



CRISIS MANAGEMENT SKILLS AND CHALLENGES OF THE SCHOOL HEADS IN THE DIVISION OF BATANGAS PROVINCE: BASIS FOR CRISIS STRATEGIC COMMUNICATION WORK PLAN

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ABSTRACT

This study analyzed the crisis management skills and challenges of the school heads in the Division of Batangas Province. It used a descriptive quantitative type of research, and an adapted survey questionnaire was administered to 343 school heads who were purposively selected to be the respondents of the study.

It revealed that school heads had high level of crisis management skills and school crisis' challenges happen in high extent. There were no significant differences when the crisis management and the extent level of the challenges faced by the school head when grouped according to their profile at 0.05, but in years of service and extent level of the challenges faced by the school heads. Also, there was a relationship between crisis management and the extent level of the challenges face by the school heads at 0.05. Lastly, Project Sinag was created to serve as the crisis strategic communication work plan of the study wherein school head's involvement to stakeholders, maintained school head's ethical behavior and communication before, during and after crisis must be established for the school to function in the case of a school crisis.

Keywords: *challenges, school crisis, school heads and strategic communication work plan*

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INTRODUCTION

Schools hone the holistic skills of students to be real world-ready individuals. As what Flook (2019) mentioned, schools can encourage students' development in their relationships, identities, emotional abilities, and general well-being in addition to academics. Since youth is emphasized as a vital element of the school system and their development is important, a conducive and safe school is what they really need so that they can better become society's future (Paul, 2022). As what the National Center on Safe Supportive Learning Environment (N.Y) said, all learners should be protected in safe schools from dangers such as bullying, use of illegal substances on school property, exposure to weapons and threats, theft, violence, and other situations since improved student and academic performance are related to school safety and academic achievement is specifically correlated with emotional and physical safety at school. In fact, as what Ismail (2022) emphasized, school is one of the public places that makes students safe to grow as a relevant individual for the community.

Unfortunately, Cobanoglu and Demir (2022) stated that there are different school crises that trigger schools not to be classified as a safe place for school's stakeholders such as an assault of a student or a member of their family, missing students, violent deaths, accidental overdoses by students, sexual harassment or assault of students, staff member or student suicide attempts or fatalities, bullying and even natural phenomenon. For instance, Green (2020) revealed that in the United States of America, 6.7% of students missed school because they felt unsafe in the 30 days, and roughly 6% of students had been threatened or hurt with a weapon in the 12 months which is based to a national study conducted in 2017. Meanwhile, in contrast to the average of 23 percent of OECD countries, 65% of Filipino students reported experiencing bullying at least a few times per month, according to the 2018 cycle of the Programme for International Student Assessment (PISA) (Philippine Institute for Development Studies [PIDS], 2021).

Asvaroglu (2022) as cited to Oca's study said that crises in schools are circumstances that

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arise because of things that will stop schools from operating entirely or fully disrupting the educational process. However, these challenges and school crises can be prevented if school administrators are systematic and can preparedly manage the school. As Ulusoy (2020) emphasized, one of the essential figures in the organization and crucial to the establishment of an accredited educational institution is the school principal, whose leadership style and expected crisis management ability level are of great importance. Having said the significance of a school principal to the growth of the school, there are still other skills and characteristics that each school leader should have to become an efficient and effective school team leader especially before, during and after the school crises such as collaboration, communication, decision making, budgeting, having the ability to create crisis management plan or emergency plan and must possess good ethical behavior.

Having said these things, Chatzipanagiotou and Katsarou (2023) revealed that the recent COVID-19 pandemic global outbreak disrupted the delivery of educational services, exposing flaws in school leadership skills that were largely related to the failure of most school principals to adopt the necessary crisis management techniques to successfully address impending challenges at both the organizational and instructional levels. Because of this, the researcher conducted this study to assess the level of crisis management skills and extent of the challenges faced by the school heads in the Division of Batangas Province. After being analyzed, it was used to create a crisis strategic communication work plan to enhance the school leadership training in the said division.

