



SCHOOL ADMINISTRATION AND CRISIS MANAGEMENT: PREPAREDNESS AND RESPONSE STRATEGIES

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ABSTRACT

This study determined the significant relationship between school administrators' preparedness and response strategies in managing crisis situations in Lao Integrated School and Linao National High School, Ormoc District 3, Ormoc City Division. It employed a descriptive-correlational research design using an adapted survey tool based on the DepEd Disaster Risk Reduction and Management (DRRM) Manual (2020) and the framework of Prew (2011) on "Building School Leadership for Crisis Management." The questionnaire assessed administrators' preparedness strategies in terms of crisis management planning, training and capacity building, communication strategies, resource management and infrastructure, psychosocial support and recovery, and policy monitoring and collaboration, as well as their response strategies in terms of immediate response and decision-making, communication and collaboration, learner and staff safety, resource mobilization and containment, psychosocial response and support, and post-incident recovery planning. The findings revealed that both preparedness and response strategies of school administrators were rated very high, indicating a strong culture of safety and readiness in the schools. Statistical analysis further showed a strong positive and significant relationship ($r = 0.912$, $p = 0.000$) between preparedness and response strategies, suggesting that well-prepared administrators are more capable of responding effectively to crises. Therefore, the study concludes that proactive planning, continuous capacity-building, and efficient coordination are essential factors in

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strengthening school crisis management and ensuring the safety and well-being of the school community.

Keywords: *School Administration, Crisis Management, Preparedness, Response Strategies*

INTRODUCTION

In education, curriculum plays a crucial role in determining the quality and effectiveness of teaching and learning process. It serves as a roadmap for teachers, outlining the essential knowledge, skills, and values that students need to acquire. The curriculum acts as a guide for teachers to ensure that they cover all necessary content and objectives within a given time frame (Toledo, 2024). Furthermore, a well-designed curriculum reflects the educational goals and values of the school, aligning them with the needs and aspirations of the learners especially in literacy.

It is our responsibility as school heads to ensure that learners are well-taken care of and that their well-being is emphasized. This includes promoting inclusiveness, creating a positive and nurturing learning environment through establishing support systems and implementing strategies that prioritize the mental, emotional, and physical well-being of students. A thing to remember here is that students' well-being is not just limited to their academic performance but also encompasses their social and emotional development.

Above all, it is important for the school heads to provide effective and efficient leadership in the core operations of schools, such as teaching and learning. Giving support to teachers, promoting collaboration, and fostering a culture of continuous improvement are all essential in ensuring that schools achieve academic excellence. Teachers are the backbone of the education system, and instructional leaders must empower the teachers and create an environment where they can thrive professionally.

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In today's dynamic and often unpredictable world, crises in school environments have become increasingly common. Schools are vulnerable to a wide array of potential disruptions, including natural disasters, public health emergencies, security threats, and technological failures. These crises can severely impact school operations, interrupt the educational process, and pose significant risks to the safety and well-being of students, staff, and the broader school community. School administrators, therefore, face a growing responsibility to not only manage such crises effectively but also to prepare their institutions to withstand these challenges. Crisis management in school administration encompasses the systematic planning, execution, and review of strategies designed to mitigate, respond to, and recover from emergencies. A well-structured crisis management plan can prevent chaos during emergencies and ensure that schools can continue functioning with minimal disruption. As noted by Smith (2018), effective crisis management begins with comprehensive planning and preparation, which enables schools to identify potential risks, allocate resources, and develop protocols for quick and efficient responses. Schools that fail to implement such proactive measures often find themselves unprepared, leading to increased damage and longer recovery times.

The importance of crisis management has been highlighted by recent events such as the COVID-19 pandemic, which significantly disrupted the global education sector. Schools had to rapidly adapt to new health protocols, remote learning technologies, and ever-changing government guidelines. According to Miller et al. (2021), schools that had crisis management strategies in place were able to adjust more smoothly, while those without adequate plans struggled to maintain continuity in education. This illustrates the critical role of preparedness in ensuring educational institutions can navigate unexpected situations. In addition to planning, communication plays a central role in managing crises in schools. A breakdown communication can lead to confusion, panic, and delayed responses. Jones & Harris (2020) emphasize that school leaders must establish clear communication channels and protocols to ensure timely dissemination of accurate information to students, parents, and staff. During crises, misinformation can spread quickly, exacerbating the situation. Thus, having a reliable communication system is vital in minimizing disruptions and maintaining order.

