# Exploring School Crises Management: Basis for Program Framework

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*Abstract*— The aim of the study is to explore the crisis management in schools of Division of Bataan the school year 2021-2022 to provide research-based information in preparedness and responsiveness of schools in crises through program framework enhancement. The population frame of the study consisted of a total of 135 respondents  Specifically, the variables under study involved the profiles of respondents, the level of preparedness of school to crises response, level of responsiveness of the school on crisis response of the division and ability of the leaders to respond to crisis in the context of workplace.

The population frame of the study consisted of 135 respondents categorized as follows; 47 of these were school leaders (principals/assistant principals), 46 teachers and 42 parents in quantitative part and 10 participants in qualitative part.  The study utilized the mixed method type of research since the subject under the study is concerned with the implication of both fact and perception acquisition and analysis techniques of school's preparedness and responsiveness in crisis management. To gather data of respondents, survey -questionnaire was utilized and was analyzed by SPSS v23 thus, a self-structured questionnaire was used in the interview were narrative of participants were coded using MAXQDA software.

The result of the study yielded specifically, having the least scores data and yielded to prepared level of crises management are as follows: risk understanding, contingency plan and dissemination and monitoring. Particularly, the findings for the low scores in the area of responsiveness on the crises management of school falls in the area of concerns as follows: internal system and process for monitoring and feedback and collaboration with key stakeholder. In addition, the following themes were extracted: School Leaders must possess qualities necessary for Crisis Response, School Leaders must possess proactive skills and planning abilities, School Leaders must have increased coordinating and communicating capabilities

It was then concluded that school's dissemination strategies and contingency plans are apt but require wider extension for a broader set of focus and should be reassessed frequently due to dynamic nature of challenges. Also, they should enhance stakeholders' involvement, cooperation, and interaction as important concerns in proper and timely disaster response.  It was then recommended that discuss changes proposed for crisis management in schools include leaders' development programs, drill, bench marking of best practices in crisis management on different schools and updates of the plan's contingency, better planning and communication systems and effective involvement of diverse stakeholders. The results contribute to developing more work on increasing preparedness and response measures in educational organizations and institutions.

*Keywords*— collaborative strategy, contingency planning, crisis management, leadership development, and school preparedness.

## INTRODUCTION

The crisis might result from natural or artificial factors, and they come unannounced, making it difficult for the schools and their stakeholders. The degree to which these challenges affect students, educators, and families depends on how shockproof schools are and how strong the leadership is. The crises are as follows: School principals run their institutions and are responsible for managing the crises affecting their communities. Every situation is different, forcing the leaders of schools to manage the crises in a way that will be appropriate for the school and the communities they serve. (Karasavidou and Alexopoulos, 2019).

Furthermore, there is the consideration that Asian countries, especially Japan and South Korea, are deemed to be prepared most of the time for a disaster. General drills and risk reduction programs are part of their schooling system, showing their preparedness. However, many of the countries in the region- including

the Philippines ─experience shortages of material resources and a shortage of funds and capacity to put these strategies into practice. The pandemic has magnified these vulnerabilities as overlapping emergencies expose the inadequacy of several schools' readiness. (UN ESCAP, 2021).

On the other hand, Cruz and Garcia examined the level of preparedness for crisis response on risk understanding (2021). Their study showed that schools that pay adequate attention to risk information preparedness were significantly higher among students and teachers. The study revealed that 85% of schools that conduct risk education programs had the proper emergency management procedures in place as opposed to the 50% of schools that did not exercise the programs.

Scholarly research shows that institutions that depend on limited trained personnel to handle emergencies find themselves unprepared when responders fall short during emergencies and thus expose students and staff personnel to vulnerability (Johnson & Simmons, 2020).

Moreover, Santos, Rivera, and Lopez (2021) sampled Bataan school executives, and LGU determined that how monitoring capabilities were articulated could reveal risks ahead of time. They found that 75% of schools with systems established that they could cut possible risks by 40%.

According to Rivera & Santos (2021), schools in Bulacan noted that school coordination and partnership with other agencies and parents resulted in better resource location and distribution and faster response to disasters. Parent involvement and coordination with other local agencies rationalized resource use and crisis response.