Conceptual Framework

Crisis management is the process of safeguarding an organization's resources, ability to create money, as well as the safety of its stakeholders and staff members, against a variety of hazards. In the event that they are unable to completely prevent the crisis, the school heads in

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charge of this activity must conduct research on potential risks and attempt to mitigate or avoid their impact on the organization (Al-Shammari, 2023).

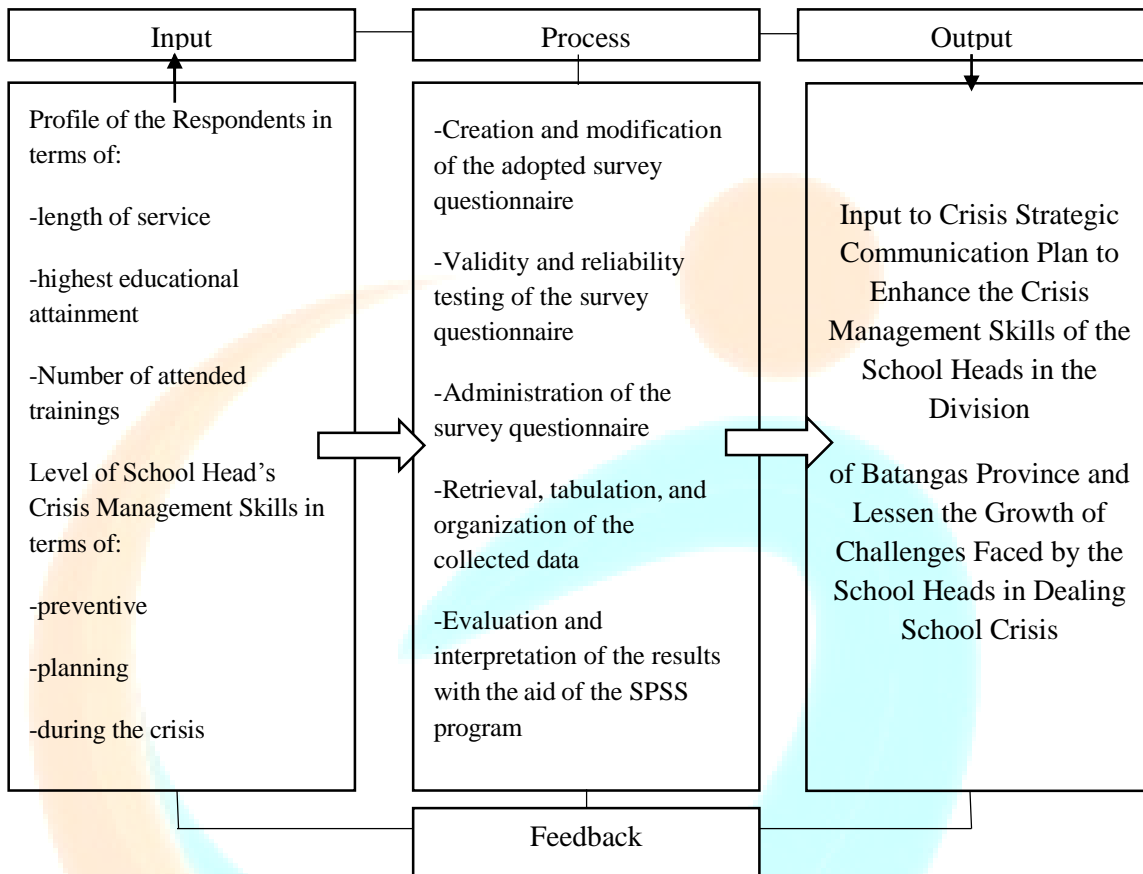


Figure 1. Paradigm of the Study

Figure 1 shows the paradigm of the study. It is composed of input, process, and output parts that helped the study to further discuss and analyze the data based on the respondents' responses.

The input was composed of 3 parts: 1) the profile of the respondents wherein it is divided in terms of their years in service, educational attainment and number of trainings attended, 2)

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level of crisis management skills of the school heads, and lastly, 3) extent level of the challenges faced by the school heads.

