

Challenges Faced and Practices Employed by Elementary Teachers During Class Suspensions Due to Inclement Weather: Basis for Capacity-Building and Support System Programs

John Carlo O. Viray¹, Dr. Maricris M. Sison²

Pangasinan State University – Open University Systems,¹ Pangasinan State University –
Lingayen Campus²

johncarloviray.lpt@gmail.com,¹ msison.lingayen@psu.edu.ph²

ABSTRACT

This study determined the seriousness of the challenges faced by elementary teachers during class suspensions due to inclement weather and the extent of implementation of practices employed by elementary teachers in managing weather-related class suspensions, as perceived by elementary teachers and school heads in all public elementary schools in the City of Alaminos, Pangasinan. This quantitative descriptive research design employed a survey questionnaire administered to 221 public elementary school teachers via Google Forms. Frequency count, percentage, mean, Spearman's rho, point-biserial correlation, and Mann-Whitney U test were all used to examine the data collected from the survey. The study's results revealed that the level of the challenges faced by elementary teachers during class suspensions due to inclement weather is viewed as highly serious (3.72), while the level of implementation of practices employed by elementary teachers in managing class suspensions is rated as highly implemented (4.31). Several profile variables show weak negative relationships with challenges faced. Some do not have a strong correlation with these factors. Several profile variables are weakly and negatively associated with teachers' implementation of practices. However, some profile variables do not show significant relationships with implementation. The findings revealed no significant relationships between elementary teachers and school heads, with both groups exhibiting comparably elevated overall mean scores, indicating an agreement on the effective implementation of practices. The study concluded that, despite a high level of teachers' implementation of practices, the seriousness of the challenges requires immediate action to prevent them from becoming a major problem in the future. The STORM-PREP and GGSS programs were proposed to address the challenges elementary teachers face in managing weather-related class suspensions.

Keywords: Challenges, practices, class suspensions, capacity-building, support system programs

INTRODUCTION

Yearly, the Philippines faces challenges during natural disasters, particularly inclement weather, such as typhoons, heavy rainfall, floods, and extreme heat, which are prevalent in the country. Regarding weather-related difficulties, one of the sectors directly affected by natural disasters is the schools, particularly primary schools, which affect both learners and school personnel, especially teachers. Inclement weather led to numerous class suspensions, challenging the continuity of teaching and learning. One of these reasons is extreme heat, which forced many schools to suspend classes due to its impact on both teachers' and learners' health (Portugal, 2024). In addition, typhoons and floods greatly affected the country, which suspended classes and used school facilities as evacuation centers to accommodate victims (Ramos, 2024). Moreover, principals revealed how extreme heat and floods affect schools. Learners experienced

health problems and poor educational outcomes due to extreme heat on hot days. On the other hand, principals highlighted that the most vulnerable schools during floods were located in coastal areas, which require urgent action on climate resiliency (Bolstad, 2025).

Due to weather-related class suspensions, many regular school days were lost. Thus, DepEd issued an order named Revised Guidelines on Class and Work Suspension in Schools during Disasters and Emergencies, otherwise known as DepEd Order No. 022, s. 2024. It outlines guidelines for the temporary cancellation of regular classes during disasters and emergencies to ensure the safety and welfare of both learners and school personnel. It also provides learners with considerations regarding their attendance and the completion of learning tasks.

Several studies presented the impact of inclement weather on learners and school infrastructure. There was a limited focus on teachers regarding the impact of weather-related class suspensions. This study aimed to determine the seriousness of the challenges faced by elementary teachers during class suspensions due to inclement weather and the extent of implementation of practices used by elementary teachers to manage weather-related class suspensions, as a basis for establishing a capacity-building and support system program.

Statement of the Problem

This research study aimed to determine the level of challenges faced and the level of implementation of practices employed by elementary teachers during class suspensions due to inclement weather as a basis for establishing a capacity-building and support system program.

Specifically, it seeks to answer the following questions:

1. What is the profile of public elementary teachers in the City of Alaminos, Pangasinan?
2. What is the level of seriousness of the challenges faced by elementary teachers during class suspensions due to inclement weather?
3. What is the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather as perceived by the elementary teachers and school heads?
4. Is there a significant relationship between the level of seriousness of the challenges faced by teachers during class suspensions due to inclement weather and the profile of teachers?
5. Is there a significant relationship between the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather and the profile of teachers?
6. Is there a significant difference on the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather as perceived by the teachers and school heads?
7. Based on the results of the study, what capacity-building and support system program may be proposed?

Scope and Delimitations

This study determined the level of challenges faced and the level of implementation of practices employed by elementary teachers during class suspensions due to inclement weather as a basis for establishing a capacity-building and support system program. The study was limited to public elementary teachers in the City of Alaminos, Pangasinan, who were clustered into three (3) groups: coastal, rural, and near-town areas. Policies and guidelines from the

government and the Department of Education were not evaluated, but served as legal framework. The study's generalizations reflected only the schools and respondents involved.

