Original Article

Disaster Readiness of Public Schools and Remote Teaching Self-Efficacy: The Role of Implementing Learning Continuity Plans

Jether D. Ortega [1] iD, Eduardo P. Paller, Jr [2] iD, Loueis Marcyl R. Navales [3] iD, Maribeth M. Palniton [4] iD, Jessica C. Obligado [5] iD, Marleonie M. Bauyot [6] iD

Author Information:

[1]Buhangin National High School, Malita, Davao Occidental, Philippines

[2]Pedro V. Basalan Elementary School, Digos City, Davao del Sur, Philippines

[3]Goma National High School, Digos City, Davao del Sur, Philippines

[4]Basiawan National High School, Sta.Maria, Davao Occidental, Philippines

[5]San Roque National High School, Malungon, Sarangani Province, Philippines

[6]Ateneo de Davao University, Davao City, Philippines

Correspondence:
jether.ortega@deped.gov.ph

Abstract. This study examined the relationships among the disaster readiness of public schools, the implementation of the Learning Continuity Plan (LCP), and teachers' self-efficacy in remote emergency teaching. Further, it determined whether LCP implementation mediates the relationship between disaster readiness and self-efficacy. Using a quantitative correlational research design, data were collected from 100 public school teachers across five districts in Davao Occidental and Davao del Sur using validated survey instruments. Results revealed a very high level of disaster readiness among schools across the country, including an enabling environment, safe learning facilities, school disaster risk management, and disaster risk reduction in education. The extent of LCP implementation was rated high, indicating strong operationalization of focus and intervention, hand-holding initiatives, technical assistance, and stakeholder appraisal. Teachers also demonstrated high to very high self-efficacy in remote teaching, particularly in online instruction and curriculum delivery. Correlation analysis showed significant positive relationships among the three variables. In contrast, mediation analysis confirmed that the LCP fully mediates the effect of disaster readiness on remote teaching self-efficacy. These findings highlight the critical role of continuity planning in transforming institutional preparedness into adequate instructional capacity, emphasizing the need for sustained support systems and strengthened LCP execution to enhance teachers' resilience and performance during crises.

Keywords: Disaster readiness; Learning Continuity Plan; Remote teaching self-efficacy.

Disasters—both natural and human-induced—pose serious threats to the stability of educational systems, often resulting in interrupted instruction, compromised learning quality, and increased vulnerability among teachers and learners. When schools are inadequately prepared, the consequences extend beyond physical damage, manifesting in weakened instructional delivery, declining learner engagement, and reduced teacher confidence during crises. In the Philippines, one of the world's most disaster-prone countries, recurrent hazards such as typhoons, floods, earthquakes, and other emergencies continually test the resilience of schools and educators (Chong et al., 2025). These persistent risks highlight the urgent need for education systems that can sustain teaching quality and learning continuity despite disruptions.

In response, the Department of Education (DepEd) has instituted policies aligned with the Comprehensive School Safety Framework and the National Disaster Risk Reduction and Management Plan, emphasizing preparedness, mitigation, response, and recovery to safeguard educational continuity. Central to these initiatives is disaster readiness in public schools, which encompasses an enabling environment, safe learning facilities, school disaster risk management mechanisms, and the integration of disaster risk reduction (DRR) into education (DepEd, 2018). While these components provide a strong structural foundation, policy implementation alone does not guarantee effective teaching during emergencies. More critically, preparedness must translate into teachers' capacity and confidence to deliver instruction under crisis conditions.

Shifting from policy-level considerations to classroom realities, the COVID-19 pandemic revealed substantial challenges in teachers' preparedness for emergency remote teaching. The abrupt transition exposed gaps in self-efficacy, digital competence, institutional support, and psychosocial readiness, particularly in resource-constrained contexts (Misirli & Ergulec, 2021). Teachers encountered limited access to technology, inadequate training, and inconsistent support systems, all of which affected instructional effectiveness. To address these challenges, DepEd introduced the Learning Continuity Plan (LCP) as a strategic framework to ensure uninterrupted learning during emergencies. However, the success of the LCP largely depends on its implementation at the school level through focused interventions, technical assistance, and stakeholder engagement (EDCOM II, 2025). Consequently, examining the role of LCP implementation becomes essential in understanding how institutional preparedness supports teachers during crises.

