



ASSESSMENT ON THE STRATEGIES FOR MITIGATING RISK AND BUILDING RESILIENCE OF THE SCHOOL HEADS IN THE PROVINCE OF ALBAY

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ABSTRACT

School heads in disaster-prone areas face the dual burden of sustaining educational continuity while leading crisis response, making the assessment of their risk mitigation and resilience-building strategies both urgent and essential. This study assessed the strategies for mitigating risk and building resilience among school heads in disaster-prone schools in the Province of Albay during the first semester of School Year 2025-2026. Employing a quantitative descriptive-correlational research design, data were gathered from teachers, student leaders, and school heads using survey questionnaires and analyzed through frequency, percentage, weighted mean, Pearson correlation, and t-test. Findings revealed that school heads employ structured strategies at a high extent across planning, resource management, and training, with inter-operability well-institutionalized at the administrative level. Resilience-building practices were generally implemented at a high to very high extent, though gaps remain in scenario-based training, student participation in hazard mapping, and community inclusiveness in inter-agency coordination. The relationship between current strategies and resilience-building practices was not statistically significant, indicating that formal leadership

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strategies alone are insufficient to fully account for resilience outcomes. Psychosocial support was consistently implemented, while adaptive coping and health and well-being showed significant individual variability. The study concludes that effective resilience leadership in Albay's disaster-prone schools requires moving beyond procedural compliance toward holistic, human-centered approaches that integrate anticipatory governance, distributed agency, psychosocial well-being, and reflective learning.

Keywords: *Assessment, Strategies, Mitigating, Risk, Building Resilience, School Heads, Province of Albay*

INTRODUCTION

According to the United Nations Office for Disaster Risk Reduction (UNDRR, 2022), education systems in hazard-prone areas are not only physically threatened by disasters but also organizationally strained, as school leaders are often required to manage both educational and emergency functions simultaneously. In such contexts, effective leadership becomes a crucial determinant of a school's resilience, influencing how institutions prepare for, respond to, and recover from disasters. The ability of school heads to lead with adaptability, resourcefulness, and emotional intelligence determines the continuity of learning and the protection of both students and staff.

This study is equally aligned with SDG 11: Sustainable Cities and Communities, which aims to make human settlements inclusive, safe, resilient, and sustainable. This goal is directly pertinent to the context of Albay's schools, which serve not only as educational institutions but also as critical community infrastructure during and after disasters. Schools in disaster-

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prone areas frequently function as evacuation centers, command hubs, and community recovery points, placing them at the center of sustainable and resilient community development. Furthermore, the study connects with SDG 9: Industry, Innovation, and Infrastructure, which calls for the building of resilient infrastructure, the promotion of inclusive and sustainable industrialization, and the fostering of innovation. In the educational context, infrastructure resilience encompasses not only the physical soundness of school buildings but also the institutional systems, communication technologies, and leadership frameworks that sustain school operations under crisis conditions.

The study is further aligned with the United Nations Sustainable Development Goals (SDGs), specifically SDG 4: Quality Education and SDG 13: Climate Action. SDG 4 emphasizes the importance of ensuring inclusive, equitable, and quality education while promoting lifelong learning opportunities for all. This goal underscores the need for schools to remain functional, adaptive, and resilient even in times of crisis, ensuring that learners continue to receive uninterrupted and meaningful instruction. Meanwhile, SDG 13 calls for urgent action to combat climate change and strengthen resilience and adaptive capacity to climate-related hazards, which directly relates to how schools prepare for, respond to, and recover from disasters. Given that Albay is one of the most hazard-prone provinces in the Philippines and is frequently experiencing typhoons, volcanic activity, flooding, and landslides, the integration of SDG 4 and SDG 13 becomes essential.

Leadership during crises requires balancing administrative, instructional, and humanitarian roles under extreme pressure. In disaster-prone schools, school heads are

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expected to provide stability amid uncertainty, ensure the safety of learners and staff, and sustain educational operations despite infrastructural and psychological challenges. Studies have emphasized that disasters exacerbate existing educational inequities, particularly in rural and marginalized areas (Aguinaldo et al., 2023). Thus, the leadership capacity of school heads becomes a key factor in minimizing disruptions, mobilizing community support, and maintaining morale among teachers and learners. The Department of Education (DepEd) underscores the role of School Heads as front-liners of resilience building, emphasizing preparedness, coordination, and crisis management as integral leadership competencies (DepEd, 2023). However, despite policy frameworks like the Comprehensive School Safety Policy, school leaders in Albay continue to face systemic barriers such as limited resources, delayed communication, and insufficient training in disaster leadership.