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Moreover, the growing complexity of modern crises calls for school administrators to engage in collaboration with external agencies. As Brown & Taylor (2019) argue, no school can handle every crisis on its own. Partnerships with local emergency services, healthcare providers, and mental health professionals can provide crucial support during and after crises. These collaborations ensure that schools have access to the expertise and resources necessary to handle emergencies effectively, thereby reducing the burden on internal staff. Leadership also plays a pivotal role in the success of crisis management efforts. Strong leadership fosters a culture of preparedness, where both staff and students are aware of the procedures to follow during emergencies. As noted by Thompson (2019), leaders who are decisive and empathetic can significantly influence the outcome of a crisis, ensuring swift recovery and a return to normalcy. Leaders must not only respond to crises but also guide their schools in learning from each experience, enhancing future preparedness. Thus, the necessity of an effective crisis management strategy in school administration cannot be overstated. And it is in this premise that this study was formulated to determine the significant relationship between school administrators' preparedness and response strategies in managing crisis in school. A proposed instructional supervision plan will be formulated based on the findings of the study.

This study determines the significant relationship between school administrators' preparedness and response strategies in managing crisis in school in Lao Integrated School and Linao National High School, Ormoc District 3, Ormoc City Division. The findings of the study will be the basis for the proposed instructional supervision plan.

Further, it seeks to answer the following sub-problems:

1. What is the extent of school administrator's preparedness strategies in managing crisis in school?
2. What is the extent of school administrator's response strategies in managing crisis in school?

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3. Is there a significant relationship between the extent of school administrator's preparedness and response strategies in managing crisis in school?

4. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study adopted a descriptive-correlational research design to determine the school administrators' preparedness and response strategies in managing crisis in school. This study is descriptive because it describes the variables- extent of school administrators' and teachers' preparedness strategies in managing crisis in school in terms of crisis management planning, training and capacity building, communication strategies, resource management and infrastructure, psychosocial support and recovery and policy, monitoring and collaboration and extent of school administrators' and teachers' response strategies in managing crisis in school in terms of immediate response and decision-making, communication and coordination, learner and staff safety, resource mobilization and crisis containment, psychosocial response and support and post-incident recovery planning (Initial Response Stage). Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Lao Integrated School and Linao National High School, both of which are under the supervision of the Division of Ormoc City. Lao Integrated School is a medium-sized public educational institution located in Barangay Lao, Ormoc City, Leyte, while Linao National High School is a large-sized public educational institution located in Barangay Linao, Ormoc City, Leyte. The fifty-six (56) teachers, and 2 school heads in selected secondary schools were involved in the study. This study utilizes a survey tool based on the framework and best practices from the DepEd Disaster Risk Reduction and Management (DRRM Manual (DepEd, 2020) utilized by Prew (2011) in his study on, "Building School Leadership for Crisis Management". Similarly, Part II of the survey is a questionnaire which

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describes the extent of school administrators' and teachers' response strategies in managing crisis in school in terms of immediate response and decision-making, communication and coordination, learner and staff safety, resource mobilization and crisis containment, psychosocial response and support and post-incident recovery planning (Initial Response Stage). This survey tool is developed in alignment with the crisis response frameworks and educational emergency management principles from the DepEd Disaster Risk Reduction and Management (DRRM) Manual (DepEd, 2020) which was utilized and adapted by Prew (2011) in his study on, "Building School Leadership for Crisis Management".

Sampling. The fifty-six (56) teachers, and 2 school heads in selected secondary schools were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent

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to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean employed to determine the extent of school administrators' and teachers' preparedness strategies in managing crisis in school in terms of crisis management planning, training and capacity building, communication strategies, resource management and infrastructure, psychosocial support and recovery and policy, monitoring and collaboration and extent of school administrators' and teachers' response strategies in managing crisis in school in terms of immediate response and decision-making, communication and coordination, learner and staff safety, resource mobilization and crisis containment, psychosocial response and support and post-incident recovery planning (Initial Response Stage).. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1
Extent of School Administrators' Preparedness Strategies
in Managing Crisis Situations

Dimension	Statement	Weighted Mean	Description	Interpretation
A. Crisis Management Planning	1. Our school has a comprehensive crisis management plan in place.	4.60	Strongly Agree	Very High
	2. The crisis management plan is regularly reviewed and updated.	4.50	Strongly Agree	Very High