According to the World Education Forum (2021) global survey, 85% of leadership personnel who exhibited strong decision-making skills and adaptability prevented educational delivery disruptions during the COVID-19 pandemic. The leaders scheduled ahead of time for future activities while working closely with different stakeholders. Research across international settings concluded that adaptive leadership and proactive decision-making are fundamental for successful crisis navigation.

Henceforth, Educational sustainability and effective crisis management become possible for school leaders because of their adaptability, decision-making abilities, and proactive relationship-building with stakeholders. Predefined crisis communications systems combined with real-time monitoring tools boost the effectiveness of emergency responses and satisfy stakeholders. Crisis mitigation alongside coherent crisis responses depends heavily on these actions.
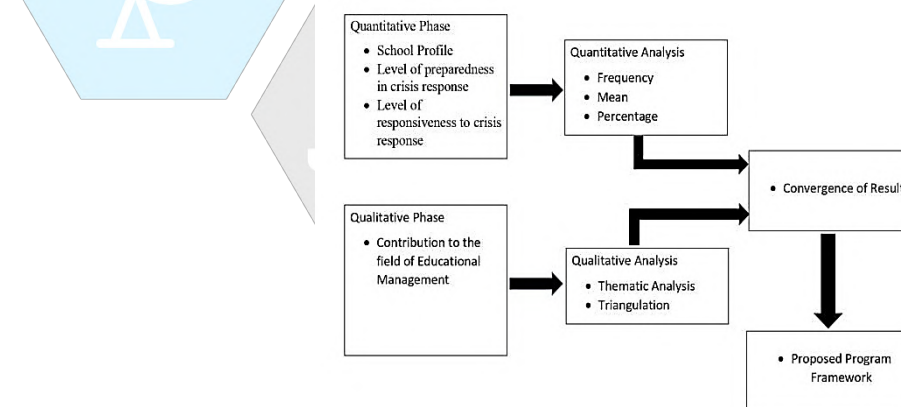
## CONCEPTUAL FRAMEWORK



***Figure 1.** Conceptual Framework*

This study paradigm captured the conceptual framework as represented in Figure 1. The first frame is for input, the second frame keeps a record of the process, and the third column is for the output of studies. The output developed in this study is the enhancement program for

crisis planning and preparing school leaders based on their preparedness and responsiveness to crisis response.

This first phase presented the input related to the quantitative phase, in which more objective data was collected. The description of the school profile was followed by qualitative analysis through a survey

questionnaire. In the second phase, interview qualitative data was coded and analyzed, then linked in the third phase to integrate the two approaches. Both results converge and was used to craft a proposed Program Framework.

## SIGNIFICANCE OF THE STUDY

This study was significant to the following stakeholders:

- **Learners.** A foundation of any considered crisis management that defines the welfare of learners as key to the success of educational systems during emergencies. This research emphasizes the safety of learners into which they are and makes sure they are stable. During community disasters

- **Parents.** The study also plays a crucial role in shaping the learning environment for learners during crises. This study recognizes the relevance of enhancing school-parent relations, especially regarding communication and cooperation strategies. Thus, it is hoped that by improving crisis management programs, the research will increase trust and openness, helping parents clearly understand their responsibilities.

- **Teachers.** Because teachers are frontline personnel, they play a crucial role in ensuring the continuity of teaching during emergencies. Thus, this research offers secondary school teachers practical approaches and techniques to assist them in teaching and learning during emergent situations.

- **School Administrators.** School administrators play a number one role in managing crises in schools since they are responsible for navigating their institutions through the crisis. This research provides the administrators with the research findings and the recommendation of practical strategies for better handling crisis management plans. The findings will help the school leaders to take new knowledge to practice practical and effective strategies and thus create stability in their institution.

- **Division Office.** Central authority for handling and supporting crisis management in schools. Empirical findings presented in this study offer practical suggestions for improving crisis management programs in the Division of Bataan secondary schools. The findings arm the Division Office with best practices that the school leaders can apply for safety and continuity in education—local.

- **Government Units.** Therefore, the key crisis responder strategic partners in the LGUs are paramount for crisis preparedness and response

efforts. This study gives policymakers and organizations important data about designing elaborate crisis management strategies. The findings will significantly help school leaders, teachers, coordinators, and parents collectively understand how to manage emergencies with LGUs.

- **Future Researchers.** Another practical implication for future research is using this study's results as a starting point for subsequent investigations of crisis management in the educational environment. The study provides a foundation for leaving a more specific hypothesis and recommendations for further improvements of the systems that protect education in crises.

## OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To determine the characteristics of schools in terms of size, location, frequency of seminars on preparedness for disasters, conducting fire and earthquake drills, and establishing the number of trained first responders to assess the capacity of the crisis management system of schools in the Division of Bataan for SY 2021-2022.

2. To analyze risk understanding, contingency planning, communication mechanisms, coordination systems, monitoring systems, learner participation, internal monitoring processes, and collaborative approaches with stakeholder communities concerning preparedness and responsiveness to crises.

3. To propose a program framework for holistic educational continuity development for the school system by identifying possible roles for school leaders in crisis response strategy development based on the specific measures that will strengthen the school preparedness and response skills

## METHODOLOGY

### Research Design

From the perspective of Creswell (2013), who supports mixed-method research, this implies that using both paradigms in a given study provides a better understanding of the research problems. The implication is that both fact and perception acquisition and analysis techniques are proper in helping address research problems. According to Tashakkori and Teddlie (2003), mixed-method or methodologically integrated research is the integrated strategy whereby qualitative and quantitative data collection and analysis procedures are used systematically. This methodology was adopted to

allow the researcher to conduct a more elaborate analysis of data and the real-world experiences of stakeholders.

### Population and Sample of the Study

The particular school was selected purposefully for the study because the researcher is aware of the area for observation and interview with the participants. This selection among the potential participants were recruited using a purposive sampling technique and strictly followed the principles of saturation in selecting participants. This is given the following number of issues that can influence the sample size in this type of qualitative research.

The study participants must be school principals before and during the current pandemic, have served in the public school system for over five years, and be heads of the school when this study will be conducted. Excluded from the study are school heads who have served in the position of principal for less than five years. The researcher then selects the participants by using the inclusion criteria. A baseline purposeful interview has also been conducted on those few participants, if they get shortlisted, to set their level of understanding about running the school phase. The participants named above were selected out of those whom some of the participants deemed knowledgeable in the said matter.

### Data Collection

The researcher conducted the following processes.

### Survey Questionnaire Administration

In conducting the study, survey questionnaires were used as the primary data collection tools, gathering quantitative information concerning the crisis management preparedness of schools in the Division of Bataan. The questionnaire captured areas relevant to the research questions, including school profile, level of preparedness, and responsiveness. Experts reviewed the survey before disseminating it to ensure it was clear, reliable, and relevant to the study.

### Interview Conduct

To further comprehend how school crisis management strategies work, the researcher and key personnel involved in crisis response conducted structured interviews with schools. The interview guide was developed to correlate to the research objective: risk perception, contingency planning, communication, and coordination.

### Document Analysis

In addition to the survey and interviews, relevant documents such as Crisis Management Plans, Disaster Risk Reduction and Management reports, Annual Improvement Plans, and School Improvement Plans were collected and analyzed. These documents provided contextual information that supported the schools' crisis preparedness levels.

### Ethical Consideration

Before conducting the study, the researcher obtained essential clearance from the School Division Superintendent of Bataan and prior consent from district supervisors and school principals. Encoded responses assured the confidentiality and anonymity of all respondents, which were to be used strictly for research purposes. Participants gave informed consent prior to participation in the study.

### Data Processing and Analysis

The raw data was rigorously checked to ensure that it was correct and consistent. Quantitative data from the surveys were statistically analyzed to reveal trends and patterns. Meanwhile, qualitative data from the interviews and document analysis were transcribed, coded, and analyzed using Braun and Clarke's (2006) thematic analysis framework.

### Method of Analysis

The study used SPSS v23 statistical software; the data collected were statistically analyzed through coding and encoding. Other analyses that have been applied include weighted mean, percentage, and frequency counts. This paper will describe the school and its level of preparedness and responsiveness.

On the other hand, the qualitative data analysis was done qualitatively in the form of thematic analysis in conjunction with manual/software support (MAXQDA 2018). An interview can be analyzed using a five-stage method outlined by Roper & Hapira (2000), which includes descriptive coding, pattern sorting, search for outliers, theory-generated abstracting, and third-generation memoing. Analytical procedures pointed out two procedures: tangible special problem-oriented research questions and pertinent clear recommendations supported by proper reasons. Therefore, the results and findings of quantitative and qualitative analysis were integrated and cross-checked. Based on the findings, an enhancement program was proposed to improve crisis planning and preparation of school leaders in public secondary schools, Division Bataan.