Furthermore, the study responds to the call for leadership models that are contextually relevant to disaster-prone regions. Previous international studies have examined educational leadership in crises caused by pandemics and earthquakes. The findings indicate that school leaders took the initiative to meet the physical and emotional needs of the school community after the earthquake, acted strategically in decision-making processes, established stronger communication with the internal and external stakeholders, and took the lead in ensuring the continuity of educational activities. These practices imply that school leaders played a crucial role in mitigating the effects of the earthquake, meeting needs and supporting the school community in the normalization process. The findings of this study may enrich our

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understanding of school leadership practices during crises and provide insights into school leaders' practices in future crises (Sarigöz et al., 2025; Lopez, 2024).

The Philippines, being one of the most disaster-prone countries in the world, faces numerous challenges in ensuring the continuity of education in the face of natural calamities. Albay Province, located within the Pacific Ring of Fire and the typhoon belt, has long been a focal point of disaster vulnerability, with frequent typhoons, floods, volcanic eruptions, and earthquakes disrupting lives and schooling.

In Bicol, a study determined the challenges encountered by thirty-four (34) public secondary school heads in the second district of Albay. This research adopted a mixed-method approach for both quantitative and qualitative research designs. Using the adopted survey questionnaire, the result shows that public secondary school heads in the second district of Albay highly implemented most of the functions of school heads as stipulated in R.A 9155. The results highlight that the most common challenges encountered were: (1) expressing ownership and personal responses to the identified issues; (2) enriching curricular offerings based on local needs; and (3) providing an environment that promotes the use of technology among learners and teachers. In terms of coping mechanisms, some of these were attending seminars and capacity building, teaming up with their communities, and talking to the right people. It is recommended that the focus on the development of competencies for school heads be continued and strengthened and provide them with the necessary support, recognition, and resources to continue their innovative practices and enhance the learning environment (Lozada, 2024).

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This study focuses on assessing the strategies for mitigating risk and building resilience among school heads in disaster-prone schools in the Province of Albay. Specifically, it examines the current strategies employed by school heads in planning, resource management, and training; determines the level of their mitigating risk and resilience-building practices; investigates the relationship between these strategies and resilience-building practices; and identifies the factors influencing resilience building in terms of psychosocial support, adaptive coping mechanisms, and health and well-being. The problematic situation underlying this study stems from the persistent gap between policy mandates and actual disaster leadership capacity in Albay's schools. While DepEd has issued comprehensive guidelines for school disaster risk reduction and management, school heads continue to encounter systemic barriers including limited financial resources, insufficient specialized training, inadequate infrastructure, and delayed inter-agency communication. These challenges are compounded by the province's extreme geographic vulnerability, situated within the typhoon belt and the volcanic hazard zone of Mt. Mayon, which subjects schools to recurring, compounded disasters with diminishing recovery windows. The absence of a contextually grounded and empirically validated leadership framework for disaster-prone Philippine schools further deepens this gap, leaving school heads to navigate crises largely through individual adaptive capacity rather than institutionalized leadership models. This study responds directly to this problematic situation by generating localized, evidence-based insights that can inform leadership development, policy enhancement, and institutional resilience-building in Albay and comparable disaster-prone regions.

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In a broader sense, this research contributes to both theoretical and practical discourses in educational management and disaster risk reduction. Theoretically, it situates leadership within the framework of resilience and crisis adaptation, highlighting how leadership practices evolve under stress. Practically, it provides evidence-based recommendations for policymakers, DepEd officials, and local disaster management offices to strengthen school leadership systems in disaster contexts. Ultimately, the study envisions contributing to the sustainability and safety of education in Albay by recognizing the indispensable role of school heads as both educational leaders and crisis managers.

