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**Ensuring Academic Continuity: Assessing the 5-Day Cycle Scheduling System at Saint Pedro Poveda College****Anthony C. Aguilar**

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**Abstract** - The 5-Day Cycle Scheduling System is an innovative approach designed to maintain academic continuity by adapting to the dynamic needs of students and institutions. This system follows a unique scheduling pattern where each week consists of five instructional days, with every Monday designated as an Asynchronous Learning Day (ALD). The cycle begins on Tuesday, marked as Cycle 1 Day 1, and continues through to Cycle 1 Day 5 on the following Monday. Subsequently, the cycle resets, ensuring that instructional days are evenly distributed regardless of class suspensions or other interruptions. The primary goal of the 5-Day Cycle Scheduling System is to ensure that all subjects receive equitable attention and that the academic calendar remains unaffected by unforeseen disruptions. By starting each week with an ALD, the system provides flexibility for both students and teachers to catch up on assignments, engage in independent study, or participate in online learning activities. This flexibility is crucial in accommodating varying student schedules and minimizing the impact of missed classes.

**Keywords** – *Cycle Schedule; Asynchronous Learning Day; Flexible Education; Post-Pandemic Education*

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**Introduction**

Academic disruptions have long posed significant challenges to educational institutions worldwide. These disruptions, stemming from natural disasters, political unrest, and other unforeseen events, can severely impact the academic calendar, affecting both teaching and learning processes. Globally, countries have adopted various strategies to mitigate the adverse effects of such disruptions and ensure continuity in education. For instance, Japan, frequently affected by earthquakes, has developed a robust disaster management framework for schools. This framework includes regular earthquake drills, the construction of earthquake-resistant school buildings, and the integration of disaster preparedness into the curriculum (Shiwaku et al., 2016). Similarly, the Philippines, prone to typhoons and floods, has implemented the School Disaster Risk Reduction and Management (SDRRM) program, which involves training teachers and students in disaster response and recovery, and establishing contingency plans for quick resumption of classes (Salazar, 2017).

The need to ensure academic continuity amidst disruptions is paramount. Various strategies have been employed by schools worldwide to address this challenge effectively. In the United States, many schools have adopted blended learning models that combine online and face-to-face instruction, allowing for a seamless transition between different teaching modes during disruptions. According to Watson and Murin (2014), blended learning provides flexibility and resilience, enabling schools to continue delivering quality education regardless of external circumstances. In Finland, known for its progressive education system, schools have implemented flexible learning schedules and project-based learning to adapt to changing conditions. This approach not only maintains academic continuity but also fosters critical thinking and problem-solving skills among students (Sahlberg, 2015).

The Department Order (DO) 13 s. 2023 implemented the National Learning Recovery Program within the Department of Education (DepEd). This initiative addresses the disruption caused by the COVID-19 pandemic, focusing on ensuring academic continuity. By providing targeted interventions and support mechanisms, the program aims to mitigate learning gaps and enhance educational outcomes. Its objective is to facilitate the recovery of students' academic progress, thereby promoting continuity in learning despite the challenges posed by the pandemic. Through structured interventions and holistic support, DO 13 aims to foster a conducive environment for sustained educational development across all levels of the Philippine educational system.

In addition to these national-level strategies, individual schools have also developed innovative methods to ensure uninterrupted learning. For example, the International School of Geneva has established a comprehensive e-learning platform that allows students to access course materials, participate in virtual classes, and submit assignments online. This platform ensures that education continues even when physical attendance is not possible, as demonstrated during the 2010 volcanic ash cloud incident, which disrupted travel and led to school closures across Europe (Bates, 2011). Similarly, the University of the South Pacific, which serves students across multiple island nations, utilizes a distance learning model that leverages satellite technology and online resources to deliver education remotely, ensuring that students in even the most remote areas have access to continuous learning opportunities (Davis, 2018).