REVIEW OF RELATED LITERATURE

Impact of Weather Events on Schools, Learners, and Teachers

Inclement weather has been challenging activities, particularly in educational settings. Each year, many schools, learners, and school personnel are affected by disasters, which cause numerous class suspensions, disrupting continuity of learning and instructional delivery. Nawaz et al. (2025) used quantitative methods to collect data from private secondary schools on the impact of climate change across schools. They found that, due to climate change, disasters have become a problem for many learners, according to teachers. It increased the negative impact on learners, leading to decreased focus and attendance and resulting in poor academic performance. When it comes to extreme temperatures, primary learners were most affected, with their academic performance and outcomes decreasing. It also highlighted the adjustments teachers made to their lesson plans despite weather-related class suspensions (Miller & Hui, 2022). Regarding the impact of floods, Mfon (2024) found that limited flood risk-reduction management negatively affected learners and their well-being. Kuhfeld et al. (2025) investigated the impact of severe weather events on education. They found that severe weather events led to school-wide class suspensions. They also highlighted that many schools struggled to secure funding to maintain school infrastructure and create comfortable spaces for learners on hot days. In addition, teachers faced difficulties managing their workloads while supporting their learners amid severe weather events. UNICEF (2022) supported the findings on the extra workload of teachers during weather-related class suspensions. It was revealed that teachers and school administrators worked together to prepare learning materials to sustain the continuity of learning. It was evident that extra workloads were placed on the teachers and that maintaining learning materials and coordinating with stakeholders to make up for missed classes due to weather-related suspensions required more effort. Moreover, Alkahtani (2017) revealed that a newly designed curriculum may increase workload, thereby affecting teachers' performance in delivering instruction.

Strategies for Sustaining Learning Intervention

Tubianosa-Hao & Doronio (2025) used a qualitative phenomenological approach to examine teachers' experiences of resilience during floods. They found that teachers put more effort and energy into preparing weather updates and information to engage parents after floods. Teachers also modified their instruction to ensure continuity of learning amid disasters. This implied that these initiatives and practices employed by teachers demonstrated passion and dedication to professional development and fulfillment. Işıkdoğan Uğurlu (2023) found that teachers emphasized the importance of up-to-date institutional disaster risk management to inform concerned individuals with direct experience of disasters. They also emphasized the implementation of disaster risk preparation for teaching practices to ensure instructional effectiveness. Heron (2020) used a qualitative approach to examine teachers' viewpoints regarding the development and implementation of a comprehensive school safety plan for learners. The researcher found that preparing the implementation of the school's safety plan, such as fire drills, lockdown and evacuation procedures, and additional lifesaving initiatives, requires additional skills and effort to ensure its effectiveness. Moreover, Arif et al. (2025) underscored teachers' resilience during floods, noting that teachers in Balochistan, Pakistan,

promoted resilience despite the harmful impact of floods in the place. They also emphasized how teachers employed flexible teaching techniques, mental and emotional support, and a collaborative community. In addition, Roorbach (2024) highlighted the importance of developing organizations that support strategic risk management, promote collaboration among institutions to ensure safety during severe weather events, and provide comprehensive plans that link research priorities to the practices employed in higher education institutions in the region. Hernando-Malipot (2024) reported that teachers pleaded for class adjustments and learning modalities, otherwise known as the “Unified Policy.” It is a policy that helps to mitigate risks and problems in learning continuity. The article revealed that implementing a unified policy would greatly benefit all educational stakeholders, including teachers and learners, who are most affected by the region's extreme heat.

Theoretical Framework

Bronfenbrenner's Ecological Systems Theory is a theoretical framework for analyzing how environmental challenges affect individuals' experiences and knowledge (Perron, 2017).

Resilience theory may be used to develop capacity-building and support system programs by addressing the challenges individuals face, enhancing their skills, improving themselves, and helping them adapt positively despite distractions (Copley, 2025).

Kolb's Experiential Learning Theory may serve as a basis for determining the factors underlying the challenges faced through knowledge that emerges from various interconnected cyclical processes (McLeod, 2025).

Conceptual Framework

This study determined the demographic profile of the respondents, including age, sex, marital status, position, highest educational attainment, number of years in service, grade level handled, average monthly family income, and number of seminars and training attended related to class suspensions. This also includes the seriousness of the challenges faced by elementary teachers during weather-related class suspensions, including instructional delivery, communication, use of technology and resources, workload management, and well-being. Moreover, the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather as perceived by the elementary teachers and school heads, in terms of strategies for sustaining instructional delivery and learning intervention; communication approaches and engagement; utilization of digital tools and ALM; time management and prioritization techniques; and well-being management.

All data gathered from the conducted survey questionnaire, using a 5-point Likert Scale, and statistical treatment of data, such as quantitative descriptive design, mean, frequency, percentage, Spearman's rho and point-biserial correlation, and Mann-Whitney U test, were used to identify meaningful findings that were relevant and beneficial to the study's problem. The study's results served as a basis for developing a capacity-building and support system program to enhance elementary teachers' preparedness and resilience amid weather-related class suspensions.