## RESULTS AND DISCUSSION

The discussion is divided into four parts. Part I discusses the school's profile, Part II discusses the division's level of preparedness for crisis response, Part III discusses the school's level of responsiveness to crisis response, and Part IV provides the study's qualitative data and discusses the response of School Leaders.

*Quantitative data*

*Profile of School*

| School Size | Principal & Assistant Principal | | Teacher | | Parent | |
|---|---|---|---|---|---|---|
| | Frequency | % | Frequency | % | Frequency | % |
| **Small School** | 5 | 10.6 | 2 | 4.3 | 3 | 7.1 |
| **Medium School** | 17 | 36.2 | 17 | 37.0 | 13 | 31.0 |
| **Large School** | 12 | 25.5 | 16 | 34.8 | 22 | 52.4 |
| **Mega School** | 13 | 27.7 | 11 | 23.9 | 4 | 9.5 |
| **Total** | 47 | 100.0 | 46 | 100.0 | 42 | 100.0 |

Table 2 shows the school size category. Most respondents, 50 or 37.04%, come from large schools. Such schools typically admit more students and have more resources, which can make a difference in how they educate the students, achieving a variety of programs, but may experience overcrowding difficulties and problems with the distribution of resources. Medium schools using it have 47 or 34.81% of the respondents, balancing personalized education with reasonable facilities. They may not encounter the severe difficulties experienced by huge schools; however, they cannot avoid such restrictions concerning the range of programs and concerns. Then, 28 or 20.74% of respondents from mega schools attended the study. Such schools usually enroll many students and have vast infrastructures, but common problems include crowding, inadequate attention given to each student, and resource constraints. The mega schools' responses can provide information on how these challenges affect the quality of education and student results.

***Table 3:** Profile of the School in terms of Location*

| Location | Principal & Assistant Principal | | Teacher | | Parent | |
|---|---|---|---|---|---|---|
| | Frequency | % | Frequency | % | Frequency | % |
| **Abucay** | 4 | 8.5 | 5 | 10.9 | 1 | 2.4 |
| **Bagac** | 11 | 23.1 | 3 | 6.5 | 5 | 11.9 |
| **Dinalupihan** | 14 | 29.8 | 8 | 17.4 | 13 | 31.0 |
| **Hermosa** | 2 | 4.3 | 4 | 8.7 | 3 | 7.1 |
| **Limay** | 3 | 6.4 | 4 | 8.7 | 2 | 4.8 |
| **Mariveles** | 7 | 14.9 | 3 | 6.5 | 2 | 4.8 |
| **Morong** | 1 | 2.1 | 3 | 6.5 | 2 | 4.8 |
| **Orani** | 8 | 17.0 | 8 | 17.4 | 6 | 14.3 |
| **Orion** | 4 | 8.5 | 4 | 8.7 | 3 | 7.1 |
| **Pilar** | 3 | 6.4 | 2 | 4.3 | 3 | 7.1 |
| **Samal** | 2 | 4.3 | 4 | 8.7 | 3 | 7.1 |
| **Total** | 47 | 100.0 | 46 | 100.0 | 42 | 100.0 |

William et al. (2021) and Johnson et al. (2020) mentioned that large schools have more resources. However, they face problems of traffic congestion, few students' focused attention, and complicated subordination, which may be described in some data. The same studies also underscore the benefits of small schools in delivering more differentiated learning but note that small schools may not hire the resources to develop a range of programs or co-curricular activities.

From the results reflected in the table, in terms of locations, 79% of principals responded, 17.39% of teachers responded, and 30.95% of parents responded. Such dominance can be attributed to Dinalupihan, which is widely considered an educational city due to its higher population density, school network, and more involved stakeholders. In the same way, Mariveles and Orani also emerged among the highest contributors in most of the mentioned categories, further strengthening their

position as one of the most important educational municipalities in the province. On the other hand, Bagac, Morong, and Pilar remain in the least-ranked positions in the table. Similarly, Bagac represents 2.31% of principals and 6.52% of teachers; Pilar represents

2.13% of principals and 4.76% of parents. This could be because these areas have few schools, a small population, or because few stakeholders offer their input.