What remains unclear is whether and how school disaster readiness influences teachers' remote teaching self-efficacy through the actual implementation of the Learning Continuity Plan. Although previous studies have examined disaster preparedness and online or remote teaching independently, limited empirical work has explored their interrelationship within a mediated framework. This gap is particularly evident in the Philippine context, where localized evidence is needed to explain how national policies operate at the school and teacher levels. Addressing this gap strengthens the alignment between institutional readiness and instructional practice and responds to calls for context-specific research on educational resilience.

Teacher self-efficacy—defined as educators' confidence in planning, delivering, and evaluating instruction in remote environments—is a critical determinant of effective emergency education. High levels of self-efficacy are associated with improved instructional quality, stronger learner outcomes, reduced burnout, and enhanced adaptability in online teaching contexts. Conversely, low self-efficacy undermines the sustainability and effectiveness of emergency remote education (Yang & Du, 2024). These findings underscore the importance of examining not only structural preparedness but also its psychological and professional impact on teachers.

Learning continuity plans serve as the operational bridge between institutional preparedness and classroom instruction. As official guidelines that outline how schools sustain learning during disruptions, LCPs aim to enhance teacher performance and student mastery of learning competencies (Rabor et al., 2022). They also ensure that instruction continues without compromising the health and safety of both learners and school personnel (Pineda, 2025). International studies further support this linkage, showing that faculty capacity, flexible learning modalities, infrastructure readiness, and strategic institutional planning are vital components of educational resilience (Sierra et al., 2024). However, comparative evidence suggests that while many schools report access to devices and learning platforms, persistent gaps remain in technical support, teacher preparation, and policy execution—especially in developing-country contexts such as the Philippines (Prestoza, 2024).

Moreover, instructors' experiences in remote environments indicate that digital burnout is strongly associated with teaching competence, emotional regulation, and perceived self-efficacy (Yang & Du, 2024). Learning

continuity planning—defined as institutional measures that enable instruction to continue during disruptions such as pandemics and natural disasters—relies heavily on student engagement, access to technology, teacher preparedness, and pre-existing support systems (Çelik, 2024). These international findings emphasize the need to examine how these mechanisms function in local public schools, where resource limitations and contextual challenges may significantly shape outcomes.

Guided by these considerations, this study investigates the relationship between the disaster readiness of public schools and teachers' remote-teaching self-efficacy, with the implementation of the Learning Continuity Plan as a mediating variable. By integrating institutional, instructional, and psychological dimensions, the study aims to generate empirical evidence that can inform policymakers, school leaders, and teachers in strengthening disaster preparedness, improving continuity planning, and enhancing educational resilience in times of crisis.

Methodology
Research Design
The study employed a quantitative correlational research design utilizing descriptive statistics and regression-based mediation analysis. This design was appropriate as it examined the relationships among the study variables—disaster readiness as the independent variable, remote teaching self-efficacy as the dependent variable, and implementation of the Learning Continuity Plan (LCP) as the mediating variable. Specifically, the mediation framework used a regression-based approach to test the direct effect of disaster readiness on remote teaching self-efficacy, the effect of disaster readiness on LCP implementation, and the indirect effect of disaster readiness on remote teaching self-efficacy through LCP implementation. This approach allowed a more precise examination of the mechanism through which institutional preparedness influences teachers' instructional confidence during crises. Data were gathered from public school teachers using structured survey questionnaires adopted and adapted from previously validated instruments.

Participants and Sampling Technique
The study participants were 100 public school teachers selected from five districts in the provinces of Davao Occidental and Davao del Sur. Stratified random sampling was used to ensure proportional representation across districts. Specifically, 20 teachers were drawn from each of the following districts: Malita, Sarangani, Sta. Maria, Digos, and Malungon.

The inclusion criteria required participants to be:
(1) currently employed as public-school teachers;
(2) actively teaching during the implementation of remote or alternative learning modalities; and
(3) having at least one year of teaching experience to ensure familiarity with school disaster preparedness and learning continuity measures.

Teachers who were on long-term leave during the data collection period or who had no experience with remote or alternative learning modalities were excluded from the study. The selected participants represented diverse grade levels, subject specializations, and lengths of teaching service, thereby providing a comprehensive perspective on disaster readiness, the implementation of learning continuity, and remote teaching self-efficacy in disaster-prone school contexts.