METHODOLOGY

Research Design

In this study, a quantitative descriptive research design was utilized. This design provides

insights from the given characteristics of the sample or population without manipulating variables in the study (Thomas & Zubkov, 2023). This quantitative descriptive research design was utilized in the conduct of this study as the researcher was able to collect and analyze data, particularly numerical data from the group of elementary schools in coastal, rural, and near town areas to describe the level of seriousness of the challenges they encountered and the level of implementation of practices employed by elementary teachers during class suspensions due to inclement weather as a basis for establishing capacity-building and support system program. To achieve this, data were collected through online surveys.

Research Steps

The researcher followed a structured process to address the identified problems in the study. This includes identifying research problems using existing studies and theories, and formulating a research problem statement that highlights the study's particular focus. This is immediately followed by gathering background information, such as related literature and related studies, as reliable sources that support the study. Next, conduct a survey questionnaire and analyze the collected data to provide evidence-based conclusions. The survey process was guided and facilitated by the researcher, ensuring the relevance and conciseness of respondents' shared insights for the study.

Data Collection and Sample Selection

The study was conducted in the Schools Division Office in the City of Alaminos, Pangasinan, surveying two hundred twenty-one (221) public elementary teachers who are from three (3) clusters: coastal, rural, and near-town areas. Data were collected using a validated survey questionnaire administered in schools over two weeks. The data instrument was spread through a Google Form to monitor progress and ensure accurate data collection. The content of the Google Form included a letter to respondents from the researcher, an attached endorsement letter from the Schools Division Superintendent, and a confidentiality statement that required both ethical and voluntary participation in the entire data collection process.

Data Analysis Methods

The collected data were analyzed using a quantitative descriptive research design, and a survey questionnaire was employed. Statistical tools were also employed in the data analysis. Statistics such as percentages, frequencies, and mean weight were used to describe the respondents' profile.

To assess the seriousness of the challenges faced and the implementation of practices employed by elementary teachers during class suspensions due to inclement weather, as perceived by the elementary teachers and school heads, a weighted mean was used. Pertaining to the correlation between the demographic profile of the elementary teachers and the level of seriousness of the challenges faced by teachers during class suspensions due to inclement weather, and the correlation between the demographic profile of the elementary teachers and the level of implementation of practices employed by elementary teachers during class suspensions due to inclement weather as perceived by the elementary teachers and school heads, these correlation were tested using Spearman's rho and point-biserial correlation. The difference in the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather, as perceived by the elementary teachers and school heads,

was tested using the Mann-Whitney U test. The researcher cross-checked the collected and analyzed data to ensure the reliability and validity of the study's findings.

Research Hypotheses and Validation

The study tested the null hypotheses at the 0.05 significance level. Spearman's rho, point-biserial correlation, and Mann-Whitney U test were utilized based on the computed 0.05 significance level. Results with a significance level greater than 0.05 indicate acceptance of the null hypothesis, with no significant relationships between the variables.

Study Limitations and Ethical Considerations

The study was limited only to public elementary teachers in the City of Alaminos, Pangasinan, and the generalizations of the study's findings may not reflect all elementary teachers in other areas but are applicable only to the schools and research participants involved. The study's limitations were mitigated by adhering to ethical protocols, including obtaining informed consent from participants and ensuring confidentiality. These procedures ensured the credibility, integrity, and accuracy of the study.

RESULTS AND DISCUSSION

This section shows the collected findings from the survey questionnaire completed by elementary teachers in the City of Alaminos, Pangasinan. This section discusses the collected data, focusing on the level of seriousness of the challenges encountered by elementary teachers,

The study also discussed the level of implementation of practices during class suspensions due to inclement weather as perceived by the elementary teachers and school heads, significant relationships between respondents' profile and level of seriousness of the challenges encountered by elementary teachers, significant relationships between respondents' profile and level of implementation of practices during class suspensions due to inclement weather as perceived by the elementary teachers and school heads, significant difference in the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather as perceived by teachers and school heads, and proposed capacity-building and support system program for the beneficiaries.

Table 1. Profile of the Respondents

Profile	Category	Frequency	Percent
Age	20-30 years old	36	16.3
	31-40 years old	73	33
	41-50 years old	72	32.6
	More than 50 years	40	18.1
Sex	Male	39	17.6
	Female	182	82.4
Marital Status	Single	52	23.5
	Married	163	73.8
	Widowed	4	1.8
	Separated	2	0.9
Position	Teacher I-III	138	62.4
	Teacher IV-VII	51	23.1
	Master Teacher I-II	11	5
	Head Teacher I-III	9	4.1
	Head Teacher IV-VI	1	0.5
	School Principal I-II	7	3.2
	School Principal III-IV	4	1.8
Highest Educational Attainment	College Graduate	13	5.9
	With Master's Units	87	39.4
	Master's Degree Holder	76	34.4
	With Doctorate Units	32	14.5
	Doctor's Degree Holder	13	5.9
Number of Years in Service	1-5 years	40	18.1
	6-10 years	58	26.2
	11-15 years	44	19.9
	16-20 years	36	16.3
	21-25 years	24	10.9
	26-30 years	11	5
	31 years and above	8	3.6
Grade Level Handled	Kindergarten	20	9
	Grade 1	26	11.8
	Grade 2	22	10
	Grade 3	30	13.6
	Grade 4	23	10.4
	Grade 5	30	13.6
	Grade 6	25	11.3
	Multilevel	21	9.5
	Not applicable (N/A)	24	10.9
Average Family Monthly Income	less than ₱10,000	2	0.9
	₱10,000-₱20,000	49	22.2
	₱20,001-₱50,000	146	66.1
	₱50,000 and above	24	10.9
Number of Seminars and Training attended related to Class Suspensions	0-1	142	64.3
	2-3	29	13.1
	4-5	15	6.8
	Above 5 seminars/training	35	15.8