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Dimension	Statement	Weighted Mean	Description	Interpretation
	3. The plan includes protocols for various types of crises (e.g., fire, earthquake, health emergencies).	4.62	Strongly Agree	Very High
	4. There is a designated crisis management team in our school.	4.50	Strongly Agree	Very High
	5. School staff are aware of their roles and responsibilities during a crisis.	4.48	Strongly Agree	Very High
Average Weighted Mean for Dimension A		4.54	Strongly Agree	
B. Training and Capacity Building	6. School administrators and staff are regularly trained on emergency response procedures.	4.55	Strongly Agree	Very High
	7. Simulation drills (e.g., fire, earthquake, lockdown) are conducted at least twice a year.	4.67	Strongly Agree	Very High
	8. I have attended capacity-building sessions on crisis management and disaster preparedness.	4.28	Agree	High
	9. I provide orientation to new teachers and staff about the school's crisis response procedures.	4.19	Agree	High
	10. I am confident in leading the school during emergencies.	4.19	Agree	High
Average Weighted Mean for Dimension B		4.38	Strongly Agree	Very High
C. Communication Strategies	11. There is a clear communication protocol in case of emergency.	4.47	Very High	Very High

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Dimension	Statement	Weighted Mean	Description	Interpretation
	12. I have an updated contact list of all stakeholders (staff, parents, LGUs, etc.).	4.41	Very High	Very High
	13. The school uses multiple platforms (e.g., SMS, Facebook, radio) to disseminate urgent information.	4.50	Very High	Very High
	14. I coordinate with the barangay, LGU, and DRRM council during emergencies.	4.43	Very High	Very High
	15. Parents are regularly informed about the school's emergency plans.	4.47	Very High	Very High
Average Weighted Mean for Dimension C		4.46	Strongly Agree	Very High
D. Resource Management and Infrastructure	16. The school has emergency supplies (e.g., first aid kits, flashlights, batteries, emergency food).	4.34	Agree	High
	17. Classrooms and school facilities are evaluated for safety risks.	4.28	Agree	High
	18. Safety signage and evacuation routes are clearly marked throughout the school.	3.93	Agree	High
	19. Budget allocation is considered for crisis preparedness.	4.16	Agree	High
	20. I ensure that facilities are checked and restored immediately after a crisis.	4.03	Agree	High
Average Weighted Mean for Dimension D		4.15	Agree	High
E. Psychosocial Support and Recovery	21. The school has plans to provide psychosocial support to learners and staff after a crisis.	4.52	Strongly Agree	Very High

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Dimension	Statement	Weighted Mean	Description	Interpretation
	22. I coordinate with external agencies (e.g., health centers, psychologists) when needed.	4.43	Strongly Agree	Very High
	23. Learners are given time and space to recover emotionally after traumatic events.	4.34	Agree	High
	24. I lead debriefing sessions for staff after major emergencies.	4.17	Agree	High
	25. Support programs are in place to help learners resume normal learning activities.	4.60	Strongly Agree	Very High
Average Weighted Mean for Dimension E		4.41	Strongly Agree	Very High
F. Policy Monitoring and Collaboration	26. Our school crisis management plan aligns with DepEd and LGU policies.	4.48	Strongly Agree	Very High
	27. I work with the School DRRM Coordinator to monitor preparedness levels.	4.43	Strongly Agree	Very High
	28. The school collaborates with parents and the community for emergency preparedness.	4.48	Strongly Agree	Very High
	29. Feedback is collected and reviewed after each drill or real-life incident.	4.38	Strongly Agree	Very High
	30. Crisis preparedness is part of our School Improvement Plan (SIP).	4.43	Strongly Agree	Very High
Average Weighted Mean for Dimension F		4.44	Strongly Agree	Very High
Overall Weighted Mean		4.39	Strongly Agree	Very High

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Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Neutral	Moderate
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