When it comes to process part, it includes the creation and modification of the adopted survey questionnaire, validity and reliability testing of the survey questionnaire, administration of the survey questionnaire, retrieval, tabulation, and organization of the collected data, and lastly, the evaluation and interpretation of the results with the aid of the SPSS program.

Lastly, the output part is composed of the results regarding the level of crisis management skills of the school heads and the extent level of the challenges faced by the school heads in dealing school crisis. In addition, these were treated and analyzed to identify the significant differences of these variables to respondents' profile. After being treated and analyzed using the SPSS program, the researcher created inputs to enhance the crisis management skills of the school heads in the Division of Batangas Province and lessen the growth of challenges faced by the school heads in dealing school crises by creating a crisis strategic communication plan.

Research Questions

This study aimed to assess the crisis management skills and challenges faced by the school heads in the Division of Batangas Province. After being analyzed, it became an input to enhance the school leadership training in the said division using a crisis strategic communication plan.

1. What is the profile of the respondents in terms of:
 - 1.1 educational attainment,
 - 1.2 length of service, and
 - 1.3 number of trainings attended related to crisis management?
2. What is level of the respondent's crisis management skills in terms of:
 - 2.1 preventive skills,

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- *****
- 2.2 planning skills,
 - 2.3 administrative skills during crisis, and
 - 2.4 administrative skills after the crisis?
3. What is the extent of the challenges faced by the respondents about crisis management?
 4. Is there a significant difference between the level of crisis management skills when they are grouped according to:
 - 4.1 educational attainment,
 - 4.2 length of service, and
 - 4.3 number of trainings attended related to crisis management?
 5. Is there a significant difference between the extent of the challenges faced by the respondents when they are grouped according to:
 - 5.1 educational attainment,
 - 5.2 length of service, and
 - 5.3 number of trainings attended related to crisis management?
 6. Is there a significant relationship that exists between the level of crisis management skills and the extent of challenges faced by the school heads?
 7. Based on the findings of the study, what input of a crisis strategic communication plan can be proposed to prevent the challenges and enhance the school leadership training regarding the crisis management skills of the respondents?

Research Methods and Materials

When it comes to its methodology, it used a quantitative approach using descriptive survey design. It has 343 school head-respondents from the Division of Batangas Province who were purposively selected and assessed using an adapted survey questionnaire from Alhussein, Ghnaim and Abu Albasal (2020). Both descriptive and inferential methods were used to evaluate

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the quantitative data derived from respondents' responses to the survey questionnaire that was gathered using frequency count, ranking, mean, t-test, ANOVA and pearson-r. IBM SPSS Statistics, version 25, was used for data entry and analysis. All statistically significant differences were defined as alpha less than 0.05 levels.

Results and Discussions

Table 1

Profile of the Respondents

Profile of the Respondents	F	%
<i>Educational Attainment</i>		
Bachelor's Degree	64	18.7
Master's Degree	177	51.6
Doctorate Degree	102	29.7
Total	343	100
<i>Years of Service</i>		
1 to 5 years	70	20.4
6 to 10 years	87	25.2
More than 10 years	186	54.2
Total	343	100
<i>Number of Trainings Attended</i>		
No training	80	23.3
1-3 trainings	180	52.5
More than 3 trainings	83	24.2
Total	343	100

Table 1 shows that most of the respondents have the highest educational attainment in master's degree with 177 or 51.6%, were not new in the service and had developed a mastery

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in administrative skills in leading schools in Batangas Province with 186 or 54.2% and had attended 1 to 3 trainings related to crisis management or capability building workshops with 180 or 52.5%.