*Table 4: Profile of the School in terms of the number of Seminars conducted related to Disaster Preparedness*

| Number of Seminars | Principal & Assistant Principal | | Teacher | | Parent | |
|---|---|---|---|---|---|---|
| | Frequency | % | Frequency | % | Frequency | % |
| **0** | 8 | 17.0 | 20 | 43.5 | 21 | 50.0 |
| **1** | 34 | 72.3 | 23 | 50.0 | 18 | 42.9 |
| **2** | 5 | 10.6 | 3 | 6.5 | 3 | 7.1 |
| **Total** | 47 | 100.0 | 46 | 100.0 | 42 | 100.0 |

However, one limitation is that there are only a few participants for the smaller locations, such as Bagac and Pilar. In contrast, Lopez et al. (2021) noticed higher engagement of stakeholders in such communities as they are closely linked and more oriented toward personal communication. Specific contextual factors like logistics, awareness of the research endeavors, or lack of resources are expected to provoke these situations. Data presented in Table 4 shows the level of disaster preparedness seminars undertaken in schools according to the principals, teachers, and parents. 72% of the principals said they conducted at least one seminar, and 11% said they conducted at least two. This has a proactive implication for some of the school leaders. Still, the lack of seminar implementation is evident by the responses of the 1% of principals who noted they had none; this may be due to limited resources, among others. From the teachers' perspective, half of them observed conducting seminars, which is almost similar to the finding from the principal's side. Nevertheless, 44% of teachers said no seminars, emphasizing a huge gap in participation or awareness by school heads and teachers. Of the teachers who conducted at least two seminars, 7% indicated that they may present schools

with better disaster preparedness or employees with more motivation. This is further supported when parents' responses are also contradictory. A majority of parents reported no seminars, which the lack of parent participation and inadequate notification of parents about such events can explain. The percentage of parents who claimed to have attended at least one seminar was 43%, and only 7% of parents said they attended two such seminars, implying that some schools have succeeded in engaging the community in disaster preparedness exercises.

Conversely, the data does not support conclusions that indicate that schools should universally implement disaster preparedness programs. According to Smith et al. (2019) analysis, the schools with national or regional guidelines on disaster risk reduction were more likely to implement the programs uniformly. A further indication of disparities in policy implementation is that 17% of principals and 44% of teachers revealed that no seminar had ever been conducted. In addition, most parents perceiving no seminars show that it may be difficult to attract families, which must be achieved for successful living space disaster preparation.

*Table 5. Profile of the school in terms of number of Disaster Drills attended every year*

| Number of Disaster Drills attended every year | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Disaster Drills | | Principals & Assistant Principals | | | | | | Teachers | | | | | | Parents | | | | | |
| | | 2020 | | 2021 | | Total | | 2020 | | 2021 | | Total | | 2020 | | 2021 | | Total | |
| | | ƒ | % | ƒ | % | ƒ | % | ƒ | % | ƒ | % | ƒ | % | ƒ | % | ƒ | % | ƒ | % |
| Fire Drill | 0 - 1 | 28 | 59.6 | 22 | 46.8 | 125 | 53.19 | 32 | 69.6 | 39 | 84.8 | 156 | 66.38 | 29 | 69.0 | 27 | 64.3 | 132 | 56.17 |
| | 2 - 4 | 19 | 40.4 | 25 | 53.2 | 110 | 46.81 | 14 | 30.4 | 7 | 15.2 | 74 | 31.49 | 13 | 31.0 | 15 | 35.7 | 78 | 33.19 |
| Earthquake Drill | 0 - 1 | 11 | 23.4 | 3 | 6.4 | 36 | 15.32 | 14 | 30.4 | 10 | 21.7 | 53 | 22.55 | 20 | 47.6 | 20 | 47.6 | 92 | 39.15 |
| | 2 - 4 | 36 | 76.6 | 44 | 93.6 | 199 | 84.68 | 32 | 69.6 | 36 | 78.3 | 177 | 75.32 | 22 | 52.4 | 22 | 52.4 | 118 | 50.21 |

The results demonstrate that the school conducted in 2020 and 2021 focused on the attendance of fire and

earthquake drills by principals, assistant principals, teachers, and parents. For actual fire drills, only 53.19%

of school leaders reported attending a series of drills, 0-1 and slightly improving in 2021, 53.2%, of 2-4 drills revealing a greater awareness of fire safety. It is significant to know that schools' overall attendance for earthquake drills has been high and has improved yearly (93.6% in 2021). In addition, 60% of the teachers reported that they only participated in 0-1 fire drills; 2-4

drills increased to 15.2 % in 2020 and 30.4% in 2021, showing that more and more teachers are becoming sensitive about fire risks. On a more positive note, teachers revealed that they actively attended the earthquake drills, as depicted by the 75.32% who attended 2-4 drills.