Table 1 shows that a large number of respondents, with seventy-three (73) respondents or 33%, fall within the 31-40 age category, closely followed by seventy-two (72) respondents or 32.6% in the 41-50 age category. The data summary indicates that a large number of the respondents are middle-aged adults who are likely in their peak of professional stage.

The data reveal a significant predominance of female respondents over male respondents in the survey results. It shows that female respondents number 182 (82.4%), while male respondents number 39 (17.6%).

The data shows that the majority of respondents, when it comes to marital status, are married, with one hundred sixty-three (163) respondents or 73.8% of the total respondents, while single status has 23.5%.

Based on the table, it shows that a large number of respondents, with one hundred thirty-eight (138) respondents or 62.4%, fall within the Teacher I-III position, followed by fifty-one (51) respondents or 23.1% who are in the Teacher IV-VII position.

The data show that the largest number of respondents, 87 (39.4%), falls within the With Master's Units category, closely followed by 76 (34.4%) in the Master's Degree Holder category.

Table 1 shows that the highest frequency observed falls in the 6-10 years age range in the service category, with 58 individuals (26.2%). It is closely followed by 11-15 years in the service category with 44 (19.9%) and 1-5 years in the service category with 40 (18.1%).

Among the data presented, elementary teachers who handled grades 3 and 5, with 30 respondents (13.6%), have the highest frequency observed in the survey results. This is closely followed by those who handled grade 1 with 11.8% and grade 6 with 11.3%, no grade with 10.9%, grade 4 with 10.4%, grade 2 with 10%, multilevel with 9.5%, and kindergarten with 20 or 9%.

The table shows the largest group of respondents in the “P20,001-P50,000” category, with 146 respondents (66.1%). It was followed by another large group from the “P10,000-P20,000” category, with 49 respondents (22.2%).

On the table presented, the majority of the respondents fall in the 0-1 category with one hundred forty-two (142) respondents or 64.3% indicating that many elementary teachers have attended related seminars, training, and workshops regarding class suspensions due to inclement weather at least one (1) or nothing.

Table 2. Level of Seriousness of the Challenges Faced by Elementary Teachers during Class Suspensions Due to Inclement Weather

Domain	Mean	Description
A. Instructional Delivery and Learning Continuity	3.70	Highly Serious
B. Communication with Learners and Parents	3.66	Highly Serious
C. Availability and Utilization of Technology and Learning Resources	3.80	Highly Serious
D. Workload and Administrative Responsibilities	3.76	Highly Serious
E. Stress, Health, and Personal Well-Being	3.67	Highly Serious
Overall Mean	3.72	Highly Serious

Note: Highest frequencies are in boldface

4.51 – 5.00 Very Highly Serious 1.51 – 2.50 Slightly Serious

3.51 – 4.50	Highly Serious	1.00 – 1.50	Not Serious
2.51 – 3.50	Moderately Serious		

Table 2 shows that the majority of respondents agreed that the level of seriousness of the challenges faced by elementary teachers during class suspensions due to inclement weather is high, with an overall mean of 3.72. It shows that all indicators are rampant or timely and require immediate action and focus to ensure safety and learning continuity amidst weather-related disruptions across various schools. It is evident from the data that the highest recorded mean average is in the “Availability and Utilization of Technology and Learning Resources” category, at 3.80, interpreted as High Seriousness.

This implied that during weather-related class suspensions, many elementary teachers face challenges in utilizing both technology and digital devices or platforms. In addition, respondents have limited access to learning resources that ensure learning continuity, or at least in preparing learning materials for their learners and delivering updates or information to the parents through online platforms.

Table 3. Level of Implementation of Practices Employed by Elementary Teachers in Managing Class Suspensions Due to Inclement Weather as Perceived by Elementary Teachers and School Heads

Domain	Mean	Description
A. Strategies for Sustaining Instructional Delivery and Learning Intervention	4.34	Highly Implemented
B. Communication Approaches and Learners and Parents’ Engagement	4.38	Highly Implemented
C. Utilization of Digital Tools and Alternative Learning Modalities	4.23	Highly Implemented
D. Time Management and Prioritization Techniques	4.32	Highly Implemented
E. Personal Coping Mechanism and Well-Being Management	4.29	Highly Implemented
Overall Mean	4.31	Highly Implemented

Note: Highest frequencies are in boldface

4.51 – 5.00	Very Highly Implemented	1.51 – 2.50	Slightly Implemented
3.51 – 4.50	Highly Implemented	1.00 – 1.50	Not Implemented
2.51 – 3.50	Moderately Implemented		

Table 3 presents the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather, as perceived by elementary teachers and school heads, with a mean of 4.31, indicating High Implementation. Based on the table, the “Communication Approaches and Learners and Parents’ Engagement” domain has the highest mean score of 4.38. This shows how maintaining communication approaches and engagement is relevant to the learners and parents.