The study is guided by the following research objectives: (1) to identify current strategies employed by school heads in planning, resource management, and training; (2) to determine the level of their mitigating risk and resilience-building practices along capacity building, hazard mapping, crisis decision-making and adaptability, innovation and problem-solving, and inter-operability; (3) to assess the significant relationship between strategies and resilience-building practices; (4) to determine the factors influencing resilience building in terms of psychosocial support, adaptive coping mechanisms, and health and well-being; and (5) to develop an Adaptive Leadership Model for Crisis Management to strengthen leadership response.

MATERIALS AND METHODS

Research Methodology

The study is grounded in a quantitative paradigm and employs the descriptive-correlational research design. This approach is appropriate because it enables the systematic

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description of leadership strategies and resilience-building practices, while simultaneously examining the nature and strength of relationships among variables. Descriptive-correlational research allows researchers to observe and analyze how changes in one variable are associated with changes in another without manipulating them, thereby producing both descriptive and relational knowledge relevant to educational leadership in disaster contexts.

Research Design

The descriptive component of the design systematically documents the current state of disaster leadership practices among school heads, teachers, and student leaders in the Province of Albay. The correlational component examines whether significant relationships exist between leadership strategies and resilience-building practices, and appraises differences among respondent groups in the factors influencing resilience. The Pearson Product-Moment Correlation Coefficient was the primary relational statistic employed, appropriate for interval-level data and for testing the direction and strength of linear associations between the variables.

This research design is justified because it aligns with the nature of the variables under investigation and enables the generation of evidence that is both academically sound and practically relevant to educational and disaster management communities in Albay and beyond. The design does not allow for causal inference, which is consistent with the study's intent to describe and correlate rather than to establish causation.

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Respondents of the Study

The respondents of the study were school heads, teachers, and student leaders from identified disaster-prone public schools within the three congressional districts of the Province of Albay. These schools were selected based on their documented exposure to frequent natural hazards including typhoons, floods, landslides, lahar flows, and volcanic activity from Mt. Mayon.

School heads were included because they serve as the primary unit of investigation, providing leadership-level perspectives on risk mitigation and resilience-building strategies. Teachers were included as key informants who implement DRRM protocols and directly experience the operational dimensions of disaster preparedness. Student leaders, representing both the Supreme Elementary and Secondary Student Government (SELG and SSLG) organizations, provided beneficiary-level perspectives on the visibility and effectiveness of school-based resilience programs. The table below presents the distribution of respondents across the three congressional districts.

Table 1. Distribution of Respondents by Congressional District

District	School Heads	Teachers	Student Leaders	Total
1st District	2	10	12	24
2nd District	2	41	20	63
3rd District	2	47	22	71
Total	6	98	54	158

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Research Instrument

The primary data collection tool was a researcher-constructed survey questionnaire structured into five parts aligned with the research objectives. Part 1 gathered data on current strategies of school heads in planning, resource management, and training, completed by all three respondent groups from their respective perspectives. Part 2 assessed the level of mitigating risk and resilience-building practices across five dimensions: capacity building, hazard mapping, crisis decision-making and adaptability, innovation and problem-solving, and inter-operability. Parts 3 and 4 examined the correlation between strategies and resilience-building practices and identified factors influencing resilience building. Part 5 assessed significant differences among respondents on resilience-building factors.

The instrument employed a 4-point Likert Scale to measure the extent of implementation of each strategy and practice, with the following descriptors:

Table 2. Likert Scale and Adjectival Interpretation

Scale	Range	Adjectival Interpretation
4	3.25 – 4.00	Very High Extent
3	2.50 – 3.24	High Extent
2	1.75 – 2.49	Moderate Extent
1	1.00 – 1.74	Low Extent

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Data Gathering Procedures

Data collection was conducted in the Province of Albay, specifically in public schools identified as disaster-prone within the Albay Division. Before data gathering, the researcher obtained formal permission from the Department of Education (DepEd) Division of Albay. Upon approval, respondents were contacted and survey schedules were coordinated with school heads across the three congressional districts.

The survey questionnaires were distributed through a combination of Google Forms for online submission and printed copies for face-to-face administration, accommodating varying levels of connectivity across school sites. Data collection was completed over a two-week period during the first semester of School Year 2025-2026. During the first week, the researcher visited schools in the 1st and 2nd Congressional Districts; the second week covered schools in the 3rd Congressional District. This schedule ensured comprehensive coverage across all identified disaster-prone schools. The data gathering process adhered strictly to ethical considerations, including confidentiality, voluntary participation, and participants' right to withdraw at any time.