Table 2
School Heads' Level of Crisis Management Skills

Crisis Management Skill	Mean	SD	Verbal Interpretation	Rank
Preventive Skill	3.92	0.795	High	4th
Planning Skill	3.95	0.773	High	2.5 th
During Crisis	3.95	0.697	High	2.5 th
After Crisis	4.08	0.722	High	1st
General Average	3.98	0.747	High	

Table 2 revealed that after crisis skills ranked the highest crisis management skills of the school heads and were in a high-level skill (M=4.08, SD=0.722) as well as the others. This skill was observed on item *I study the causes of the crisis that happened to prevent its occurrence in the future.*

Understanding and knowing the causes of school crisis after crises happened entail benefits for school's better future. In fact, Lead (2024) prevailed that organizational growth and survival depend heavily on their ability to learn from and adapt from crises. Some of the benefits that it gives are 1) By looking into the causes of past crises and finding gaps in their systems and procedures, organizations can stop them from happening again, 2) Organizations can improve their procedures and contingency plans through crisis management review, which will better position them to face upcoming difficulties, 3) Crises have the potential to spur innovation and

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adaptation, thereby enhancing an organization's competitive edge, 4) Accountability, transparency, and teamwork are encouraged by learning from your problems, and it also serves as a warning against harmful cultural trends within your company and lastly, 5) Among stakeholders and staff, maintaining trust and reputation is facilitated by crisis management and learning from it.

In addition, having the resiliency attitude after crisis also give edge for every school head in terms of searching the reasons of why crises occur. As Lei (2020) said, it can be difficult to find time to stop and think back on recent crises, success stories, false alarms, training, and nearly everything else that is mentioned, but this is one of the most important—yet underappreciated—resilience exercises. Reflection exercises ought to transcend the concept of "first-order learning," which refers to solving problems quickly and easily. Instead, they should concentrate on second- and third-order reasoning and learning, which entails a thorough comprehension of the reasons behind mistakes, constant, in-depth discussion and analysis, and timely, important adjustments. Hence, knowing, understanding, and identifying the causes of school crisis after it happened give the school head a better preparation in the future.

Table 3

Extent Level of the Challenges Faced by School Heads in Dealing Crisis Management

Item	Mean	SD	Verbal Interpretation	Rank
1.Maintaining school ethical behavior	3.95	1.136	High Extent	2.5
2.Creating a school crisis management plan	3.54	1.059	High Extent	9.5
3.Working together to develop	3.66	1.099	High Extent	6

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school crisis management plan				
4. Involving school's stakeholders in the decision-making process	4.01	1.153	High Extent	1
5. Communicating before, during and after school crises	3.95	1.136	High Extent	2.5
6. Having school security issues	3.54	1.059	High Extent	9.5
7. Budgeting the school resources	3.70	1.126	High Extent	5
8. Training the school staff	3.74	1.102	High Extent	4
9. Disciplining the students	3.60	1.060	High Extent	7
10. Creating administrative and critical decisions	3.58	1.048	High Extent	8
Average	3.73	1.098	High Extent	

Table 3 shows that the highest mean of 4.01 (high extent) and SD of 1.153 were observed on item *Involving school stakeholders in the decision-making process*. It was revealed that the extent level of the challenges faced by school heads in dealing with school crisis management was a high-extent level (M=3.73, SD=1.098). It is true that the other skill in which a school head must have had is decision-making skills. According to Davis-Vaught (2022), principals who possess robust and adaptable dispositions that allow them to continue providing for students and families in trying times are better equipped to lead during times of crisis. Principals can continue to serve their students and communities and act as role models for the educators they oversee if they are assisted in developing decision-making abilities that can be refined with time, education, and experience. Meanwhile, Smith (2022) said that the school leader of the twenty-first century works in a society where the process of decision-making is just as important as the decision itself. The focus of current accountability regimes is equally on the process and the outcome, and given the exponential rise of accountability in education, it is likely that process will continue to take precedence in the minds of

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educational leaders in the future.