The 5-Day Cycle Scheduling System is an innovative approach designed to maintain academic continuity by adapting to the dynamic needs of students and institutions. This system, implemented at Saint Pedro Poveda College, follows a unique scheduling pattern where each week consists of five instructional days, with every Monday designated as an Asynchronous Learning Day (ALD). The

cycle begins on Tuesday, marked as Cycle 1 Day 1, and continues through to Cycle 1 Day 5 on the following Monday. Subsequently, the cycle resets, ensuring that instructional days are evenly distributed regardless of class suspensions or other interruptions.

This scheduling system was initially piloted by Ateneo de Manila University during the 2018-2019 academic year and later adopted by Poveda in the 2022-2023 school year. The primary goal of the 5-Day Cycle Scheduling System is to ensure that all subjects receive equitable attention and that the academic calendar remains unaffected by unforeseen disruptions. By starting each week with an ALD, the system provides flexibility for both students and teachers to catch up on assignments, engage in independent study, or participate in online learning activities. This flexibility is crucial in accommodating varying student schedules and minimizing the impact of missed classes.

Moreover, the cycle system ensures that no subject is disproportionately affected by class suspensions. For example, if a suspension occurs on a Wednesday, the cycle simply continues from where it left off, preventing any gaps in instruction and maintaining a consistent flow of educational activities. This approach not only supports academic continuity but also reduces the administrative burden of rescheduling classes and exams.

In conclusion, the 5-Day Cycle Scheduling System represents a forward-thinking solution to the perennial challenge of academic disruptions. By integrating flexibility and resilience into the academic calendar, this system ensures that learning objectives are met consistently, regardless of external circumstances. As educational institutions continue to navigate an increasingly unpredictable world, such innovative scheduling approaches will be essential in safeguarding the continuity and quality of education.

## Materials and Methods

In the context of this study, the descriptive research design was used to assess the 5-Day Cycle Scheduling System at Saint Pedro Poveda College. This approach allows for a detailed examination of the logistical adjustments necessary for implementation, the administrative challenges encountered, and the system's contribution to maintaining academic continuity during unforeseen disruptions. By using descriptive methods in mixed-method exploratory sequential design, the study provided a comprehensive understanding of how the 5-Day Cycle Scheduling System operates and its impact on academic continuity.

Descriptive research design is a methodological approach used to systematically describe characteristics, behaviors, and phenomena as they naturally occur, without manipulating the study environment. This type of research aims to provide a detailed account of the subject matter, offering a comprehensive understanding of the current state-of-affairs. It is often utilized to identify patterns, trends, and relationships among variables, making it a valuable tool for exploratory and observational studies.

The following are the research instruments for each of the specific questions:

1. **Researcher-made Survey Questionnaire.** This is utilized to assess the 5-day cycle scheduling system in maintaining academic continuity during unforeseen class suspension or disruption in terms of: General Perception, Flexibility and Adaptability, Academic Outcomes, and Overall Satisfaction.
2. **Interview Method.** This was employed to determine how necessary are the logistical adjustments for the successful implementation of the 5-day cycle scheduling system at Saint Pedro Poveda College, as well as the challenges encountered during the transition to the 5-day cycle scheduling system.

To ensure a comprehensive and systematic data collection process for this study, several steps were undertaken. Initially, permission was sought from the administration of Saint Pedro Poveda College to conduct the research. This involved submitting a formal request letter detailing the study's objectives, significance, and data collection methods. Once permission was granted, the data gathering phase commenced. Upon data collection completion, responses from interviews and surveys were coded and categorized for analysis. Qualitative data from interviews and open-ended survey responses were analyzed using thematic analysis, while quantitative data from closed-ended survey questions were statistically analyzed. The findings were synthesized to draw comprehensive conclusions and formulate continuity assurance strategies based on the results.

## Results and Discussions

These are results on the assessed 5-Day Cycle Scheduling System that ensured academic continuity at Saint Pedro Poveda College.