***Table 6.*** *Profile of the School in terms of the number of Personnel as first aid Responders*

| Number of trained personnel | Teaching | | Non-teaching | |
|---|---|---|---|---|
| | Frequency | Percentage (%) | Frequency | Percentage (%) |
| 0 - 10 | 29 | 61.7 | 42 | 89.4 |
| 11 - 20 | 7 | 14.9 | 3 | 6.4 |
| 21 - 30 | 3 | 6.4 | 1 | 2.1 |
| 31 and above | 8 | 17.0 | 1 | 2.1 |
| Total | 47 | 100.0 | 47 | 100.0 |

Similar research by Bakar and Samad (2019) acknowledges the significance of a proper fire drill simulation for general disaster risk management. The findings of this study show that there has been low attendance during fire drills, which offsets the conceptualization of comprehensive preparedness. Earthquake preparedness works well at schools through drills and training, but fire drills do not receive attention. Furthermore, where the involvement of the teachers and principals is evident regarding disaster management, parents are less involved in this situation.

Through the data collected, it can be identified that four groups categorize the teaching and nonteaching staff in the school, each group established depending on the number of staff trained in first aid. 56.6% of nonteaching personnel and 61.7% of teaching personnel can be rated under the bracket of having 0-10 trained staff. Moreover, only 14.9% of the teaching personnel have 11-20 trained staff out of the teaching personnel, while 6.4% of the

nonteaching personnel fall into this category. Interestingly, teaching staff received slightly more training; however, actual numbers remain inadequate to meet the demands of any natural disasters. The percentage for institutions with 21-30 trained staff teachers (6.4%) and nonteaching staff (2.1% and above) teaches that although there are a few institutions with highly trained individuals, their number is comparatively small in the two groups.

Other studies, such as those by Green et al. (2021), assert that more attention should be paid to specific segments in the schooling system, for example, security officers and clerical workers who will be directly responsible for dealing with calamities. This contradicts the data highlighted herein, which states that teaching and nonteaching staff require enhancement in first aid training. However, the primary trend indicates the required awareness of the general need to augment first aid training to improve emergency positioning.

*Level of Preparedness to Crises Response of the Division.*
***Table 7:*** *Summary on the Level of Preparedness to Crisis Response as perceived by the Respondents*

| Area of Preparedness to Crisis Response | Principals & Assistant Principals | | Teachers | | Parents | | General Mean | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Verbal Description | Mean | Verbal Description | Mean | Verbal Description | Mean | Verbal Description |
| **Risk understanding** | 4.32 | Highly Prepared | 4.16 | Prepared | 4.33 | Highly Prepared | 4.27 | Highly Prepared |
| **Contingency Plan and Dissemination** | 4.18 | Prepared | 4.27 | Highly Prepared | 4.27 | Highly Prepared | 4.24 | Highly Prepared |

| Communication | 4.43 | Highly Prepared | 4.37 | Highly Prepared | 4.29 | Highly Prepared | 4.36 | Highly Prepared |
|---|---|---|---|---|---|---|---|---|
| Coordination | 4.38 | Highly Prepared | 4.26 | Highly Prepared | 4.23 | Highly Prepared | 4.29 | Highly Prepared |
| Monitoring | 4.19 | Prepared | 4.17 | Prepared | 4.10 | Prepared | 4.12 | Prepared |

*Sub Mean*

Principals & Assistant Principals: 4.28 (Highly Prepared)
Teachers: 4.25 (Highly Prepared)
Parents: 4.24 (Highly Prepared)
General Mean: 4.26 (Highly Prepared)

*Legend:*
4.21–5.00: Highly Prepared
3.41–4.20: Prepared
2.61–3.40: Slightly Prepared
1.81–2.60: Slightly Unprepared
1.00–1.80: Not Prepared at all

The evaluation in Table 7 shows how principals/assistant principals, teachers, and parents view the school in terms of its preparedness in the event of a crisis. As mentioned earlier, the general mean=4.26 is interpreted as "Highly Prepared," and key stakeholders concur with most indicators. However, variation in specific survey indicators revealed areas that may need some attention.