Data Analysis

The following statistical tools were used to analyze the gathered data:

Frequency and Percentage were used to describe the distribution of respondents and summarize response patterns across categories, providing a descriptive foundation for subsequent analyses.

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Weighted Mean was employed to measure the extent to which respondents agreed with statements describing risk mitigation and resilience-building strategies. This was applied in Parts 1, 2, and 4 of the survey questionnaire.

Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship between leadership strategies and resilience-building practices (Part 3), and to appraise differences among respondent groups in resilience-influencing factors (Part 5). The computed r-value indicated the strength and direction of the linear relationship, while the corresponding t-value was compared with the tabulated value at the 0.05 level of significance to test the null hypotheses.

All data were encoded, organized, and processed using appropriate statistical software. Findings were interpreted against the 4-point Likert Scale descriptors to generate adjectival interpretations for weighted mean scores.

RESULTS AND DISCUSSION

Current Strategies Employed by School Heads

Planning

Findings revealed that school heads across all three congressional districts of Albay actively integrate DRRM components into School Improvement Plans, set objectives aligned with DepEd and local government unit (LGU) guidelines, pre-identify evacuation routes and safe zones, and coordinate with LGUs and non-government organizations for resource augmentation. These practices were rated at a high extent by the majority of respondents,

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reflecting the institutionalization of planning as a core leadership function in disaster-prone contexts.

However, the conduct of annual multi-stakeholder planning workshops was identified as the least consistently implemented indicator, suggesting that planning activities, while present, are not yet fully institutionalized as collaborative and participatory processes. This finding is consistent with Marzban et al. (2025), who highlighted that schools central to disaster risk management must be integrated into national frameworks through formal legislation and stakeholder collaboration. The gap between administrative planning and community-inclusive planning processes represents a significant area for improvement in Albay's disaster-prone schools.

Resource Management

Resource management strategies were found to be moderately to highly implemented across the three districts. School heads reported practices including allocating budgets for DRRM activities from school MOOE funds, ensuring the availability of basic emergency supplies, mobilizing teaching and non-teaching personnel during disaster activities, and conducting regular inventories of school facilities. Perceptual gaps between school heads and student leaders indicated that resource management decisions tend to be concentrated at the administrative level and are not sufficiently visible or communicated to the broader school community.

These findings align with Bongayon et al. (2025), who reported that while DRRM coordination and information management protocols are generally well-implemented in

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Philippine public schools, key challenges remain in material resource shortages and the adequacy of training programs. The study further corroborates Macapobre et al. (2024), who identified resource constraints as one of the most significant barriers to effective educational leadership in the Philippines.

Training

Training strategies were rated at a high extent, with school heads regularly conducting DRRM training for teachers, organizing first-aid training for staff, involving student organizations in simulation exercises, and providing psychological first aid training. However, respondents identified key gaps, particularly in the frequency of training activities, the inclusion of parents and community members, and the alignment of training content with real-world disaster scenarios.

Nakano and Yamori (2021) emphasized that increased knowledge and skills in disaster risk reduction education do not necessarily translate to behavioral change unless training shifts from a transmission paradigm to a proactive attitude paradigm that fosters genuine participation and long-term commitment. This insight reinforces the finding that while training programs are present in Albay's schools, their depth, inclusivity, and scenario-based applicability require significant strengthening.

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Level of Mitigating Risk and Resilience-Building Practices

Capacity Building

Capacity-building practices were broadly established across Albay's schools, rated from high to very high extent by respondents. A strong foundation was evident at the student leadership level, reflecting the active engagement of student government organizations in DRRM activities. However, more sustained, systematic, and differentiated professional development for teachers and non-teaching staff is needed to ensure equity of capacity across all school community members. Atillo et al. (2025) corroborated these findings, demonstrating that proactive capacity-building measures, including regular drills and clear evacuation protocols, significantly minimize chaos during emergencies.