1. **What is the 5-day cycle scheduling system in maintaining academic continuity during unforeseen class suspension or disruption?**

5-Day Cycle Scheduling System is a scheduling system where each week consists of five instructional days, starting on Tuesday with every Monday designated as Asynchronous Learning Day (ALD). The cycle resets each quarter/session, ensuring continuous academic engagement regardless of disruptions.

1.1. General Perception. This section assesses the overall effectiveness of the 5 -day cycle scheduling system in minimizing disruptions and maintaining academic continuity. It evaluates the system's perceived ability to support smooth transitions and maintain learning objectives despite unforeseen class suspensions.

**Table 1. 5-Day Cycle Scheduling System In Maintaining Academic Continuity in Terms of General Perception**

Statement	WM	VI
The 5-day cycle scheduling system effectively minimizes disruptions to the academic calendar.	3.8	Strongly Agree
The system allows for a smoother transition back to regular classes after disruptions.	3.6	Strongly Agree
Students are able to keep up with their studies despite unforeseen class suspensions.	3.4	Agree
The 5-day cycle system helps maintain the continuity of learning objectives.	3.7	Strongly Agree

This section assesses the overall effectiveness of the 5-day cycle scheduling system in minimizing disruptions and maintaining academic continuity. It evaluates the system's perceived ability to support smooth transitions and maintain learning objectives despite unforeseen class suspensions.

Teachers perceive the 5-day cycle scheduling system as highly effective in minimizing disruptions to the academic calendar, with a weighted mean (WM) of 3.8, indicating strong agreement. This finding aligns with Herrera, Gano, and Dellosa (2024), who emphasized the importance of flexible educational systems in maintaining continuity during the COVID-19 pandemic. The smoother transition back to regular classes is also positively viewed, with a WM of 3.6, suggesting that teachers find the system conducive to resuming normal operations quickly. Similarly, the ability of students to keep up with their studies despite suspensions is supported by a WM of 3.4. Finally, the system's role in maintaining the continuity of learning objectives is strongly agreed upon (WM 3.7), reflecting its robustness in preserving academic standards.

1.2. Flexibility and Adaptability This section explores the flexibility and adaptability of the 5 -day cycle scheduling system. It measures how well the system accommodates changes, such as unexpected class suspensions, and whether it allows teachers and students to adjust their plans and schedules effectively. This includes evaluating the utility of asynchronous learning days (ALD) and lesson plan adjustments.

**Table 2. 5-Day Cycle Scheduling System In Maintaining Academic Continuity in Terms of Flexibility and Adaptability**

Statement	WM	VI
The asynchronous learning days (ALD) provide flexibility for students to catch up on missed work..	3.5	Strongly Agree
Teachers can effectively adjust their lesson plans to fit the 5day cycle scheduling system.	3.3	Agree
The scheduling system allows for better management of unexpected class suspensions..	3.7	Strongly Agree
The system accommodates various disruptions without compromising the quality of education.	3.6	Strongly Agree

This section explores the flexibility and adaptability of the 5-day cycle scheduling system. It measures how well the system accommodates changes, such as unexpected class suspensions, and whether it allows teachers and students to adjust their plans and schedules effectively. This includes evaluating the utility of asynchronous learning days (ALD) and lesson plan adjustments.

The flexibility provided by asynchronous learning days (ALD) is strongly appreciated by teachers, with a WM of 3.5, indicating strong agreement. This flexibility mirrors the findings of Shakour et al. (2024), who highlighted the role of digital learning tools in supporting continuous learning during disruptions. Teachers also agree that they can effectively adjust their lesson plans (WM 3.3), though slightly lower, still reflects a positive view. The ability to manage unexpected class suspensions (WM 60 3.7) and accommodate various disruptions without compromising educational quality (WM 3.6) are both strongly agreed upon, showcasing the system's adaptability and resilience, similar to the strategies advocated by Lin and Lin (2023) for optimizing shift schedules in industrial settings.