The data presented in the table show the extent of school administrators' preparedness strategies in managing crisis situations, categorized into six key dimensions: Crisis Management Planning, Training and Capacity Building, Communication Strategies, Resource Management and Infrastructure, Psychosocial Support and Recovery, and Policy Monitoring and Collaboration. Overall, the findings reveal that the school administrators demonstrated a very high level of preparedness, as indicated by the overall weighted mean of 4.39, verbally interpreted as Strongly Agree. This suggests that administrators are highly proactive and well-prepared in handling various crisis situations within their schools. In Dimension A: Crisis Management Planning, an average weighted mean of 4.54 (Strongly Agree) indicates that schools maintain comprehensive and regularly updated crisis management plans with clearly defined roles and responsibilities for staff members. This reflects a strong organizational foundation and readiness for different types of emergencies such as fires, earthquakes, and health-related incidents. For Dimension B: Training and Capacity Building, the average weighted mean of 4.38 (Strongly Agree) shows that administrators and staff frequently engage in emergency response training and simulation drills. However, slightly lower ratings on statements regarding personal confidence and staff orientation suggest that while preparedness is strong, continuous professional development remains essential for sustained readiness. Dimension C: Communication Strategies also received a high average weighted mean of 4.46 (Strongly Agree), emphasizing the effectiveness of established communication protocols and the use of multiple platforms to disseminate emergency information. Coordination with local government units (LGUs), barangay officials, and the Disaster Risk Reduction and Management (DRRM) council further supports responsive and organized crisis

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communication systems. In Dimension D: Resource Management and Infrastructure, the average weighted mean of 4.15 (Agree) indicates a high level of preparedness but comparatively lower than other dimensions. While emergency supplies and safety checks are present, the results suggest a need for continuous infrastructure assessment, clearer evacuation markings, and increased budget allocations for preparedness resources. Dimension E: Psychosocial Support and Recovery yielded an average weighted mean of 4.41 (Strongly Agree), showing that administrators recognize the importance of emotional recovery and post-crisis support for both learners and staff. The presence of psychosocial programs, debriefing sessions, and coordination with external agencies demonstrates a holistic approach to crisis management. Finally, Dimension F: Policy Monitoring and Collaboration recorded an average weighted mean of 4.44 (Strongly Agree), highlighting strong alignment with DepEd and LGU policies, as well as active collaboration with parents, teachers, and community stakeholders. This underscores the administrators' commitment to maintaining compliance, transparency, and shared responsibility in crisis preparedness efforts. Overall, the findings indicate that school administrators are very well-prepared to manage crisis situations, particularly through strong planning, communication, and policy collaboration. The slightly lower rating in resource management suggests areas for enhancement, but the general trend reflects a robust culture of safety, readiness, and resilience within the school system.

Table 2
Extent of School Administrators' Response Strategies in Managing Crisis Situations

Dimension	Statement	Weighted Mean	Interpretation
A. Immediate Response and Decision-Making	1. I can make quick and informed decisions during crisis situations.	4.52	Strongly Agree (Very High)
	2. I immediately activate the school's crisis response plan when an incident occurs.	4.55	Strongly Agree (Very High)

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Dimension	Statement	Weighted Mean	Interpretation
	3. I ensure that emergency protocols are followed without delay.	4.69	Strongly Agree (Very High)
	4. I initiate a command structure to direct staff actions during a crisis.	4.60	Strongly Agree (Very High)
	5. I quickly assess the nature and scope of the crisis before taking further action.	4.66	Strongly Agree (Very High)
Average Weighted Mean for Dimension A		4.60	Strongly Agree (Very High)
B. Communication and Collaboration	6. I inform the Division Office and local government authorities promptly during emergencies.	4.50	Strongly Agree (Very High)
	7. I communicate clearly and calmly with teachers, staff, and learners during a crisis.	4.60	Strongly Agree (Very High)
	8. I use available communication channels (e.g., SMS, phone calls, Facebook) to reach stakeholders.	4.53	Strongly Agree (Very High)
	9. I assign specific communication roles to staff members during the crisis.	4.43	Strongly Agree (Very High)
	10. I provide timely updates to parents and the community about the ongoing situation.	4.57	Strongly Agree (Very High)
Average Weighted Mean for Dimension B		4.53	Strongly Agree (Very High)
C. Learner and Staff Safety	11. I ensure that all learners and staff are accounted for during emergencies.	4.67	Strongly Agree (Very High)
	12. I lead the execution of evacuation or lockdown procedures when necessary.	4.55	Strongly Agree (Very High)