This implied that many teachers and school heads implemented their practices for managing weather-related class suspensions to a high degree. Most of the implemented practices employed by elementary teachers were engaging both parents and learners in active communication to receive updates and information about class suspensions and the distribution of learning materials, as alternative learning modalities took place to ensure learning continuity.

Table 4. Relationship Between the Level of Seriousness of the Challenges Faced by Teachers During Class Suspensions Due to Inclement Weather and the Profile of Teachers

Profile		Challenges Faced by Elementary Teachers					Overall Mean
		Instructional Delivery and Learning Continuity	Communication with Learners and Parents	Availability and Utilization of Technology and Learning Resources	Workload and Administrative Responsibilities	Stress, Health, and personal Well-being	
Age	r_s	-.246**	-.190**	-0.074	-.199**	-.178**	-.201**
	Sig	0.000	0.000	0.163	0.000	0.001	0.000
Sex	r_{pb}	-.153*	-.164*	-0.080	-.157*	-0.120	-.154*
	Sig	0.023	0.015	0.234	0.020	0.074	0.022
Marital Status	r_s	-.177**	-.205**	-0.113	-0.121	-0.130	-.171*
	Sig	0.009	0.003	0.097	0.076	0.058	0.012
Position	r_s	-.120*	-.129*	-0.094	-0.100	-.139*	-.124*
	Sig	0.028	0.018	0.084	0.070	0.012	0.019
Highest Educational Attainment	r_s	-0.043	-0.075	-0.087	0.030	-0.024	-0.042
	Sig	0.412	0.159	0.100	0.579	0.661	0.411
Number of Years in Service	r_s	-.151**	-.183**	-0.075	-.163**	-.125*	-.159**
	Sig	0.003	0.000	0.142	0.002	0.015	0.001
Grade Level Handled	r_s	-0.001	-0.086	-.145*	-0.026	-0.050	-0.071
	Sig	0.979	0.131	0.010	0.652	0.375	0.191
Average Family Monthly Income	r_s	-0.059	-0.102	-.164**	-0.072	-0.091	-.113*
	Sig	0.284	0.067	0.003	0.201	0.106	0.035
Number of Seminars and Training attended related to Class Suspensions	r_s	-0.097	-0.091	-.141**	-0.077	-0.049	-0.099
	Sig	0.075	0.098	0.009	0.160	0.372	0.061

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Note: Sex (1=Female and 2=Male); Marital Status (1=Single and 2=Married)

Table 4 presents the relationship between the seriousness of the challenges faced by teachers during class suspensions due to inclement weather and their profile variables, using Spearman's rho and point-biserial correlation. The results show that several profile variables have significant but generally weak negative relationships with the challenges encountered. Age is significantly and negatively related to most domains ($r_s = -.178$ to $-.246$), indicating that older

teachers tend to perceive challenges as less serious. Similarly, sex shows weak negative relationships in several areas ($r_{pb} = -.153$ to $-.164$), which suggest slight differences in perceived challenges between male and female teachers. Marital status and position also show weak negative correlations across selected domains, suggesting that married teachers and those in higher positions tend to face fewer challenges. Length of service shows significant negative relationships across most domains ($r_s = -.125$ to $-.183$), except for a small positive relationship with the overall mean ($r_s = .159$), indicating that more experienced teachers generally cope better with challenges.

In contrast, the highest educational attainment shows no significant relationship. Grade level handled and average family monthly income are significantly related only to the availability and utilization of technology and resources, while income also shows a weak negative relationship with overall challenges. The number of seminars and trainings attended is significantly related only to technology-related challenges ($r_s = -.141$).

Table 5. Relationship Between the Level of Implementation of Practices Employed by Elementary Teachers in Managing Class Suspensions Due to Inclement Weather and the Profile of Teachers

Profile		Implementation of Practices Employed by Elementary Teachers					Overall Mean
		Instructional Delivery and Learning Continuity	Communication with Learners and Parents	Availability and Utilization of Technology and Learning Resources	Workload and Administrative Responsibilities	Stress, Health, and personal Well-being	
Age	r_s	-.241**	-.178**	-.241**	-.199**	-.206**	-.232**
	Sig.	0.000	0.001	0.000	0.000	0.000	0.000
Sex	r_{pb}	-.144*	-.148*	-.152*	-.186**	-.189**	-.184**
	Sig.	0.033	0.028	0.024	0.005	0.005	0.006
Marital Status	r_s	-.242**	-.199**	-.236**	-.202**	-.226**	-.248**
	Sig.	0.000	0.003	0.000	0.003	0.001	0.000
Position	r_s	-0.010	0.006	-0.008	0.000	0.007	0.002
	Sig.	0.856	0.913	0.882	0.998	0.895	0.974
Highest Educational Attainment	r_s	0.009	0.002	-0.019	0.019	0.014	0.004
	Sig.	0.866	0.964	0.729	0.738	0.800	0.945
Number of Years in Service	r_s	-.133*	-0.093	-.153**	-.115*	-.111*	-.123*
	Sig.	0.011	0.081	0.003	0.032	0.036	0.014
Grade Level Handled	r_s	0.080	0.058	0.068	0.069	0.030	0.065
	Sig.	0.166	0.325	0.235	0.245	0.602	0.234
Average Family Monthly Income	r_s	0.009	0.007	0.046	0.036	0.061	0.046
	Sig.	0.880	0.903	0.412	0.532	0.290	0.395
Number of Seminars and Training attended related to Class Suspensions	r_s	0.009	-0.046	0.028	-0.026	0.003	-0.001
	Sig.	0.874	0.418	0.613	0.656	0.959	0.979