1.3. **Academic Outcomes** This section examines the impact of the 5-day cycle scheduling system on academic outcomes. It looks at how the system affects student engagement, academic achievement, and the consistency of the academic routine. It assesses whether the system helps students meet their academic goals and maintains a steady learning pace.

**Table 3. 5-Day Cycle Scheduling System In Maintaining Academic Continuity in Terms of Academic Outcomes**

Statement	WM	VI
The 5-day cycle scheduling system supports continuous student engagement.	3.4	Agree
Students achieve their academic goals despite the disruptions due to the 5-day cycle scheduling system.	3.4	Agree
The system helps maintain a consistent academic routine for students.	3.6	Strongly Agree
Teachers observe improved academic performance in students using the 5-day cycle scheduling system.	3.5	Strongly Agree

This section examines the impact of the 5-day cycle scheduling system on academic outcomes. It looks at how the system affects student engagement, academic achievement, and the consistency of the academic routine. It assesses whether the system helps students meet their academic goals and maintains a steady learning pace.

Teachers agree that the 5-day cycle scheduling system supports 61 continuous student engagement (WM 3.4) and helps students achieve their academic goals despite disruptions (WM 3.3). These perceptions align with the findings of Raimondi et al. (2024), who stressed the importance of structured approaches in maintaining consistency. The system's ability to maintain a consistent academic routine (WM 3.6) is strongly agreed upon, reflecting its effectiveness in ensuring stability, as supported by the research of Zhen et al. (2022) on the importance of regular cycles. Improved academic performance observed by teachers (WM 3.5) further underscores the system's positive impact on educational outcomes.

1.4. **Overall Satisfaction** This section gauges the overall satisfaction with the 5-day cycle scheduling system. It includes respondents' perceptions of the system's effectiveness, their satisfaction with its handling of disruptions, and their willingness to recommend it to other educational institutions. This section aims to capture the general sentiment and acceptance of the scheduling system.

**Table 4. 5-Day Cycle Scheduling System In Maintaining Academic Continuity in Terms of Overall Satisfaction**

Statement	WM	VI
Overall, the 5-day cycle scheduling system is effective in maintaining academic continuity during disruptions.	3.7	Strongly Agree
I am satisfied with how the 5-day cycle scheduling system handles unforeseen class suspensions.	3.6	Strongly Agree
I would recommend the 5-day cycle scheduling system to other educational institutions facing similar challenges.	3.5	Strongly Agree

This section gauges the overall satisfaction with the 5-day cycle scheduling system. It includes respondents' perceptions of the system's effectiveness, their satisfaction with its handling of disruptions, and their willingness to recommend it to other educational institutions. This section aims to capture the general sentiment and acceptance of the scheduling system.

Teachers express strong overall satisfaction with the 5-day cycle scheduling system's effectiveness in maintaining academic continuity (WM 3.7) and handling unforeseen class suspensions (WM 3.6). These perceptions are supported by the success of UDM-IGPS in maintaining educational continuity during the pandemic, as reported by Herrera, Gano, and Delloso (2024). The recommendation of the system to other institutions (WM=3.5) further highlights its perceived value and effectiveness, drawing parallels to the broader applicability and benefits of structured scheduling systems as demonstrated in related studies.

**2. How necessary are the logistical adjustments for the successful implementation of the 5-day cycle scheduling system at Saint Pedro Poveda College?**

**Table 5. Interview Responses on Logistical Adjustments for the 5-Day Cycle Scheduling System at Saint Pedro Poveda College**

Verbatim Interview Response	Response Categories	Emerging themes
"We had to completely revise the timetable to fit the 5-day cycle."	Timetablke Revision	Schedule Optimization
"Allocating resources efficiently became a major task."	Resource Allocation	
"Classroom assignments had to be adjusted frequently."	Classroom Assignment	
"We needed to synchronize the schedules of different departments."	Department Synchronization	
"Regular updates to the schedule were essential to accommodate changes."	Schedule Updates	
"Training teachers on the new system was crucial."	Teacher Training	Staff Preparedness
"We conducted multiple workshops to ensure everyone was on the same page."	Workshop Training	
"Creating detailed guidelines for staff was necessary for smooth implementation."	Guidelines for Staff	
"We had to invest in new software to manage the scheduling efficiently."	Investment tin Technology	Technological Integration
"Utilizing technology for real-time schedule updates made a significant difference."	Technology Utilization	

Themes that emerged in the second question included schedule optimization, staff preparedness, and technological integration.