Table 4

Difference of Educational Attainment and Crisis Management Skills

Crisis Management Skill	Bachelor	Master	Doctorate	f-value	p-value	Remarks
Preventive	3.84	3.82	4.08	6.923	0.126	NS
Planning	3.91	3.88	4.10	4.068	0.193	NS
During Crisis	3.89	3.94	4.00	3.099	0.294	NS
After Crisis	4.04	4.02	4.22	2.938	0.189	NS
Average	3.92	3.915	4.10	4.25	0.205	NS

NS= Not significant at 0.05 level using 2 and 341 degrees of freedom

S= Significant at 0.05 level using 2 and 341 degrees of freedom

Table 4 shows that the educational attainment and crisis management skills were found to have no significant differences ($F=4.257$, $p=0.205$). This suggests that the educational attainment of the school heads on the major sections of school heads' crisis management skills do not significantly differ regardless even the school head had a bachelor's degree, master's degree or even doctorate degree. Even though the educational attainment of the school heads didn't have any differences, this doesn't mean that the school head shouldn't aim to enroll in graduate studies since learning is a lifelong process particularly for the school heads because being a school head entails a great responsibility to make the school a better place for students to learn and grow, teacher to teach and reach and parents to help and communicate. As Ulusoy (2020) emphasized, the school principal is the one who had the skill in terms of great management, planning, and infrastructure abilities in addition to their knowledge of staff development, interpersonal and

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communication skills, and research and evaluation techniques mean a lot for schools' development. Along with their extensive skill set, school head also carry major obligations for the development of the institution (Otto & Lumapenet, 2022).

Table 5
Difference of Years of Service and Crisis Management Skills

Crisis Management Skill	1-5 years	6 to 10 years	More than 10 years	f-value	p-value	Remarks
Preventive	4.04	3.79	3.93	3.906	0.158	NS
Planning	4.09	3.78	3.97	4.819	0.104	NS
During Crisis	4.01	3.88	3.96	2.047	0.339	NS
After Crisis	4.18	4.10	4.03	1.520	0.386	NS
Average	4.08	3.89	3.97	3.073	0.247	NS

NS= Not significant at 0.05 level using 2 and 341 degrees of freedom

S= Significant at 0.05 level using 2 and 341 degrees of freedom

Table 5 revealed that the years of service and crisis management skills were found to have no significant differences ($F=3.703$, $p=0.205$). This reveals that regardless of the number of years weather the school head is new in the service, middle part of the service or an expert on the field of managing the school, the crisis management skills didn't make a significant difference. The present study had the same outcome as what Abuhelweh (2023) found out in which there were no variations that are statistically significant in terms of years in service. On the other hand, the studies of Ulusoy and Yavuz (2022) & Ira and Yalcin (2022) showed significant differences when grouped according to school head's years of service. Ulusoy and Yavuz (2022) revealed that there were significant differences in how teachers perceive school principals' crisis management skills

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depending on their years of service ($p=0.000<0.05$). The greatest average in all measurements of crisis management skills falls to school heads that have teaching experience that is 21 years or above.

Table 6

Difference of Number of Trainings Attended and Crisis Management Skills

Crisis Management Skill	0 trainings	1-3 trainings	More than 3 trainings	f-value	p-value	Remarks
Preventive	3.79	3.91	4.05	3.095	0.260	NS
Planning	3.81	3.92	4.14	4.402	0.023	S
During Crisis	3.90	3.90	4.10	4.374	0.064	NS
After Crisis	4.05	4.03	4.22	2.691	0.214	NS
Average	3.89	3.94	4.13	3.641	0.140	NS

NS= Not significant at 0.05 level using 2 and 341 degrees of freedom

S= Significant at 0.05 level using 2 and 341 degrees of freedom

Table 6 shows that the number of training courses attended and crisis management skills were found to have no significant differences ($F=3.641$, $p=0.140$), but in terms of planning ($F=4.402$, $p=0.023$). This shows that even a school head had no trainings at all or had a chance to attend trainings related to crisis management, it would make no difference in different sections of crisis management skills except in terms of planning. This could be in terms of the way the school head understood the lecturer, integrated the training and sense of accountability. So, weather the school had attended the trainings many times or not even once when the school head didn't do their part to integrate it for the sake of the school, a great positive difference will not happen. As Janahi (2021) found out, crisis management training was not given enough

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attention that weakens the school heads' level of crisis management skills. Moreover, Karasavidou and Alexopoulos (2019) said that not all school heads have received theoretical or practical training in giving the school a psychological support and first aid. Less of them had received training on creating emergency plans for catastrophes (like earthquakes or bullying) and using the tools at their disposal to effectively handle such circumstances (such fire extinguishers in case of fire). This result seems to suggest that whatever training activities they had taken part in must have been of a low level and mostly focused on standardized, routine procedures that did not actually aid the school heads in becoming familiar with their fundamental essence.