Research Instrument
Data were collected using survey questionnaires adapted from established, validated instruments. The study adopted the Extent of Implementation of the Learning Continuity Plan Questionnaire developed by Rabor et al. (2022). Items measuring disaster readiness were adapted from the Gawad KALASAG (KAlamidad at Sakuna LAbanan, SAriling Galing ang Kaligtasan) Disaster Readiness Criteria stipulated in NDRRMC Memorandum Circular No. 3, s. 2025. Remote teaching self-efficacy was measured using the Emergency Remote Teaching Self-Efficacy Scale developed by Kasapoglu et al. (2023).

To ensure content validity and contextual appropriateness, the instruments were reviewed by a panel of three experts in education and disaster risk management. The experts evaluated each item for clarity, relevance, and alignment with the study's objectives. Following content validation, the instruments underwent pilot testing involving 20 public school teachers who were not included in the final sample. Reliability analysis yielded acceptable internal consistency, with Cronbach's alpha exceeding the minimum acceptable threshold of 0.70 for

all scales and subscales, indicating satisfactory reliability for quantitative analysis.

Data Gathering Procedure
Data collection was conducted over four weeks. Prior to data gathering, official approval was secured from the Schools Division Offices of Davao Occidental and Davao del Sur, as well as from district supervisors and school heads of the participating schools. Upon approval, the researchers administered the questionnaires using both online and printed formats. The use of mixed data collection modes was necessary to accommodate varying levels of internet connectivity and accessibility among teachers, particularly in geographically remote and disaster-prone areas. Before participating, respondents were informed of the study's purpose, the voluntary nature of their involvement, and the confidentiality of their responses. Completed questionnaires were retrieved, checked for completeness, and subsequently encoded and organized for statistical analysis.

Data Analysis Procedure
The collected data were analyzed using descriptive, correlational, and mediation analyses. Descriptive statistics—including mean, standard deviation, and weighted mean—were used to determine the levels of disaster readiness, learning continuity plan implementation, and remote teaching self-efficacy. Prior to inferential analysis, key statistical assumptions—normality, linearity, homoscedasticity, and multicollinearity—were examined to ensure the appropriateness of correlation and mediation procedures—Pearson Product–Moment Correlation was used to assess relationships among variables. Mediation analysis was conducted using JAMOVI, following a regression-based approach, to test the indirect effect of LCP implementation on the relationship between disaster readiness and remote teaching self-efficacy. Statistical significance was evaluated at the 0.05 alpha level.

Ethical Considerations
The study adhered to established ethical standards in educational research. Approval to conduct the study was obtained from the concerned Schools Division Offices and school administrators. Informed consent was secured from all participants prior to data collection. Participation was voluntary, and respondents were informed of their right to withdraw at any stage without penalty. Confidentiality and anonymity were strictly maintained by excluding identifying information and presenting findings only in an aggregated form. All data were securely stored and used exclusively for academic purposes in compliance with the Data Privacy Act of 2012. The study also underwent institutional ethics review and clearance, ensuring adherence to national and international research ethics principles governing studies involving human participants.

Results and Discussion
Level of Disaster Readiness of Public Schools
Table 1 presents the level of disaster readiness of public schools across the four major indicators of the Gawad KALASAG framework.

Table 1. *Level of Disaster Readiness of the Schools*

Indicator	SD	Mean	Description
Enabling Environment	0.75	4.34	Strongly Agree
Safe Learning Facilities	0.74	4.29	Strongly Agree
School Disaster Risk Management	0.70	4.22	Strongly Agree
DRR in Education	0.76	4.21	Strongly Agree
Overall	**0.75**	**4.27**	**Strongly Agree**

The results indicate consistently high disaster readiness, with all indicators falling within the *Strongly Agree* range. Among the indicators, Enabling Environment obtained the highest mean (M = 4.34). This may be attributed to strong policy enforcement, leadership commitment, and the institutionalization of disaster risk reduction mechanisms at the school level, particularly through the integration of DRRM committees, contingency planning, and compliance monitoring. Safe Learning Facilities (M = 4.29) likewise received a high rating, reflecting schools' sustained efforts to maintain structural safety, conduct risk assessments, and implement safety standards.

Slightly lower yet still strong means were observed for School Disaster Risk Management (M = 4.22) and DRR in Education (M = 4.21), which may indicate ongoing challenges in fully mainstreaming DRR concepts into classroom instruction and in sustaining capacity-building initiatives. Overall, the findings suggest that participating schools demonstrate strong adherence to national preparedness and resilience standards, positioning them to respond effectively to hazards and disruptions. This pattern reinforces existing evidence that schools with established

disaster governance structures exhibit higher organizational resilience and operational readiness during emergencies (Nakum et al., 2022).