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Note: Sex (1=Female and 2=Male); Marital Status (1=Single and 2=Married)

Table 5 presents the relationship between the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather and their profile variables using Spearman's rho and point-biserial correlation. The results indicate that several demographic and experience-related factors are significantly associated with teachers' implementation of practices, though most relationships are weak and negative. Age shows consistent, significant negative correlations across all domains ($r_s = -.178$ to $-.241$; overall $r_s = -.232$), suggesting that older teachers tend to implement these practices less frequently or perceive them as less necessary. Sex is also negatively related to all domains ($r_{pb} = -.144$ to $-.189$; overall $r_{pb} = -.184$), which indicates that male teachers implement these practices slightly less than female teachers. Marital status shows significant negative correlations across all areas ($r_s = -.199$ to $-.248$; overall $r_s = -.248$), suggesting that single teachers implement practices more actively than married teachers. Length of service is weakly but significantly negatively related to most domains ($r_s = -.111$ to $-.153$), which indicates that more experienced teachers may rely less on formal practices during class suspensions.

In contrast, position, highest educational attainment, grade level handled, average monthly family income, and number of seminars or training sessions attended show no significant relationships with implementation.

Table 6. Difference in the Level of Implementation of Practices Employed by Elementary Teachers in Managing Class Suspensions Due to Inclement Weather as Perceived by Teachers and School Heads

Domain	Teachers	School Head	Zc	Sig.
A. Strategies for Sustaining Instructional Delivery and Learning Intervention	4.34	4.44	-0.74 ^{ns}	0.461
B. Communication Approaches and Learners and Parents' Engagement	4.38	4.49	-0.78 ^{ns}	0.434
C. Utilization of Digital Tools and Alternative Learning Modalities	4.23	4.38	-0.84 ^{ns}	0.404
D. Time Management and Prioritization Techniques	4.32	4.35	-0.23 ^{ns}	0.822
E. Personal Coping Mechanism and Well-Being Management	4.28	4.38	-0.70 ^{ns}	0.484
Overall Mean	4.31	4.41	-0.89^{ns}	0.373

^{ns}Not Significant

Table 6 presents the difference in the level of implementation of practices employed by elementary teachers in managing class suspensions due to inclement weather as perceived by teachers and school heads. The results show that there are no significant differences between teachers' self-assessments and the perceptions of school heads ($Z_c = -0.23$ to -0.89 ; $p > 0.05$). The overall mean scores are similarly high for both groups (teachers = 4.31, school heads = 4.41) which indicates a general agreement that practices are being effectively implemented.

PROPOSED CAPACITY-BUILDING TO STRENGTHEN TEACHERS' PREPAREDNESS, RESILIENCE, AND ENRICHMENT DURING WEATHER-RELATED CLASS SUSPENSIONS

Capacity Building: STORM-PREP: Strengthened Training and Organized Resources Management for Preparedness, Resiliency, and Enrichment Program

Key Findings	Strategies/ Activities	Objectives	Key Performance Indicators	Resources	Persons Involved	Timeframe/ Timeline	Source of Funds/ Budget
Difficulty in instructional delivery and ensuring learning continuity	Training preparing flexible lesson plans and learning materials (modular)	propose potential solutions in maintaining smooth instructional delivery and learning continuity	Provide potential solutions to aid problems encountered	Printed materials and hand outs	Master Teacher, Teachers, Program Coordinator, School Head	June	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Communication gaps with learners and parents	Training on proper utilization of communication tools (SMS, messenger, etc.)	establish effective communication approaches to aid the gaps encountered	Provide updates and information to learners and parents on time	Digital devices, printed materials, and hand outs	SPTA President, Teachers, Program Coordinator, School Head	July	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Limited access to technology and learning resources	Training on navigating technology and digital tools for effective teaching	develop competency in navigating both technology and digital tools	Demonstrate highly improved teaching technical skills	Laptop, Wi-Fi, printed materials or manuals, and hand outs	ICT professional, Teachers, Program Coordinator, School Head	August	PHP 20,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Increased workload and administrative responsibilities	Seminar on time management and preparation of responsibilities	prepare workload and administrative responsibilities with balance	Perform responsibilities with minimal flaws	Printed materials and hand outs	Administrative Officer, Teachers, Program Coordinator, School Head	September	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Difficulties in managing stress, health, and personal well-being	Seminar on wellness for teachers	manage stress, health, and personal well-being despite the challenges faced	Reduced reports or data on stress, health, and well-being concerns	Printed materials and hand outs	School Guidance Counselor, Teachers, Program Coordinator, School Head	October	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)

