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Crisis Management Skills and Organizational Resilience of Public Secondary School Heads in Schools Division of Oriental Mindoro

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ABSTRACT

This study aimed to assess the level of crisis management skills and organizational resilience of public secondary school heads in the Schools Division of Oriental Mindoro for the School Year 2024–2025. Descriptive-correlational and descriptive-comparative research designs were employed, with 138 teaching and non-teaching personnel as respondents selected through proportional stratified random sampling. Findings revealed that school heads' crisis management skills and organizational resilience were rated very high across all indicators. No significant differences were found across the indicators of crisis management, and resilience, indicating a balanced and consistent application of competencies. Significant positive relationships were found between crisis management skills and organizational resilience.

INTRODUCTION

Educational institutions worldwide especially the Department of Education (DepEd) in the Philippines, have encountered a rapidly changing and complex educational environment. School leaders are now expected to adapt to curriculum updates, new policies, and legal developments, while ensuring educational quality. These challenges are intensified by economic and social fears, public health concerns, and weather-related disasters that hinder educational continuity. Additionally, the increasing need for cooperation from parents and students, along with the transfer to hybrid learning modalities, served as additional challenges to effective school leadership.

To address these challenges, the Department of Education (DepEd) introduced the MATATAG Curriculum in 2023 with the goal of enhancing the country's educational system. To make sure that no child is left behind, the MATATAG Curriculum places a strong emphasis on fostering inclusivity, character development, and the development of fundamental skills. As the main decision-makers, school heads are responsible for implementing this new curriculum effectively, making sure that students continue to learn even during crises and emergencies. This framework not only centers on academic success but also encourages school heads to develop safe, supporting, and adaptable learning environments, working closely with local governments and stakeholders.

Complementing the MATATAG Curriculum is the Basic Education Development Plan (BEDP) 2030, which was approved by the National Economic and Development Authority (NEDA) in 2022. This development plan outlines a comprehensive, long-term strategy to enhance system resilience and capabilities, including digital transformation, enhanced teacher training, and infrastructure improvements, to provide school heads with

the resources needed to manage disruptions and ensure educational continuity. (Department of Education, 2022).

In Oriental Mindoro, school heads frequently face challenges in terms of natural disasters and extreme weather conditions. According to the National Disaster Risk Reduction and Management Council (NDRRMC, 2023), more than 20,000 students in the province have been directly affected by typhoons, and about 60% of schools require urgent upgrades to better withstand such crises. Adding to these challenges, the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA) recorded temperatures exceeding 40°C in 2024, particularly impacting students in Oriental Mindoro and leading to health risks and class suspensions (Inquirer.net, 2024). In the municipality of Baco, which has numerous schools located in flood-prone barangays, these extreme weather conditions have proven particularly disruptive, compounding the issues of safety and educational continuity. The persistent and intensifying climate-related disruptions, combined with logistical difficulties, underscore an urgent need for a robust, proactive approach to resilience-building in schools. As a result, school heads are now expected to exhibit strong crisis management skills, adaptability, and resilience in their leadership styles, ensuring educational continuity while safeguarding the welfare of the school community amidst these multifaceted pressure as they implement policies, oversee operations, and create a safe learning environment for students, teachers, and stakeholders. Maintaining a stable school environment during unexpected disruptions such as natural disasters and extreme weather conditions requires effective crisis management. These skills enable timely decisions, ensure the continuity of teaching and learning, and support both teachers and stakeholders. School heads build the

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resilience of their schools by encouraging adaptability, promoting collaboration, and making strategic decisions. This approach ensures that education remains consistent and of high quality, even during crises.

While school heads play an essential role in meeting these challenges, there's still a lack of research focused on their crisis management skills and organizational resilience, especially in disaster-prone provinces like Oriental Mindoro. Most of what we know comes from studies of urban or well-funded schools, which might not truly capture the day-to-day realities faced by schools contending with frequent environmental hazards, outdated infrastructure, and limited resources. This disconnect underscores the need for context-specific studies that capture the unique leadership demands of schools in high-risk regions.

More specifically, there is a scarcity of empirical studies that explore the interrelationship between crisis management skills and organizational resilience at the local level. While national frameworks such as the MATATAG Curriculum and BEDP 2030 emphasize the importance of school leadership in educational reform and crisis preparedness, limited evidence exists on how these policies are interpreted and operationalized by school heads in the field especially in regions regularly affected by natural hazards.