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Dimension	Statement	Weighted Mean	Interpretation
	13. I direct staff to assist learners who need support during the crisis.	4.43	Strongly Agree (Very High)
	14. I prioritize safety and well-being over operational concerns during a crisis.	4.50	Strongly Agree (Very High)
	15. I establish a temporary safe zone for affected learners and personnel.	4.50	Strongly Agree (Very High)
Average Weighted Mean for Dimension C		4.53	Strongly Agree (Very High)
D. Resource Mobilization and Content Containment	16. I mobilize school resources such as first aid kits, emergency food, and communication tools.	4.43	Strongly Agree (Very High)
	17. I coordinate with external agencies (e.g., fire department, health centers, PNP) for immediate support.	4.45	Strongly Agree (Very High)
	18. I deploy available personnel to assist in containing the crisis (e.g., fire control, medical aid).	4.36	Strongly Agree (Very High)
	19. I take steps to prevent the crisis from escalating further.	4.43	Strongly Agree (Very High)
	20. I document the situation in real time for proper reporting and accountability.	4.52	Strongly Agree (Very High)
Average Weighted Mean for Dimension D		4.44	Strongly Agree (Very High)
E. Psychosocial Response and Support	21. I provide immediate emotional support to learners and staff in distress.	4.48	Strongly Agree (Very High)
	22. I identify learners and staff who may require additional psychological intervention.	4.48	Strongly Agree (Very High)

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Dimension	Statement	Weighted Mean	Interpretation
	23. I maintain a calm and reassuring presence to reduce panic and anxiety.	4.43	Strongly Agree (Very High)
	24. I monitor for signs of trauma or shock among learners and personnel.	4.45	Strongly Agree (Very High)
	25. I initiate a basic debriefing process after the incident has been managed.	4.41	Strongly Agree (Very High)
Average Weighted Mean for Dimension E		4.45	Strongly Agree (Very High)
F. Post-Incident Recovery Planning (Initial Response Stage)	26. I start planning the initial steps to resume classes or operations once safety is ensured.	4.33	Agree (High)
	27. I assess damages and losses for proper documentation.	4.45	Strongly Agree (Very High)
	28. I lead a preliminary review of the incident to identify initial lessons learned.	4.33	Agree (High)
	29. I communicate a recovery timeline to stakeholders.	4.36	Agree (High)
	30. I file an incident report to the Schools Division Office and other relevant agencies promptly.	4.50	Strongly Agree (Very High)
Average Weighted Mean for Dimension F		4.39	Strongly Agree (Very High)
Overall Weighted Mean		4.49	Strongly Agree (Very High)

Legend:

RANGES

4.21-5.00

3.21-4.20

INTERPRETATION

Strongly Agree (Very High)

Agree (High)

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2.61-3.40	Neutral (Moderate)
1.81-2.60	Disagree (Low)
1.00-1.80	Strongly Disagree (Very Low)

The data in Table 2 present the extent of school administrators' response strategies in managing crisis situations, encompassing six major dimensions: Immediate Response and Decision-Making, Communication and Collaboration, Learner and Staff Safety, Resource Mobilization and Containment, Psychosocial Response and Support, and Post-Incident Recovery Planning. The findings indicate a very high level of crisis response capability, with an overall weighted mean of 4.49, interpreted as Strongly Agree (Very High). Among the dimensions, Immediate Response and Decision-Making obtained the highest average weighted mean of 4.60, demonstrating administrators' strong ability to make timely, informed decisions and activate appropriate crisis response measures. Communication and Collaboration (4.53) and Learner and Staff Safety (4.53) also ranked high, reflecting effective information dissemination and prioritization of safety during emergencies. Meanwhile, Resource Mobilization and Containment (4.44) and Psychosocial Response and Support (4.45) indicate that administrators are adept at coordinating resources and providing emotional care to affected individuals. Although Post-Incident Recovery Planning (4.39) received slightly lower scores, it still reflects a very high preparedness level, suggesting ongoing efforts to ensure smooth recovery and operational continuity after a crisis. Overall, these results highlight that school administrators are highly responsive, organized, and empathetic leaders capable of managing crises effectively and ensuring the safety and well-being of their school communities.