Moreover, the monitoring indicator got a general mean=4.12 "Prepared." The rank order of respondents'

mean ratings was found to be principal/assistant principal (M=4.19), teachers (M=4.17), and parents (M=4.10). This aspect was also the same; the parents gave the lowest rating of the three groups.

The evaluation in Table 7 shows how principals/assistant principals, teachers, and parents view the school in terms of its preparedness in the event of a crisis. The general mean=4.26 is interpreted as "Highly Prepared," as earlier mentioned, key stakeholders concur with most of the indicators. However, a variation on specific survey indicators revealed areas needing attention.

Moreover, the monitoring indicator got a general mean=4.12 "Prepared." The rank order of respondents' mean ratings was found to be principal/assistant principal (M=4.19), teachers (M=4.17), and parents (M=4.10). This aspect was also the same; the parents gave the lowest rating of the three groups. This suggests that although monitoring of such processes is present, some of the stakeholders, parents, for instance.

*Level of Responsiveness of the School on crisis Response*

**Table 8:** *Summary on the Level of Responsiveness of the School on Crisis Response as perceived by the Respondents:*

| Area of Responsiveness to Crisis | Principals & Assistant Principals | | Teachers | | Parents | | General Mean | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Verbal Description | Mean | Verbal Description | Mean | Verbal Description | Mean | Verbal Description |
| Access to Learning Programs | 4.41 | Highly Prepared | 4.36 | Highly Prepared | 4.40 | Highly Prepared | 4.39 | Highly Prepared |
| Internal Systems and Processes for Monitoring and Feedback | 4.40 | Highly Prepared | 4.18 | Prepared | 4.36 | Highly Prepared | 4.39 | Highly Prepared |
| Collaboration with Key Stakeholders | 4.53 | Highly Prepared | 4.16 | Prepared | 4.16 | Prepared | 4.28 | Highly Prepared |
| *Sub Mean* | *4.45* | *Highly Prepared* | *4.23* | *Highly Prepared* | *4.31* | *Highly Prepared* | *4.33* | *Highly Prepared* |

*\*Legend: 4.21-5.00 Highly Prepared; 3.41-4.20 Prepared; 2.61-3.40 Slightly Prepared; 1.81-2.60 Slightly Unprepared; 1.00-1.80 Not Prepared at all*

The data shows that the table includes three stakeholder groups: principals and assistant principals, teachers, and

parents. With an average of 4.33 across the three groups, the perception of school responsiveness during crises

was captured as "Highly Prepared." Subcategories evaluated include access to learning programs for stakeholders, the internal organizational structures for supervision and feedback, and key stakeholders' collaboration.

The mean score that is lowest=4.28, SD=0.17, was meant for the collaboration with key stakeholders. This showed a difference in perceptions as teachers and parents assigned the same 4.16 mean as "Prepared."

These results further support earlier works acknowledging the suggested importance of stakeholder cooperation during crisis contingency (Smith et al., 2020), who highlighted that meaningful cooperation between school leaders, teachers, and parents is significant to guarantee effective crisis management. However, the mean score for the items provided by the teachers and parents is lower, though not significantly lower. The current findings show that although the school works well, having a sound crisis response system in the current context is in the development phase. The school must consider issues regarding inclusion, collaboration, and openness to every stakeholder.

