Interpretation
Modular learning delivery	4.28	0.64	Very High
Online and blended learning approaches	4.05	0.69	High
Communication with parents and students	4.30	0.61	Very High
Collaborative planning with colleagues	4.18	0.66	High
Use of alternative assessment strategies	4.12	0.68	High
<b>Overall Mean</b>	<b>4.19</b>	<b>0.66</b>	<b>High</b>

The tables showed the strategies implemented by teachers to ensure the continuity of learning during crisis situations. The overall mean score of 4.19 indicates that teachers actively adopt various strategies to sustain the teaching-learning process despite disruptions [3].

Among these strategies, communication with parents and students obtained the highest mean score of 4.30, indicating that teachers prioritize maintaining consistent communication to monitor student progress and provide guidance during learning disruptions [1].

The use of modular learning delivery obtained a mean score of 4.28, suggesting that teachers frequently utilize printed learning modules as an alternative instructional method, particularly in communities with limited internet connectivity [2].

Teachers also reported engaging in collaborative planning with colleagues, which obtained a mean score of 4.18. Through collaboration, teachers are able to share teaching resources, discuss instructional strategies, and support one another in addressing challenges during crisis situations [3].

Additionally, the use of alternative assessment strategies obtained a mean score of 4.12, indicating that teachers adjust their evaluation methods to measure students' learning effectively despite changes in instructional delivery [3].

Finally, online and blended learning approaches obtained a mean score of 4.05, demonstrating teachers' efforts to incorporate digital platforms to support learning when possible. These practices are commonly used during emergency remote teaching to ensure that instruction continues even when face-to-face classes are disrupted [3].

### 3.4 Correlation Between Preparedness Indicators and Teachers' Readiness

Table 5. Pearson Correlation Between Preparedness and Educational Continuity

Variables	Preparedness Indicators and Educational Continuity Readiness		
	Pearson r	p-value	Interpretation
	0.658	<0.001	Significant

The results present the correlation between teachers' preparedness indicators and their readiness to sustain educational continuity during crises at Sultan Sinangayan Integrated School. The results show a strong positive relationship, with a correlation coefficient of  $r = 0.658$  and a significance level of  $p < 0.001$ .

This finding indicates that teachers with higher levels of preparedness are more likely to demonstrate greater readiness in managing educational disruptions. In particular, competencies such as instructional adaptability, crisis awareness, technological integration, psychological resilience, and institutional support contribute to teachers' ability to maintain learning continuity during emergencies [7].

### 3.5 Predictors of Teachers' Readiness for Educational Continuity

Table 6. Predictors of Teachers' Readiness for Educational Continuity

Preparedness Dimension	$\beta$	t	p-value	Interpretation
Crisis Awareness	0.19	2.15	0.034	Significant
Instructional Adaptability	0.28	3.62	0.001	High Significant
Technology Integration	0.16	1.95	0.054	Not Significant
Psychological Resilience	0.21	2.48	0.015	Significant
Institutional Support	0.24	2.90	0.005	Highly Significant

The multiple regression analysis identified the predictors of teachers' readiness to ensure educational continuity during crisis situations.

The results revealed that instructional adaptability is the strongest predictor ( $\beta = 0.28$ ,  $p = 0.001$ ), indicating that teachers who can modify teaching strategies and learning activities are more capable of sustaining instruction during disruptions [3].

Institutional support also emerged as a significant predictor ( $\beta = 0.24$ ,  $p = 0.005$ ), highlighting the importance of administrative assistance, availability of learning resources, and clear organizational guidance in strengthening teachers' readiness [1].

Similarly, psychological resilience showed a significant contribution ( $\beta = 0.21$ ,  $p = 0.015$ ), suggesting that teachers who possess strong emotional coping abilities are better able to manage crisis situations while continuing their professional responsibilities [6].

Furthermore, crisis awareness significantly influenced teachers' readiness ( $\beta = 0.19$ ,  $p = 0.034$ ), indicating that knowledge of disaster preparedness enhances teachers' ability to respond effectively to educational disruptions [7].

Although technology integration demonstrated a positive relationship with teachers' readiness, it did not reach statistical significance ( $p = 0.054$ ). This suggests that while digital competence is important, other factors such as instructional adaptability, institutional support, and resilience play a more influential role in determining teachers' readiness during crises [5].

#### 4.0 Conclusion

The findings of the study highlight the critical role teachers' of Sultan Sinanggayan Integrated School play in maintaining educational continuity during crisis situations. Overall, teachers demonstrated a high level of readiness in adapting instructional strategies and supporting students during disruptions. However, several challenges remain, particularly in relation to technological resources, access to training, and institutional support. The study emphasizes the need to strengthen disaster preparedness programs in the education sector, particularly those aimed at enhancing teachers' instructional adaptability, technological competence, and psychological resilience. Educational institutions should prioritize continuous professional development programs that equip teachers with the knowledge and skills needed to effectively respond to crisis situations. Moreover, improving access to technological resources, strengthening school infrastructure for alternative learning delivery, and fostering collaborative support among educators can significantly enhance the resilience of schools. By strengthening both teacher preparedness and institutional support systems, educational institutions can ensure that learning continues even during the most challenging circumstances

#### 5.0 References

- [1] Department of Education. (2020). DepEd Order No. 18, s. 2020: Guidelines on the adoption of flexible learning modalities in basic education during the COVID-19 pandemic. Department of Education.
- [2] Department of Education. (2020). Basic Education Learning Continuity Plan. Department of Education.
- [3] Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- [4] Kim, L. E., & Asbury, K. (2020). "Like a rug had been pulled from under you": The impact of COVID-19 on teachers in England during the first six weeks of lockdown. *British Journal of Educational Psychology*, 90(4), 1062–1083. <https://doi.org/10.1111/bjep.12381>
- [5] Lim, C. P. (2021). Digital readiness of teachers in emergency remote teaching. *Journal of Educational Technology & Society*, 24(3), 45–59.
- [6] Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidence-based framework. *Teaching and Teacher Education*, 54, 77–87. <https://doi.org/10.1016/j.tate.2015.11.016>
- [7] Paton, D., & Johnston, D. (2017). *Disasters and communities: Vulnerability, resilience and preparedness*. CRC Press.

[8] Philippine Congress. (2010). Republic Act No. 10121: Philippine Disaster Risk Reduction and Management Act of 2010. Official Gazette of the Republic of the Philippines.

[9] UNESCO. (2020). Global education monitoring report 2020: Inclusion and education. All means all. United Nations Educational, Scientific and Cultural Organization.