PROPOSED SUPPORT SYSTEM PROGRAM TO STRENGTHEN TEACHERS' PREPAREDNESS, RESILIENCE, AND ENRICHMENT DURING WEATHER-RELATED CLASS SUSPENSIONS

Support System Program: GGSS (Guard Guide Support System)

Key Findings	Strategies/ Activities	Objectives	Key Performance Indicators	Resources	Persons Involved	Timeframe/ Timeline	Source of Funds/ Budget
Difficulty in preparing instructional materials	Training preparing flexible teaching materials, such as lesson plans and reports (modular)	make ready-made instructional materials	Create flexible and accessible teaching materials	Printed materials and hand outs	Master Teacher, Teachers, Program Coordinator, School Head	June	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Limitation in communication with learners and parents	Training on proper utilization of communication tools (SMS, messenger, etc.)	utilize effective communication approaches to deliver updates and information during class suspensions	Strengthen connection learners and parents on time	Digital devices, printed materials, and hand outs	SPTA President, Teachers, Program Coordinator, School Head	July	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Lack of technology and learning resources	Training on navigating technology and digital tools for effective teaching	demonstrate competency in navigating both technology and digital tools	Demonstrate highly competency in navigating technology and digital tools	Laptop, Wi-Fi, printed materials or manuals, and hand outs	ICT professional, Teachers, Program Coordinator, School Head	August	PHP 20,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Extra workload and administrative responsibilities	Seminar on employing proper time management and performing responsibilities	organize workload and administrative responsibilities	Perform responsibilities with minimal flaws or no flaws	Printed materials and hand outs	Administrative Officer, Teachers, Program Coordinator, School Head	September	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)
Challenges in managing stress, health, and personal well-being	Seminar on well-being management for teachers	propose well-being management approaches during weather-related class suspensions	Reduced reports or data on stress, health, and well-being concerns	Printed materials and hand outs	School Guidance Counselor, Teachers, Program Coordinator, School Head	October	PHP 10,000 School MOOE/ LGU-DRR Funds/ Donations (NGOs)

SUMMARY

The study's findings indicate that the majority of respondents are married females in the lower teaching rank category (Teacher I-III). Most respondents pursue postgraduate studies and engage in ongoing professional development early in their teaching careers. Many teachers were handling grades 3 and 5, and they are economically stable. In addition, the majority of respondents have no direct experience with seminars, training, or workshops on class suspensions due to inclement weather. Moreover, despite teachers' high implementation of practices for managing class suspensions due to inclement weather, the seriousness of the challenges faced by elementary teachers during weather-related suspensions requires immediate action to prevent them from becoming a major problem in the future. On the other hand, the findings revealed the high level of implementation of practices of both elementary teachers and school heads during weather-related class suspensions. Furthermore, the study's results showed that several profile variables have significant but generally weak negative relationships with the challenges encountered, while findings also indicated that several demographic and experience-related factors were significantly associated with elementary teachers' implementation of practices, though most relationships are weak and negative. Finally, a proposed capacity-building program, "STORM-PREP," and a support system program, "GGSS Program," may address participants' needs and nurture their suggestions and perspectives (elementary teachers), particularly in managing class suspensions due to inclement weather.

CONCLUSIONS

The study's findings indicate that many teachers are married females, middle-aged adults, in lower ranks (Teacher I-III), and in the early stages of their teaching careers, with ongoing postgraduate studies. They were handling grades 3 and 5, and they are economically stable with no related seminars or training on weather-related class suspensions. The findings revealed the seriousness of the challenges faced by elementary and high school teachers in managing class suspensions due to inclement weather, as perceived by elementary teachers and school heads. Moreover, some respondents' profile variables have weak negative relationships with the challenges encountered, and demographic profile variables were significantly associated with teachers' implementation of practices, though most relationships are weak and negative. The study's results indicate no significant differences between elementary teachers' self-assessments and school heads' perspectives. The overall mean scores are similarly high for both groups, indicating general agreement that practices are being implemented to a high degree. A proposed capacity-building and support system program was established to address the challenges encountered and nurture the existing high level of implementation practices in managing weather-related class suspensions.

RECOMMENDATIONS

Based on the study's findings and conclusions above-mentioned, the recommendations are the following:

1. Organize and conduct regular school-wide related training and seminars that focus on managing class suspensions due to inclement weather, regardless of the teacher's age, sex, marital status, position, highest educational attainment, length of teaching service, and average family monthly income.
2. With the high level of seriousness of the challenges faced in managing class suspensions, it necessitates immediate action by establishing a capacity-building and support system

- program that may improve teachers' disaster preparedness and resiliency during emergencies.
3. The high level of implementation of practices employed by elementary teachers indicates resiliency and preparedness. This suggests that sustaining and improving practices may lead to effective, refined approaches.
 4. Provide support on teachers' needs, particularly in offering basic technology and digital skills training, and provide equal access to teaching materials for effective delivery of instruction.
 5. Develop manageable and ongoing support to sustain the current practices employed by elementary teachers.
 6. Strengthen the school heads and teachers' shared implementation in sustaining responsibilities in school by enhancing their disaster readiness, resiliency, and preparedness.
 7. Implement ongoing support to the proposed capacity-building and support system program by establishing a partnership with the LGU and SDO to conduct the initiatives, ensuring the effectiveness of the implementation.