## QUALITATIVE DATA

| Themes | Subthemes |
|---|---|
| **Theme 1. School Leaders must possess qualities necessary for Crisis Response** | Leader must be hands-on in responding to crisis |
| | Be a "leader" not a "boss" in responding to crisis |
| | *Open leadership* |
| | Flexible leadership applied to response to crisis |
| | Awareness to the type of crisis facing |
| | Leaders being firm and considerate for the general welfare |
| **Theme 2. School Leaders must Possess Proactive Skills and Planning Abilities** | Create guidelines in responding to crisis |
| | Creating a specific team to response in crisis |
| | *Provide Contingency Plan* |
| | Leader is looking for specific details when assessing problem |
| | Conducting training to response in different crisis |
| | Identifying qualified resources and staff to respond |
| | Crafting Effective Plan and put-up functional and dedicated school team |
| | Conducted School Learning Action Cell (SLAC) |
| | Attended trainings to improve leadership skills |
| **Theme 3. School Leaders must have increased coordinating and communicating capacities** | Encouraging feedbacks from school stakeholders |
| | Strong linkages to community stakeholders |
| | Well-coordinated to concern agency or department |
| | Conducting orientation on how to handle different crisis |
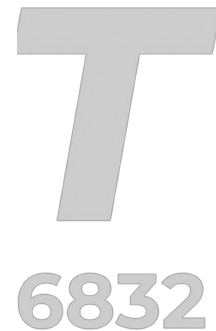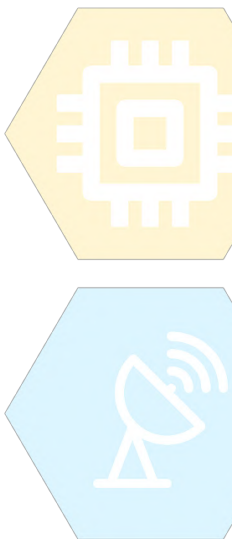
### Themes Generated

Accessibility and decisiveness are concerned with friendly, supportive relationships with employees, and the ability to make clear decisions are stressed as the final components of outstanding leaders. In their response, the participants argued that decisions should always be assertive regarding stakeholders' well-being. Such dynamics create a positive environmental turnover together with observed deference to leadership. Brown & Carter (2019) noted that highly empathetic proactive leadership increases stakeholders' work morale and synergy. We summarize previous research and highlight the complexity of crisis management. Hence, there is a need for enhancement programs to impart these qualities aimed at strengthening school leaders' preparedness and responsiveness to calamities.

This supports Thompson's (2019) view that proactive contingency planning is critical for good crisis response and management. The four keys of crisis management mitigation, preparedness, response, and recovery were mentioned as the general framework. This paper examines contingency plans in crisis management to enhance flexibility and preparedness for various circumstances.

In other works, and research, the roles of community stakeholders, especially enforcement forces, health care personnel, and local government units/LGUs, were

noted as important determinants of effective crisis response. Regarding COVID-19, the respondents pointed out that community involvement is of great value in the crisis. In line with the study by Zhang et al. (2020), they noted that community-based partnerships are critical to crisis preparedness.

## CONCLUSION

The research presents an analysis of the capacity of public schools under the Division of Bataan within the lens of disaster response, focusing on crisis management and intervention. The legitimacy of the crisis response featured by principals, assistant principals, and parents has been explored, while emergency intervention requires additional activities among teachers. It is believed that dissemination and contingency plans allow sound execution from the top level; however, broader implementation and frequency of reviews need to be invested in. External partnerships remain a rare resource for them, and monitoring system logistics needs improving.

Additionally, the schools managed to address some of the problems posed by the pandemic, such as personnel readiness and promptness, registering as "highly prepared." Still unresolved concerns are risk awareness, contingency planning, monitoring, and stakeholder collaboration. These indicate an earnest need for further practice in good crisis management.

Finally, while stakeholders and response mechanisms have mitigated the impact of the pandemic on education, gaps remain in the communication, collaboration, and engagement of stakeholders. Although preparedness was rated very highly, there is a mismatch between perception and what is done, indicating a need to refine resource mobilization, financial management, and partnerships. Improving these aspects will enhance crisis response in public schools as a whole.

## RECOMMENDATION

1. This study investigates the capabilities of public schools in the Division of Bataan through disaster response and crisis management intervention. It examines the legitimacy of the crisis response—does it stand by those principals, assistant principals, and parents

2. Teachers, in particular, could unlock emergency intervention more. Dissemination and contingency plans ensure the soundness of implementation from the top level, yet broader applications and more frequent reviews must be invested in.

3. External partnerships remain scarce resources, and monitoring system logistics needs improvement. The schools have satisfactorily dealt with some of the problems arising from the pandemic; "prepared" and "highly prepared" spiraled together promptly concerning personnel preparedness.

4. Risk awareness, contingency planning, monitoring, and stakeholder collaboration are the remaining issues. These provide an earnest indication of the dire need for more practice in managing crises.

5. Finally, while stakeholders and response systems have combated a pandemic-like tsunami over education, gaps remain in communication, collaboration, and involvement of stakeholders. Preparedness was rated very high, but perception and actual work do not match, thus needing refinements in resource mobilization, financial management, and partnerships. Improving such aspects will generally improve crisis response in public schools.

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