Table 7

Difference of Educational Attainment and Extent Level of Challenges Faced by the School Heads

Challenge	Bachelor	Master	Doctorate	f-value	p-value	Remarks
Average	3.68	3.69	3.81	2.588	0.077	NS

NS= Not significant at 0.05 level using 2 and 341 degrees of freedom

S= Significant at 0.05 level using 2 and 341 degrees of freedom

Table 7 found out that the educational attainment and extent level of the challenges faced by the school heads with school crises were found to have no significant differences ($F=2.588$, $p=0.077$). This suggests that the educational attainment of school heads whether the school head had a bachelor's degree, master's degree, or doctorate degree, doesn't affect the extent level of the challenges faced by the school heads. The study of Liming as cited by Alhussein, Ghnaim and Albasal (2020) also found no difference between their educational attainment and extent level of the challenges faced by the school heads. This finding is being agreed by Ira and Yalcin (2022) wherein the school heads' character and types of environment towards education can be attributed to these

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differences. According to Ismail (2022) as cited in the study of Aksoy and Aksoy, people find it difficult to fully commit to learning activities in settings where they do not feel sufficiently trusted. They also note that the educational system's learning-teaching environment does not produce its desired results. In this regard, if this happens, school heads' sense of safety in schools as a setting in which the educational system is implemented is crucial to the process' efficacy and efficiency (Ismail, 2022 as cited in Donmez' s study).

Table 8

Difference of Years of Service and Extent Level of Challenges Faced by the School Heads

Challenge	1 to 5 years	6 to 10 years	More than 10 years	f-value	p-value	Remarks
Average	3.56	3.76	3.77	6.292	0.002	S

NS= Not significant at 0.05 level using 2 and 341 degrees of freedom

S= Significant at 0.05 level using 2 and 341 degrees of freedom

Table 8 suggested that the years of service and extent level of the challenges faced by the school heads with school crises were found to have significant differences ($F=6.292$, $p=0.002$) in favor of those school heads who have more than 10 years in service. This means that the greater number of years in service of the school heads, the higher the extent level of the challenges faced by the school heads.

As Polo (2020) agreed, years in service of school head has a direct impact on the management skills of educational leaders regarding school productivity in terms of dealing school crises. Hence, if there would be an effective management and administration in dealing school crises, it would create a safer school for a lesser extent of challenges that the school may face. As Toklucu, Silamn, Turan, Atasoy and Kalkan (2022) revealed, the effectiveness and degree of

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satisfaction among teachers are increased by educational leaders' ability to plan and solve problems.

Despite these significant differences, Hamdouren as cited by Alhussein, Ghnaim and Albasal (2020) emphasized that there's no existing difference when the extent level of the challenges face by the school heads is grouped according to years in service. This may be because of the challenges that the school head may face could vary in some ways since school crises couldn't be predictable. Flook (2019) said that the response of the school towards school crisis needs sudden and proper actions so that it would not create negative effects for its stakeholders even more. Thus, the team leader of the school who is the school head needs to have effective crisis management skills to create a comprehensive crisis management plan where school crisis team works together and resources are readily available and enough to lessen the growth of the crisis in the school.

