



INSTRUCTIONAL PREPAREDNESS AND ADAPTIVE STRATEGIES FOR MAINTAINING EDUCATIONAL CONTINUITY ABRUPT CLASS SUSPENSION IN BALAYAN SENIOR HIGH SCHOOL

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ABSTRACT

This study assessed the instructional preparedness and adaptive strategies for maintaining educational continuity abrupt class suspension in Balayan Senior High School. Using a quantitative-descriptive research design, data were collected from 105 teachers through validated online and printed questionnaires employing a 4-point Likert scale. The results revealed that teachers have strong access and support for digital learning, with an overall weighted mean of 3.42. Findings also showed that teachers strongly agree on using various strategies such as group chats, clear task instructions, and printed modules during sudden class suspensions, reflected by an overall mean of 3.54. Their strategies were found highly effective in maintaining lesson delivery and student engagement, with a mean of 3.60. Despite these strengths, teachers still face challenges in monitoring students' progress (mean = 3.66) and adjusting lesson plans (mean = 3.38) during abrupt suspensions. The study concludes that teachers are well-prepared and adaptable, though continuous school support, collaborative planning, and improved communication are essential to further enhance learning continuity amidst unexpected disruptions.

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue II

October 2025

Available online at <https://www.instabrightgazette.com>



Keywords: *Instructional Preparedness, Abrupt Class Suspension, Adaptive strategies, Educational continuity, Digital learning*



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