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Table 3

Test of Relationship Between School Administrators' Preparedness and Response Strategies in Managing Crisis Situations

Variables Correlated	Computed r-value	p-value	Decision on Ho	Interpretation
Overall Preparedness Strategies vs. Overall Response Strategies	0.912	0.000	Reject Ho	Significant Relationship (Strong Positive Correlation)

Table 3 presents the test of relationship between school administrators' preparedness and response strategies in managing crisis situations. The computed r-value of 0.912 and p-value of 0.000, which is less than the 0.05 level of significance, indicate that the null hypothesis (there is no significant relationship between school administrators' preparedness and response strategies in managing crisis situations) is rejected. This means that as the level of preparedness strategies of school administrators increases their effectiveness in implementing response strategies during crises also improves. The rejection of the null hypothesis further confirms that preparedness and response are closely interlinked administrators who are well-prepared with comprehensive plans, training, and communication systems are more capable of responding promptly and effectively to emergencies. This finding underscores the importance of proactive planning, regular capacity-building, and efficient coordination in strengthening crisis management performance in schools.

Conclusion

The findings of the study revealed that the extent of school administrators' preparedness and response strategies in managing crisis situations was very high across all key dimensions, including crisis management planning, training and capacity building,

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communication strategies, resource management, psychosocial support, and policy collaboration. School administrators demonstrated strong capabilities in immediate decision-making, effective communication, safety assurance, and emotional support during crises. Furthermore, the statistical analysis showed a strong positive and significant relationship between preparedness and response strategies, indicating that a higher level of preparedness directly enhances the administrators' ability to respond effectively to emergencies. This suggests that proactive planning, continuous training, and efficient communication systems play a vital role in ensuring safety and resilience within schools. Therefore, the study concludes that well-prepared and responsive school administrators are key to effective crisis management, minimizing risks, and safeguarding the welfare of both learners and personnel. This highlights the importance of sustained preparedness programs, inter-agency coordination, and leadership development in promoting safer and more resilient educational environments.

Recommendations

1. Implement the proposed crisis management framework to strengthen school administrators' preparedness and response strategies.
2. Conduct continuous training and capacity-building programs for school administrators and staff focusing on emergency response, decision-making, and psychosocial support.
3. Educational leaders and policymakers should use the findings of this study to develop standardized crisis management protocols aligned with DepEd and LGU guidelines.
4. Promote stronger collaboration between schools, local government units, and community stakeholders to ensure a coordinated and timely crisis response.
5. Recognize and reward schools that demonstrate exemplary crisis preparedness and effective emergency response practices to encourage a culture of readiness and safety.

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6. Regularly review, update, and simulate the school crisis management plan to maintain its effectiveness and relevance to current risks and challenges.

7. Integrate crisis management education into leadership and teacher development programs to build a more resilient school community.

8. Document and share best practices in crisis preparedness and response through Learning Action Cells (LAC), seminars, and inter-school collaborations to promote replication of successful models.

9. Future researchers are encouraged to replicate this study in other divisions or regions, incorporating additional variables such as resource availability, communication infrastructure, and stakeholder engagement to further enhance crisis management strategies.

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AUTHOR'S PROFILE



MS. DEFF MERIAM S. BAGUION

Deff Meriam S. Baguion, born on November 9, 1997, in Ormoc City, Leyte. She is a dedicated public-school teacher who has always valued resilience, determination, and a deep sense of purpose in her chosen profession. Her journey in education began at Jica-Lao Elementary School and continued at New Ormoc City National High School, where her passion for learning and teaching started to grow.

Growing up in a modest household and raised by a single mother, she experienced firsthand the challenges that come with limited financial resources. Despite these hardships, she remained focused on her dream of earning a college degree and building a better future through education. She pursued her tertiary education at Eastern Visayas State University – Ormoc City Campus (EVSU-OCC), where she earned her Bachelor of Secondary Education degree, majoring in Mathematics. With hard work and perseverance, she graduated in 2018 and passed the Licensure Examination for Teachers (LET) in the same year.

Determined to continue growing both personally and professionally, she later enrolled in the Master of Arts in Education program, major in School Administration and Supervision, at Western Leyte College of Ormoc City, Inc. and in December 2023 she successfully completed the academic requirements for her MAEd. Her pursuit of graduate studies reflects

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her strong belief in lifelong learning and her desire to make a meaningful impact on her students and community.

She believes that teaching is more than just a profession—it is a calling to inspire other people. Her experiences have taught her the value of hard work, compassion, and staying true to one's goals despite adversity. Through her story, she hopes to encourage fellow educators and students alike to believe in the power of education and to never give up on their dreams.



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