Level of Implementation of the Learning Continuity Plan
Table 2 presents the extent of implementation of the Learning Continuity Plan across its core dimensions.

Table 2. *Level of Extent of Implementation of the Learning Continuity Plan*

Indicator	SD	Mean	Description
Aligning Focus and Intervention	0.69	4.16	High Extent
Advancing Hand-Holding Initiatives	0.75	4.11	High Extent
Amplifying Defined Technical Assistance to Target Delivery Units	0.71	4.09	High Extent
Appraising Stakeholders on the Progress of Interventions	0.76	4.14	High Extent
Overall	**0.73**	**4.13**	**High Extent**

The overall mean (M = 4.13) indicates a High Extent of LCP implementation across participating schools. Aligning Focus and Intervention obtained the highest mean (M = 4.16), suggesting that schools effectively prioritize essential learning competencies and tailor interventions to address learning gaps during disruptions. Although all indicators reflect strong implementation, none reached a *Very High* level. This absence suggests that, while continuity measures are functional and consistently applied, gaps remain in depth, sustainability, and system-wide optimization. Limitations in resources, manpower, and long-term monitoring mechanisms may constrain schools from fully institutionalizing LCP practices beyond compliance-driven implementation. Nonetheless, the presence of strong hand-holding initiatives, technical assistance, and stakeholder communication demonstrates schools' commitment to sustaining learning during crises. This supports earlier findings emphasizing that targeted interventions and collaborative support systems are essential components of effective continuity planning (Elkady et al., 2024; Lipka & Sarid, 2025).

Level of Teachers' Remote Teaching Self-Efficacy
Table 3 presents the level of teachers' self-efficacy in emergency remote teaching.

Table 3. *Level of Emergency Remote Teaching Self-Efficacy*

Indicator	SD	Mean	Description
Self-Efficacy in Student-Centered Emergency Remote Teaching	0.71	4.23	Strongly Agree
Self-Efficacy in Emergency Remote Teaching of the Curriculum	0.74	4.21	Strongly Agree
Self-Efficacy in Online Emergency Remote Teaching	0.78	4.24	Strongly Agree
Self-Efficacy in Emergency Remote Teaching of Students with Special Needs	0.88	4.14	Agree
Overall	**0.76**	**4.21**	**Strongly Agree**

Teachers exhibited high to very high self-efficacy across most domains, with the highest mean recorded in Online Emergency Remote Teaching (M = 4.24). This indicates strong confidence in using digital platforms, managing online classrooms, and employing technology-mediated instructional strategies. Similarly, high confidence levels in student-centered approaches (M = 4.23) and curriculum delivery (M = 4.21) suggest that teachers have developed adaptive pedagogical skills in response to prolonged exposure to alternative learning modalities.

However, comparatively lower self-efficacy was observed in teaching students with special needs (M = 4.14). This finding may be linked to institutional constraints previously identified in the study, such as limited specialized training, insufficient assistive technologies, and the absence of structured inclusive education support in remote settings. While teachers remain generally confident, this domain reflects a persistent gap in inclusive emergency instruction, echoing concerns raised in earlier literature regarding the complexity of delivering differentiated support in virtual environments (Starks & Reich, 2022; Amemasor et al., 2025).

Relationship Between Disaster Readiness, LCP Implementation, and Remote Teaching Self-Efficacy
Table 4 presents the correlation results among the study variables.

Table 4. *Correlation Coefficient Between the Three Variables*

Pair	Variable	Correlation Coefficient	*P*-value
IV and DV	Disaster Readiness and Remote Teaching Self-Efficacy	.538	.000
IV and MV	Disaster Readiness and Implementation of Learning Continuity Plan	.577	.000
MV and DV	Implementation of Learning Continuity Plan and Remote Teaching Self-Efficacy	.908	.000

The findings reveal statistically significant positive relationships among all variables. The moderate-to-strong correlation between disaster readiness and LCP implementation (r = .577) indicates that schools with stronger preparedness systems are better able to implement continuity mechanisms effectively. Disaster readiness is also significantly associated with teachers' remote teaching self-efficacy (r = .538), suggesting that preparedness environments foster greater instructional confidence by providing structural safety, clear procedures, and organizational support.

The strongest relationship is between LCP implementation and remote teaching self-efficacy (r = .908), indicating a very strong positive association. While this magnitude may partly reflect conceptual proximity between institutional support and perceived teaching competence, such overlap is theoretically expected, as continuity planning directly shapes teachers' access to guidance, training, and instructional resources. Acknowledging this possibility strengthens methodological reflexivity and reinforces the interpretation that LCP implementation functions as a direct conduit through which preparedness influences teaching confidence (Schell, 2023).