Table 9

Difference of the Number of Trainings Attended and Extent Level of Challenges Faced by the School Heads

Challenge	No Training	1 to 3 Trainings	More than 3 Trainings	f-value	p-value	Remarks
Average	3.66	3.73	3.78	1.258	0.286	NS

NS= Not significant at 0.05 level using 2 and 341 degrees of freedom

S= Significant at 0.05 level using 2 and 341 degrees of freedom

Table 9 shows that the number of trainings attended and extent level of the challenges faced by the school heads with school crises were found to have no significant differences ($F=1.258$, $p=0.286$). This proves that the number of trainings doesn't have bearing to the extent level of the challenges faced by the school heads regardless of if the school heads had attended

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no trainings, 1 to 3 trainings or more than 3 trainings. This may be because of the lack of fund and the way the school head perceives the importance of trainings particularly in terms of crisis management.

Janahi (2021) disclosed that crisis management training received little attention in university leadership programs, which instead prioritized the principal as an instructional leader. Thus, the vital necessity of crisis management education for academic administrators to improve their capacity and expertise in crisis management at the district and university levels and the necessity of providing training programs for administrators and school heads that involve the practice of safety protocols that must be adaptable to accommodate unforeseen events should take place through having trainings for all school leaders.

Table 10

Relationship Between Crisis Management Skills and Extent Level of Challenges Faced by the School Heads

Skill	p-value	Pearson_r	Remarks
Crisis Management Skills and Extent Level of Challenges Faces by the School Heads	0.002	0.931	S

NS= Not significant at 0.05 level using 2 and 341 degrees of freedom

S= Significant at 0.05 level using 2 and 341 degrees of freedom

Table 10 shows that there is a significant relationship between the crisis management skills and extent level of the challenges faced by the school heads ($p\text{-value}=0.002$, $r(341)=0.931$). This suggests that crisis management skills are related to extent level of the challenges faced by the school head which means as the crisis management skills of the school head increases, so is the extent of the challenges that the school head would experience.

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Ismail (2022) emphasized school as one of the public places that makes students safe to grow as a relevant individual for the community. Unfortunately, there are different reasons that trigger why schools cannot be classified as a safe place for school's stakeholders such as an assault of a student or a member of their family, missing students, violent deaths, accidental overdoses by students, sexual harassment or assault of students, staff member or student suicide attempts or fatalities, bullying and even natural phenomenon--examples of school crises (Cobanoglu and Demir, yes2022). For example, according to a national study carried out in 2017, 6.7% of American students missed school in the previous 30 days due to feeling unsafe, and approximately 6% of students reported being threatened or injured with a weapon in the previous 12 months (Green, 2020).

Alhussein, Ghnaim and Albasal (2020) emphasized that the principal is the first administrative in the school, direct head of all school employees, and is primarily responsible for the school's success in achieving its goals and raising its students. Also, Kalkawi (2022), who cited Al-Shalash and Radwan's work, educational crisis management is an administrative procedure that aims to foresee future crises by identifying and keeping an eye on the internal and external environmental factors that can cause educational crises. Minimize losses and ensure a return to normal conditions in a shorter time frame at the lowest feasible cost by mobilizing the relevant resources to deal with educational emergencies effectively and efficiently.

Project Sinag Summary

This Crisis Strategic Communication Work Plan on PROJECT Sinag will be helpful in enhancing school leaders' personal and professional competence, involving school's stakeholders in their decision-making process, communicating before, during and after school crisis and maintaining school head's ethical behavior. Thus, it will be implemented to the principals in the Division of Batangas Province for the SY 2023-2024. Specifically, this innovation has the enumerated objectives:(1) involvement of school's stakeholders in their decision-making process;

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(2) communication before, during and after school crisis; (3) establish school head's ethical behavior; (4) revisit concepts on educational leadership, school effectiveness, and school improvement; (5) identify the elements as to holistic approach and project management and innovation that will make a difference on educational outcomes; (6) identify and cater existing school practices / problems for the enhancement of both students and teachers in the teaching-learning process; and (7) update participants on Crisis Management competencies and the latest school-based practices in interventions and strategies on school leadership and project management.

The proponent believed that principals influence on educational results, direct or indirectly that have become a relevant factor on school management analysis. Indeed, the proponent is motivated to assist school heads as participants to be acquainted with principals' activities that are developed within the school and its territorial context that is determined by its social and economic conditions.