Hazard Mapping

Hazard mapping practices were found to be institutionalized at a foundational level, with school heads regularly identifying hazard-prone areas, marking evacuation routes, and integrating hazard mapping results into DRRM plans. Nevertheless, respondents indicated that these maps are not consistently updated and that students and broader community members have limited exposure to and understanding of them. Hazard mapping must evolve from static documentation into living, continuously updated tools meaningfully communicated to all school community members. Velasquez-Espinoza and Alcantara-Ayala (2025) similarly found that many students lack confidence in their schools' flood preparedness, pointing to persistent communication gaps.

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Crisis Decision-Making and Adaptability

Crisis decision-making and adaptability practices reflected strong adaptive and relational competencies, particularly in inter-agency coordination and reflective post-disaster learning. School heads demonstrated capacity to make timely decisions during emergencies and to adjust plans based on real-time conditions. However, high-pressure, real-time decision-making under uncertainty remains an area for further development. Dhandapani and Kaur (2026) found that principals who prioritized collaborative decision-making and adaptive planning were more successful in maintaining educational continuity during crises, affirming the need for more scenario-based training and simulation exercises.

Innovation and Problem-Solving

Innovation and problem-solving practices were rated at a high extent, reflecting strong contextual adaptability and creative resourcefulness among school heads under resource constraints. School heads reported integrating hazard mapping with risk assessment, adopting technologies for early warning systems, and encouraging teacher-led innovations in classroom-based DRRM activities. Formalizing institutional support mechanisms for teacher-led innovations and expanding technology-based early warning systems would significantly advance the innovation dimension of resilience-building. Sugiyanto et al. (2024) affirmed the transformative potential of technology-integrated disaster education in deepening student empathy and preparedness.

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Inter-operability

Inter-operability was well-institutionalized at the administrative level, with school heads maintaining coordination with LGU DRRM councils, engaging NGOs, collaborating with health offices, and participating in inter-agency coordination mechanisms. However, respondents identified gaps in student visibility and community inclusiveness in inter-agency coordination processes. Greater transparency, student participation, and community engagement are needed to fully realize inter-operability's potential as a collective resilience-building mechanism. Marzban et al. (2025) emphasized that sustainable inter-operability requires flexible, localized strategies and broad stakeholder collaboration.

Relationship Between Strategies and Resilience-Building Practices

The Pearson Product-Moment Correlation analysis revealed a moderate positive but statistically non-significant relationship between current strategies employed by school heads and their resilience-building practices. The null hypothesis — that there is no significant relationship between strategies and resilience practices — was accepted at the 0.05 level of significance.

This finding provides a significant empirical insight: formal leadership strategies, while necessary, are insufficient on their own to produce or fully explain the depth of resilience among school heads and their communities. Resilience-building is shaped by a broader constellation of factors including psychosocial well-being, adaptive coping capacity, contextual realities, and the quality of stakeholder engagement. Uy et al. (2023) similarly affirmed through the Adaptive Crisis Management Theory (ACMT) that effective crisis response

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emerges from the dynamic interplay of adaptive leadership behaviors, organizational learning, and emotional intelligence rather than from structural protocols alone.

This finding provides a strong empirical basis for the development of a more holistic and human-centered Adaptive Leadership Model for Crisis Management, one that transcends procedural compliance and addresses the relational, emotional, and adaptive dimensions of effective disaster leadership.

Factors Influencing Resilience Building

Psychosocial Support

Psychosocial support was found to be a well-established and institutionally embedded dimension of resilience in Albay's schools. School heads consistently provided emotional support to teachers and students, fostered safe and inclusive school environments, engaged parents in recovery activities, and implemented structured stress management programs. These findings reflect a strong foundational climate of care upon which other targeted resilience interventions can be built.

Fu and Zhang (2024) highlighted a positive relationship between teacher resilience, well-being, and the effectiveness of community-based disaster education interventions, affirming that psychosocial support is not peripheral but central to sustainable resilience. Pacheco et al. (2022) further emphasized that schools serve as psychosocially meaningful spaces that mitigate risk for young people by functioning simultaneously as physical environments, social arenas, and places of individual and group significance.