Schedule optimization is essential for the successful implementation of the 5-day cycle scheduling system at Saint Pedro Poveda College. The need to completely revise the timetable to fit the new cycle underscores the importance of meticulous planning and adaptation. Allocating resources efficiently became a significant task, ensuring that every class, teacher, and student was accommodated within the revised schedule. This process required frequent adjustments to classroom assignments to avoid conflicts and ensure that all educational activities could proceed without interruptions. Synchronizing the schedules of different departments was also crucial, as it ensured that interdepartmental activities and collaborations could continue smoothly. Regular updates to the schedule were necessary to accommodate changes and unforeseen disruptions, maintaining the continuity of education. This continuous optimization process ensures that the educational system remains flexible and resilient, capable of adapting to changes while maintaining a consistent and effective learning environment for all stakeholders. Without such detailed and continuous optimization, the system would face logistical bottlenecks, reducing its effectiveness and potentially disrupting the educational process.

Staff preparedness is a critical component in the implementation of the 5-day cycle scheduling system. Training teachers on the new system was crucial to ensure they understood the changes and could adapt their teaching methods accordingly. Conducting multiple workshops helped ensure that all staff members were on the same page, facilitating a unified approach to the new schedule. Creating detailed guidelines for staff provided a clear framework for their roles and responsibilities within the new system, reducing confusion and enhancing efficiency. These efforts ensured that the staff was not only aware of the new scheduling system but also equipped to handle its challenges. Effective training and clear guidelines minimized resistance to change and enabled teachers to focus on delivering quality education without being bogged down by scheduling issues. The success of the 5-day cycle scheduling system heavily depends on the readiness and adaptability of the staff, making their preparedness a cornerstone of the implementation process. Without thorough training and clear communication, the transition to the new scheduling system would likely face significant hurdles, affecting the overall educational outcomes.

Technological integration plays a pivotal role in managing and implementing the 5-day cycle scheduling system efficiently. Investing in new software to manage scheduling tasks ensured that all logistical aspects of the system could be handled with greater precision and less manual effort. Utilizing technology for real-time schedule updates allowed for immediate adjustments in response to unforeseen disruptions, maintaining the continuity of academic activities. This technological support enabled the college to streamline its scheduling processes, reduce errors, and enhance overall efficiency. Real-time updates and advanced scheduling software provided a robust platform for managing the complex logistics of a 5-day cycle, ensuring that all stakeholders had access to up-to-date information. The ability to quickly adapt to changes and manage schedules dynamically is critical in maintaining academic continuity, especially during disruptions. Without such technological integration, the scheduling system would be prone to delays, inaccuracies, and inefficiencies, compromising the educational experience. Thus, technology not only supports but is necessary for the seamless operation and success of the 5-day cycle scheduling system.

### 3. What challenges were encountered during the transition to the 5-day cycle scheduling system? Table 6. Interview Responses on Challenges During the Transition to the 5-Day Cycle Scheduling System