Results of Mediation Analysis

Mediation analysis was conducted to determine whether the implementation of the Learning Continuity Plan mediates the relationship between disaster readiness and remote teaching self-efficacy.

Table 5. *Mediation Analysis*

Total Effect (Disaster Readiness -> Remote Teaching Self-Efficacy)		Direct Effect (Disaster Readiness -> Remote Teaching Self-Efficacy)		Indirect Effects of Disaster Readiness on Remote Teaching Self-Efficacy					
Coefficient	*p-value*	*Coefficient*	*p-value*		*Coefficient*	*SD*	*t - value*	*p-value*	*Confidence Interval (95%)*
0.6749	0.000	0.0657	0.000	Disaster Readiness -> Implementation of Learning Continuity Plan -> Remote Teaching Self-Efficacy	0.6092	0.0589	10.35	0.000	0.4917; 0.724

The results indicate that disaster readiness has a significant total effect on teachers' remote teaching self-efficacy (β = 0.6749, p < .001). However, when LCP implementation is introduced as a mediator, the direct effect substantially decreases (β = 0.0657), indicating that preparedness alone does not directly strengthen teacher confidence. The indirect effect is statistically significant (β = 0.6092, t = 10.35, p < .001), with a confidence interval that does not cross zero, confirming complete mediation. In practical terms, this means that disaster readiness improves teachers' remote teaching self-efficacy primarily through effective learning continuity planning. Schools become resilient not merely by being prepared, but by translating preparedness into actionable continuity strategies that provide teachers with structure, technical assistance, and instructional guidance. This finding highlights the Learning Continuity Plan as the critical mechanism that transforms institutional readiness into instructional capability, supporting previous research emphasizing continuity planning as a cornerstone of educational resilience during crises (Salvo-Garrido et al., 2025; Hadad et al., 2025; Yunzal et al., 2024)

Conclusion

This study contributes both theoretically and empirically to the growing body of literature on educational resilience by extending existing models of disaster preparedness and crisis-responsive education. Specifically, it provides empirical validation that learning continuity planning functions as a critical mediating process through which school disaster readiness translates into teachers' capacity to sustain instruction during disruptions. The findings demonstrate that institutional preparedness alone is insufficient; resilience is achieved when preparedness mechanisms are operationalized into structured plans, guided interventions, and sustained instructional support systems.

Rather than emphasizing numerical classifications, the results underscore their practical meaning: disaster-ready schools are better positioned to maintain instructional stability, support teacher adaptability, and protect learning continuity during emergencies. Teachers' generally strong sense of self-efficacy in remote teaching reflects the presence of enabling systems that provide clarity, structure, and professional support. However, the

comparatively lower confidence in delivering instruction to learners with special needs signals an ongoing challenge in ensuring inclusive education during crisis contexts, highlighting a critical area for targeted intervention.

From a practice perspective, the findings emphasize the role of school leadership in translating preparedness policies into daily instructional support. School heads and academic leaders are encouraged to strengthen monitoring mechanisms, provide sustained technical assistance, and prioritize professional development programs that enhance inclusive and flexible teaching strategies. Building teacher capacity—particularly in differentiated and special-needs instruction—remains essential to ensuring equitable learning continuity. At the policy level, the results indicate that the Department of Education should move beyond compliance-based preparedness toward institutionalized evaluation of Learning Continuity Plans. Regular assessment of LCP implementation, integration of digital pedagogy within DRRM frameworks, and alignment of continuity planning with long-term school improvement initiatives may significantly strengthen system-wide resilience.

For future research, scholars may consider conducting longitudinal studies to examine how disaster readiness and continuity planning influence teacher efficacy over time. Experimental or quasi-experimental designs could further test the causal impact of continuity interventions on instructional outcomes. Expanding similar investigations to other regions, educational levels, or private institutions would also enhance the generalizability of findings and contribute to a more comprehensive understanding of educational resilience across diverse contexts.

Contributions of Authors
Author 1: conceptualization, data gathering, finalization of manuscript
Author 2: conceptualization, data analysis, data gathering
Author 3: conceptualization, data gathering
Author 4: conceptualization, data gathering
Author 5: conceptualization, data gathering
Author 6: conceptualization, finalization of manuscript

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