ACKNOWLEDGMENT

The researcher expresses his sincerest gratitude to all involved individuals, Dr. Maricris M. Sison, Thesis Adviser, for her guidance and invaluable efforts, Mr. Gerald F. Pagodpod, Critic Reader, and to the Panel Members, Dr. Philip Queroda, Dr. Katherine V. Queroda, Dr. Randy F. Soriano, and Dr. Susan D. Tiangson, who provided assistance in the enhancement and completion of this research. The researcher expresses his highest respect and thanks his workmates, friends, and family for their assistance and strength in completing the study. Finally, the researcher expresses gratitude to our beloved Almighty God for being a source of strength, courage, and power to overcome challenges, stress, hurdles, and setbacks. This won't be possible without His guidance to entire journey. All praises to Him.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

REFERENCES

- Alkahtani, A. (2017). *Curriculum change management and workload. Improving schools*, 20(3), 209–221.
- Bolstad, R. (2025). *Climate stressors are impacting our primary schools* | New Zealand Council for Educational Research. <https://www.nzcer.org.nz/news-and-blogs/climate-stressors-are-impacting-our-primary-schools?>
- Copley, L. (2025). *Resilience Theory: What research articles in psychology teach us*. PositivePsychology.com. <https://positivepsychology.com/resilience-theory/>
- Hernando-Malipot, M. (2024). *Group calls for 'uniformity' of class adjustments, learning modalities amid extreme heat*. Manila Bulletin. <https://mb.com.ph/2024/4/26/group-calls-for-uniformity-of-class-adjustments-learning-modalities-amid-extreme-heat>

- Heron, R. H. (2020). *Elementary Teachers' Perceptions of The Development and Implementation of a Comprehensive School Safety Plan*.
- Işıkdoğan Uğurlu, N., & Kayhan, N. (2023). *Candidates' Teaching Practice Experiences in the Natural Disaster Period*. *Sakarya University Journal of Education*, 13(4), 592–609. <https://doi.org/10.19126/suje.1347936>
- Kuhfeld, M., Soland, J., & Postell, S. (2025). *The impact of severe weather events on education: Revisiting Hurricane Katrina while preparing for the next disaster*. <https://files.eric.ed.gov/fulltext/ED675247.pdf>
- McLeod, S. (2017). *Kolb's learning styles and experiential learning cycle*. *Simply Psychology*, 5, 1–21.
- Mfon, U. Y. (2024). *Climate change outcomes and educational development: implications of flooding on children's well-being and school attendance in Bayelsa State, Nigeria*. In *The climate-health-sustainability nexus: understanding the interconnected impact on populations and the environment* (pp. 483–503). Cham: Springer Nature Switzerland.
- Miller, R. K., & Hui, I. (2022). *Impact of short school closures (1–5 days) on the overall academic performance of schools in California*. *Scientific Reports*, 12(1), 2079. <https://doi.org/10.1038/s41598-022-06050-9>
- Nawaz, S., Naz, S., & Assad Us Samad. (2025). *Impact of Climate Change on Students' Academic Performance*. *Research Journal for Social Affairs*, 3(6), 933–941. <https://doi.org/10.71317/rjsa.003.06.0528>
- Perron, N. C. (2017). *Bronfenbrenner's ecological systems theory. College student development: Applying theory to practice on the diverse campus*, 197(23), 1–10.
- Portugal, A. (2024, April 29). *Philippine students suffer in the wilting heat, thwarting education efforts*. <https://www.reuters.com/world/asia-pacific/philippine-students-suffer-wilting-heat-thwarting-education-efforts-2024-04-29/>
- Roorbach, J. A. (2024). *Assessment of the Function of Risk Management in Regional Institutions of Higher Education*. In ProQuest LLC. ProQuest LLC. 789 East Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106. Tel: 800-521-0600; In: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>. <https://eric.ed.gov/?q=practices+employed+by+teachers+during+class+suspensions+because+of+severe+weather+events&id=ED661623>
- Thomas, D., & Zubkov, P. (2023). *Quantitative Research Designs*. https://www.researchgate.net/profile/Darrin-Thomas/publication/370630979_Quantitative_Research_Designs/links/645a8b0c2edb8e5f094afcfe/Quantitative-Research-Designs.pdf
- Tubianosa-Hao, A. J. G., & Doronio, F. III. (2025). *Resilience in flood prone schools: the lived experiences of teachers*. *Cognizance Journal*, 5(7), 624–636. <https://doi.org/10.47760/cognizance.2025.v05i07.044>
- UNICEF Philippines. (2022). *Learning recovery from Typhoon Odette: Research brief*. UNICEF Philippines. <https://www.unicef.org/philippines/media/7361/file/MG%20Research%20Brief.pdf>