Verbatim Interview Response	Response Categories	Emerging themes
"It was difficult to adjust to the new timetable initially."	Timetable Revision	Adoption Challenges
"There was a lot of confusion about the new schedule among students and staff."	Communication Issues	
"Some teachers struggled with the increased need for flexibility in their lesson plans."	Lesson Plan Flexibility	
"Synchronizing different departmental schedules was quite challenging."	Department Synchronization	
"Training sessions for the new system took up a lot of time and resources."	Training Sessions	Resource Constraints
"We had limited resources to manage the increased administrative workload."	Administrative Workload	
"Technical issues with the new scheduling software caused delays."	Technical Issues	Technological Barriers
"There were initial problems with real-time updates in the scheduling software."	Software Updates	
"Students found it hard to adapt to asynchronous learning days at first."	Student Adaptation	Learning Curve
"Parents were concerned about the changes and how it would affect their children's learning."	Parent Concerns	

Themes that emerged in the third question included adaptation challenges, resource constraints, technological barriers, and learning curve.

Adapting to the 5-day cycle scheduling system at Saint Pedro Poveda College presented several challenges for both students and staff. Initially, adjusting to the new timetable proved difficult, causing confusion and disrupting routines. The complexity of synchronizing different departmental schedules added to the challenge, as each department had unique requirements and constraints. Teachers struggled with the increased need for flexibility in their lesson plans. This flexibility was essential to accommodate the new scheduling structure but required significant changes to established teaching methods and curriculum plans. Effective communication was also a critical issue, as misunderstandings about the new schedule led to further confusion and inefficiencies. These adaptation challenges were compounded by the need to maintain the quality of education while navigating the transition. The difficulties encountered in adjusting to the new system highlight the importance of clear communication, thorough planning, and support for staff and students to ease the transition and ensure the successful implementation of the 5-day cycle scheduling system.

The transition to the 5-day cycle scheduling system required significant resources, presenting considerable challenges related to resource constraints. Training sessions for the new system were time-consuming and demanded substantial human and financial resources. These sessions were crucial for ensuring that all staff members understood the new schedule and their roles within it, but they also diverted resources from other essential activities. Additionally, managing the increased administrative workload placed further strain on limited resources. The administrative staff faced a substantial burden in implementing and maintaining the new scheduling system, which included frequent updates and adjustments. These resource constraints not only slowed the transition process but also impacted the overall efficiency and effectiveness of the system's implementation. The challenges related to resource constraints underscore the necessity of adequate planning and allocation of resources to support the transition to a new scheduling system, ensuring that it does not hinder the institution's primary educational mission.

Technological barriers were a significant challenge during the transition to the 5-day cycle scheduling system. Technical issues with the new scheduling software caused delays and disrupted the implementation process. These issues included problems with real-time updates, which were crucial for maintaining an accurate and functional schedule. The reliability and functionality of the scheduling software are vital to the success of the system, as any delays or inaccuracies can lead to significant disruptions in the academic calendar. The need for effective technical support and troubleshooting was evident, as these technological barriers created additional workload and stress for administrative staff. Ensuring that the software could handle the demands of the new scheduling system required ongoing adjustments and improvements. The challenges posed by technological barriers highlight the importance of robust technical infrastructure and support systems to facilitate a smooth transition to new scheduling practices. Addressing these barriers is essential to maintain the integrity and functionality of the scheduling system, ensuring it meets the needs of the institution.

The learning curve associated with the 5-day cycle scheduling system was a significant challenge for both students and parents. Students initially found it hard to adapt to asynchronous learning days, which required a shift from traditional classroom-based learning to more self-directed study. This change necessitated a new level of discipline and time management skills that many

students were not accustomed to. Additionally, parents were concerned about how these changes would affect their children's learning and overall academic performance. They needed to understand and support the new system, which added to the complexity of the transition. The learning curve involved not only mastering new schedules and routines but also adjusting to different methods of instruction and assessment. These challenges were compounded by the need for ongoing communication and support from the school to ensure that students and parents could navigate the new system effectively. The difficulties associated with the learning curve highlight the importance of providing adequate resources, guidance, and support to help all stakeholders adapt to new educational practices, ensuring the system's success and sustainability.