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Adaptive Coping Mechanisms

Adaptive coping mechanisms were broadly promoted in Albay's schools, with school heads encouraging positive coping strategies, problem-focused approaches, emotional regulation, and peer sharing of resilience practices. However, the outcomes of these mechanisms were found to be highly individualized and context-dependent, producing significantly varied results across respondent groups and districts. Individual capacities, workloads, experience levels, and personal resilience significantly mediated the effectiveness of promoted coping strategies.

This finding aligns with Li (2023), who demonstrated that teacher self-efficacy and resilience serve as buffers against burnout, while emotion regulation indirectly affects well-being through teacher resilience. More targeted, differentiated, and individually responsive coping support systems are needed to address the diverse needs of school heads, teachers, and student leaders in disaster-prone contexts.

Health and Well-being

Health and well-being were the most robustly implemented resilience factor in Albay's schools, with school heads promoting teacher wellness programs, ensuring adequate rest during extended response periods, encouraging physical activity, implementing hygiene and sanitation measures, and supporting work-life balance. These practices provide a solid physiological and psychological foundation for sustained crisis leadership.

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Nevertheless, significant disparities in health and well-being outcomes were observed across school community members, reflecting differences in access, workload, and individual responsiveness to wellness initiatives. Agyapong et al. (2022) found that fostering connectedness and positive relationships among school members may be more effective than other approaches for reducing staff burnout, particularly in crisis contexts where psychological safety becomes especially salient.

Significant Differences Among Respondent Groups

The t-test and correlation analyses revealed that while psychosocial support operates as a relatively uniform institutional program reaching all school community members equitably, adaptive coping and health and well-being are deeply personal and context-dependent dimensions where individual capacities, experiences, workloads, and resilience levels produce significantly varied outcomes.

Significant differences were observed between school heads, teachers, and student leaders in their responses on adaptive coping mechanisms and health and well-being factors. These differences underscore the necessity of moving beyond one-size-fits-all psychosocial programs toward individualized, role-sensitive, and adaptive wellness interventions that recognize and respond to the diverse needs of all members of the school community in disaster-prone Albay. The null hypotheses related to adaptive coping mechanisms and health and well-being were rejected at the 0.05 level of significance, while the null hypothesis on psychosocial support was accepted.

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Proposed Adaptive Leadership Model for Crisis Management

Based on the synthesis of findings, the study proposes the Adaptive Leadership Model for Crisis Management in Disaster-Prone Schools. This model conceptualizes school leadership as a continuous and cyclical process grounded in four interrelated domains:

(1) Anticipatory Governance, which enables school heads to foresee risks, institutionalize preparedness, and embed DRRM into organizational structures and school improvement planning cycles.

(2) Distributed and Collaborative Agency, which decentralizes leadership roles and actively engages teachers, student leaders, parents, and external stakeholders as co-owners of disaster preparedness and response.

(3) Human-Centered Resilience, which places the psychosocial, emotional, and physical well-being of all school community members at the core of leadership practice, recognizing that sustainable crisis response requires sustained attention to human capacity.

(4) Reflective and Iterative Learning, which institutionalizes post-disaster evaluation, lesson documentation, and continuous improvement as standard leadership behaviors rather than episodic reactions.

The model is grounded in the Resilient Adaptive Leadership in Crisis Contexts (RALCC) Theory developed in this study, which integrates Adaptive Leadership Theory (Heifetz, Grashow, & Linsky, 2009), Educational Resilience Theory (Rachmad, 2022), and Situational Crisis Communication Theory (Coombs, 1994). It addresses the study's central finding that

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technical preparedness alone does not ensure resilience; effective crisis leadership emerges from the dynamic interplay of structural readiness, adaptive decision-making, stakeholder engagement, and sustained attention to human capacity and continuous learning.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

School heads are encouraged to institutionalize the Proposed Adaptive Leadership Model for Crisis Management as a living framework embedded in the school's annual improvement planning cycle. Planning activities should be expanded to include annual multi-stakeholder workshops that genuinely engage teachers, student leaders, parents, and community members as active participants rather than mere recipients of information. Hazard maps should be regularly updated and made visible and comprehensible to all members of the school community, including students. Training programs should integrate more scenario-based, simulation-driven exercises aligned with the specific hazard profile of each school to deepen practical preparedness competencies beyond procedural awareness.