Using this enhancement program, the goal of enhancing the leadership competence and teaching-learning process of both teachers and students for better educational outcomes is possible. Thus, the proponent will introduce the **PROJECT Sinag** that aims to empower school principals toward good governance through online platforms that capacitates principals of the division which focuses on the leadership and management skills and competencies and their organizational performance amid the pandemic through the implementation of the School Learning Recovery Plan. The innovation shall take 2-6 months and the cost estimate shall be indorsed by the project proponent to the SDO-HR for immediate dissemination and approval of the plan. Further, the cost will be minimal due to blended learning or in virtual training which occurs through LAC sessions.

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Project Objectives

Specifically, this innovation has the enumerated objectives: (1) revisit concepts on educational leadership, school effectiveness, and school improvement; (2) identify the elements as to holistic approach and project management and innovation that will make a difference on educational outcomes; (3) identify and cater existing school practices / problems for the enhancement of both students and teachers in the teaching-learning process; and (4) update participants on Crisis Management competencies and the latest school-based practices in interventions and strategies on school leadership and project management.

Project Deliverables

Instructional methods are only as good as they contribute to the achievement of learning objectives. The following are the fundamental strategies to be used during the training:

- Lecture Method a strategy whereby words spoken by the facilitator. It is a “verbal symbol” medium, offering relatively interesting examples to illustrate theory, colorful and persuasive language to enhance a well-organized pattern of ideas, pleasant and stimulating voice to the target participants.
- Interactive Lecturette is an improvement of discussion over simple lecture where opportunities are given to the participants to interact with the trainer/facilitator.
- Group Discussion where conversations and deliberations about a topic among two or more participants facilitated by a trainer or other discussion leader. This strategy assists groups when they must create new ideas or actions, understand complex ideas and make decision about them.
- Outcome -based instruction in which the participants learn each content through suggested outputs during the training.
- Moreover, the possible outputs and activities to be done during and after the training includes the preparation of portfolios in BE-LCP through LDM, School Improvement Plan,

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contextualized policy guidelines on the implementation of LDM and SBM considering the unparallel crisis.

CONCLUSIONS

Based on the salient findings, the following conclusions can be drawn 1) The high level crisis management skill of the school heads can be related to their more than 10 years of service in leading a school and a more expertise level in managing school crisis due to their advanced degree—master’s degree, 2) Since most of them had only 1 to 3 number of trainings attended about crisis management skills, the level of the challenges faced by the school heads were in high extent which needs a more adequate and adept training next time so challenges will eradicate, if not, lessen especially in terms of involving school’s stakeholders, maintaining school ethical behavior and communicating before, during and after school crisis.

In addition, there were no significant differences between the profile of the respondents and the crisis management skills. These findings were also the same with the differences between the profile of the respondents and the extent level of the challenges faced by the school heads in dealing crisis management particularly in educational attainment and number of trainings attended. Meanwhile, there was a significant difference between years of service and the extent level faced by the school heads in dealing crisis management. On the other hand, it was revealed that there was a significant relationship between crisis management skills and the extent level faced by the school heads in dealing crisis management. Finally, the Project Sinag serves as the Crisis strategic communication workplan of the present study.

This study emphasizes the importance of school heads’ crisis management skills and the level of the challenges that the school heads are dealing particularly the school’s crises. The high level skill of the school heads in managing the school crisis needs to be more improved, if not retained, and the challenges that the school heads are facing needs to be lower down its extent so each school head can manage a ready school for school crises and safe school environment

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where school crises are regulated and not rampant through the help and guidance of the proposed Crisis strategic communication work plan named Project SINAG.

RECOMMENDATIONS

School head needs to have effective crisis management skills to create a comprehensive crisis management plan where school crisis team works together and resources are readily available and enough to lessen the growth of the crisis in the school—accidents, deaths, violence, threats, and other natural calamities. Hence, Project Sinag was created to serve as the crisis strategic communication work plan of the study wherein school head’s involvement to stakeholders, maintained school head’s ethical behavior and communication before, during and after crisis must be established for the school to function in the case of a school crisis.

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