**4. Based on the findings, what action plan for continuity assurance strategies may be formulated? Table 7. Action Plan for Continuity Assurance Strategies**

Key Result Area (KRA)	Objectives	Activities	Person Responsible	Time Frame	Expected Outcomes
<b>Schedule Optimization</b>	Ensure seamless implementation of the 5-day cycle scheduling system	Revise and optimize timetables, synchronize departmental schedules, conduct regular updates	Academic Coordinators, IT Support	Ongoing	Efficient and smooth schedule transitions
<b>Staff Preparedness</b>	Equip staff with necessary skills and knowledge for the new system	Conduct training sessions and workshops, provide detailed guidelines	Training Department, Department Heads	Quarterly	Well-prepared and informed staff
<b>Technological Integration</b>	Enhance the efficiency of scheduling through technology	Invest in and implement advanced scheduling software, provide technical support	IT Department, Administrative Staff	Immediate and ongoing	Robust technical infrastructure and support systems
<b>Adaptation Support</b>	Facilitate smooth adaptation to the new system for all stakeholders	Clear communication strategies, regular feedback sessions	Communication Team, Academic Staff	Monthly	Improved adaptation and reduced confusion among stakeholders
<b>Resource Management</b>	Efficient allocation of resources for the new system	Assess resource needs, allocate budget for training and technology	Finance Department, Administrative Heads	Annual Budget Review	Adequate resources allocated and managed effectively
<b>Technological Troubleshooting</b>	Address and resolve technological issues promptly	Establish a technical support team, regular software maintenance	IT Support Team	Immediate and ongoing	Reduced technological disruptions and efficient problem solving
<b>Student and Parent Support</b>	Support students and parents in adapting to the new system	Provide orientation sessions, distribute informational materials	Student Affairs, Parent Teacher Association	Beginning of each term	Better understanding and acceptance of the new system by students and parents
<b>Continuous Improvement</b>	Regularly assess and improve the scheduling system	Conduct surveys and feedback sessions, implement improvements based on feedback	Quality Assurance Team, Academic Leaders	Biannual	Continuous refinement of the scheduling system

Themes that emerged in the fourth question included schedule optimization, staff preparedness, technological integration, adaptation support, resource management, technological troubleshooting, student and parent support, and continuous improvement.

Ensuring seamless implementation of the 5-day cycle scheduling system involves revising and optimizing timetables to accommodate the new schedule. This includes synchronizing departmental schedules to avoid conflicts and conducting regular

updates to maintain alignment with the system's requirements. The focus is on minimizing disruptions and ensuring that all educational activities proceed smoothly. By continuously refining the schedules and addressing any issues promptly, the college can maintain a consistent and effective learning environment, enhancing overall academic continuity.

Staff preparedness is crucial for the successful implementation of the 5-day cycle scheduling system. This involves conducting regular training sessions and workshops to equip teachers and administrative staff with the necessary skills and knowledge. Providing detailed guidelines helps in reducing confusion and ensures that all staff members understand their roles and responsibilities. Well-prepared staff are more adaptable and can efficiently manage the transition to the new system, thereby maintaining the quality of education and minimizing disruptions.

Technological integration enhances the efficiency of the scheduling process. Investing in advanced scheduling software and providing robust technical support are essential activities. This integration ensures that the scheduling system operates smoothly, with real-time updates and minimal errors.

Facilitating smooth adaptation to the new scheduling system for all stakeholders is vital. Clear communication strategies and regular feedback sessions are essential to keep everyone informed and address any concerns promptly. Supporting students, teachers, and parents through this transition helps in reducing confusion and building acceptance of the new system.

Efficient resource management is critical for the successful implementation of the 5-day cycle scheduling system. This involves assessing the resource needs, including financial, human, and technological resources, and ensuring their effective allocation. Budget allocation for training, technology, and additional administrative support should be planned and reviewed annually.

Promptly addressing and resolving technological issues is essential for the smooth operation of the 5-day cycle scheduling system. Establishing a dedicated technical support team and conducting regular software maintenance are key activities.