Teachers and non-teaching staff are encouraged to actively participate in DRRM training programs, hazard mapping exercises, and crisis simulation drills, treating these not as administrative requirements but as professional responsibilities that directly protect the safety of learners. Non-teaching personnel should be formally integrated into school contingency planning processes, recognizing their critical roles as evacuation guides, logistics support, and community liaisons during disasters.

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The Schools Division Office of Albay is recommended to formally adopt the Proposed Adaptive Leadership Model as a localized framework complementing existing DepEd DRRM policies, and to disseminate it through structured orientation programs and division-wide training events. A scholarship and incentive program that recognizes school heads demonstrating exemplary adaptive leadership during crisis events would institutionalize the value of resilient leadership across the division.

DepEd Bicol Region V is recommended to integrate the study's findings into its regional capacity-building agenda by developing a Regional Adaptive Leadership Program for School Heads in Disaster-Prone Areas anchored on the four components of the proposed model. The Building Innovative Leadership and Indomitable Bicolanos (BILIB) program should be strengthened to address the psychosocial gaps identified in this study, particularly the individual variability in adaptive coping and health and well-being outcomes.

Local government units in Albay are encouraged to formalize and deepen their partnerships with schools through memoranda of agreement that clearly delineate shared responsibilities during pre-disaster, during-disaster, and post-disaster phases. Investment in hazard-resilient school infrastructure and emergency communication systems is essential for enabling the adaptive leadership practices that school heads are expected to demonstrate.

Future researchers are encouraged to expand the geographic scope of this study to include other divisions and provinces within the Bicol Region and comparable disaster-prone regions in the Philippines, enabling broader validation of the proposed Adaptive Leadership Model. Experimental or quasi-experimental designs measuring the model's impact on

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preparedness levels, crisis response efficiency, and stakeholder well-being would provide
stronger evidence for its institutionalization at the regional and national levels.



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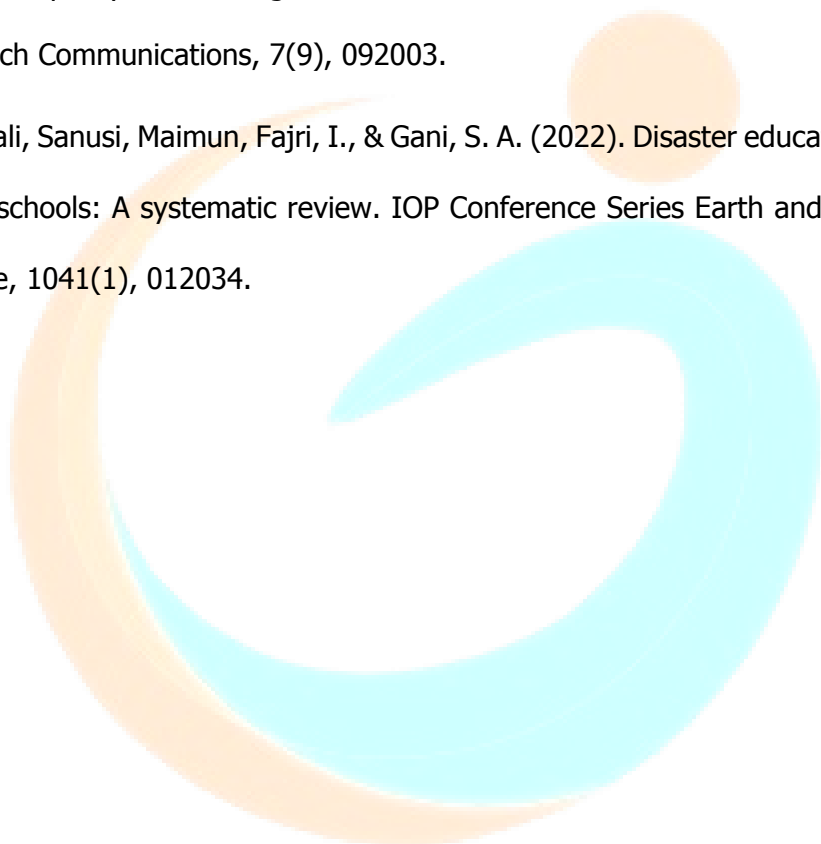
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