Supporting students and parents in adapting to the new scheduling system is crucial for its acceptance and success. This involves providing orientation sessions at the beginning of each term and distributing informational materials that explain the system's benefits and how to navigate it.

Regular assessment and improvement of the scheduling system are necessary to ensure its ongoing effectiveness. Conducting bi-annual surveys and feedback sessions allow the college to gather insights from all stakeholders and identify areas for enhancement. Implementing improvements based on this feedback helps refine the scheduling system continuously.

## Conclusion

The following are the conclusions based on the summary of findings:

1. The results from the four tables indicate that the 5-day cycle scheduling system is perceived positively by teachers in terms of its effectiveness in minimizing disruptions, providing flexibility, supporting academic outcomes, and ensuring overall satisfaction, despite the challenges encountered during its implementation.
2. The successful implementation of the 5-day cycle scheduling system at Saint Pedro Poveda College required meticulous schedule optimization, thorough staff preparedness, and robust technological integration.
3. The transition to the 5-day cycle scheduling system faced significant challenges, including adaptation issues, resource constraints, technological barriers, and a steep learning curve for students and parents.
4. In conclusion, the 5-day cycle scheduling system at Saint Pedro Poveda College represents a significant step towards enhancing academic continuity and resilience in the face of disruptions. Through meticulous schedule optimization, comprehensive staff preparedness, and robust technological integration, the college has established a flexible and effective educational framework. Addressing challenges such as resource constraints, technological barriers, and adaptation difficulties has been critical to the successful implementation of the system. By providing ongoing support for students and parents, and committing to continuous improvement through regular feedback and assessments, the college ensures that the scheduling system remains responsive and effective. This holistic approach not only supports uninterrupted learning but also sets a strong foundation for future educational advancements.

The following are the recommendation based on the conclusion:

1. It is recommended to continue enhancing the 5-day cycle scheduling system by addressing adaptation challenges, optimizing resource allocation, integrating advanced technology, and providing comprehensive support to ensure sustained academic continuity and satisfaction.



2. To enhance the implementation of the 5-day cycle scheduling system, it is recommended to continually refine scheduling processes, provide ongoing staff training, and invest in advanced technological solutions.
3. To address the challenges of transitioning to the 5-day cycle 88 scheduling system, it is recommended to establish clear communication strategies, allocate sufficient resources, provide robust technical support, and offer comprehensive guidance to both students and parents.
4. It is recommended to continuously refine and enhance the 5-day cycle scheduling system by regularly updating timetables, providing ongoing staff training, investing in advanced technology, and maintaining clear communication with all stakeholders to ensure seamless academic continuity and address emerging challenges effectively.
5. Continue Refining Schedule Optimization: Regularly review and adjust timetables and departmental schedules to accommodate evolving needs and minimize disruptions.
6. Enhance Staff Development: Provide ongoing training and professional development opportunities to ensure that all staff members are well-prepared and adaptable to changes.
7. Invest in Advanced Technologies: Continuously upgrade scheduling software and technological infrastructure to support efficient management and real-time updates, ensuring minimal technological barriers.
8. Strengthen Communication Channels: Establish clear and consistent communication strategies to keep all stakeholders informed and engaged, facilitating smoother transitions and greater acceptance of the system.
9. Allocate Adequate Resources: Ensure that sufficient financial, human, and technological resources are allocated to support the system's implementation and maintenance, addressing any resource constraints effectively.
10. Provide Comprehensive Support: Offer ongoing orientation sessions and informational materials to help students and parents adapt to the new system, addressing their concerns and ensuring their active participation.
11. Focus on Continuous Improvement: Implement regular feedback mechanisms and conduct bi-annual assessments to gather insights from all stakeholders, using this data to drive continuous enhancements to the scheduling system.
12. Foster a Collaborative Environment: Encourage collaboration among departments and stakeholders to share best practices and support each other in overcoming challenges related to the new scheduling system.

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