Besides, there is an evident gap in research particularly looking at how crisis management skills relate to organizational resilience within the context of public secondary schools. While both topics are often studied individually, few studies have thoroughly examined how specific skills such as adaptability, effective communication, emotional intelligence, crisis response planning, leadership, and problem-solving, contribute to building resilient school systems. This is particularly essential in disaster-prone regions like Oriental Mindoro, where a school head's ability to manage crises effectively can have a large impact on how successfully the school can recover, adapt, and continue providing quality education. Understanding this relationship is a key for developing practical approaches that not only improve immediate crisis response but also encourage long-term resilience of the entire organization.

This study generally aims to explore the crisis management skills and organizational resilience of secondary school heads in the Schools Division of Oriental Mindoro. By examining how these factors interconnect, the research intends to recommend management strategies that boost crisis preparedness and reinforce overall institutional resilience. In doing so, it fills an essential gap in the current literature and offers valuable insights for educational leaders operating in regions vulnerable to disasters. With this perspective, the researcher deemed it necessary to conduct this study.

LITERATURE REVIEW

Crisis Management Skills in Educational Organizations

Crisis management skills in educational organizations

refer to the competencies that enable school leaders to anticipate, respond to, and recover from disruptive events while maintaining safety and continuity of learning. In public secondary schools, particularly those exposed to climate related hazards and policy changes, these skills include communication, adaptability, emotional intelligence, crisis response planning, leadership, and problem solving. The literature consistently suggests that the effectiveness of school leaders during crises depends on how effectively these skills are applied in practice.

Communication skills form the foundation of effective crisis management, as they promote clarity, trust, and coordinated action during disruptions. Chatzipanagiotou and Katsarou (2023) and Elomaa *et al.* (2025) demonstrated that clear, timely, and sensemaking oriented communication reduces uncertainty, engages staff, and strengthens schools' capacity to manage and recover from crises.

Closely linked to communication, adaptability allows school leaders to respond effectively to uncertainty and rapidly changing conditions. Bellibaş and Karaferye (2025) and Dhandapani and Kaur (2026) found that flexible decision making, adaptive instructional leadership, and responsive organizational adjustments are essential in sustaining learning continuity and organizational resilience during crises.

Emotional intelligence further enhances crisis management by enabling school leaders to manage stress, support staff well being, and sustain effective leadership during disruptions. Evidence from Floman *et al.* (2024), Sasere and Matashu (2025), and Payot and Montero (2025) in the Philippine context indicates that emotionally intelligent leaders foster empathy, morale, collective efficacy, and community support, thereby strengthening schools' capacity to cope with and recover from crises.

In addition to personal leadership qualities, crisis response planning provides a structural basis for effective crisis management. Elbedour *et al.* (2020) and Bradshaw *et al.* (2022) found that clearly defined and accessible crisis plans improve preparedness, enhance staff awareness, and support coordinated responses during emergencies, contributing to stronger institutional recovery.

Leadership remains a central integrative skill across all crisis phases, enabling school leaders to provide direction, maintain stability, and sustain school operations. Schechter, Da'as, and Qadach (2024), Welle and Gunnulfson (2025), and Duterte and Villanueva (2025) emphasized that effective crisis leadership combines rapid decision making, collaboration, transparent communication, and continuous professional development, particularly in the Philippine context.

Finally, problem solving supports crisis management by enabling school leaders to address complex and evolving challenges. Othman *et al.* (2024) and Bradshaw *et al.* (2022) showed that strategic, collaborative, and proactive problem solving enhances preparedness, coordinated responses, and operational effectiveness during crises.

Overall, while existing literature confirms the importance

of crisis management skills, it also reveals a tendency to examine these skills in isolation or within well resourced contexts. This highlights a significant gap in understanding how crisis management skills collectively function in resource constrained, disaster prone public secondary schools, a gap that the present study seeks to address.

Organizational Resilience in Schools

Organizational resilience in schools refers to the ability of educational institutions to withstand disruptions, adapt to changing conditions, and continue functioning while learning from crisis experiences. In school settings, resilience is reflected in sustained learning delivery, protection of stakeholders, and timely recovery following emergencies. Research describes organizational resilience as a multidimensional construct that includes resource mobilization, employee engagement, leadership, access to information, decentralized decision making, and organizational analytical capabilities.

Resource mobilization is widely recognized as a foundational dimension of organizational resilience. Zadok *et al.* (2024) noted that schools strengthen resilience by mobilizing internal human resources through collective teacher efficacy, collaboration, and shared responsibility. Along similar lines, Chatzipanagiotou and Katsarou (2023) observed that resilient schools actively reassign leadership roles, coordinate staff functions, and reinforce internal support mechanisms to maintain operations during crises.

Employee engagement further reinforces organizational resilience by sustaining motivation and collective effort during uncertainty. Zadok *et al.* (2024) found that engaged and collaborative teachers significantly enhance school resilience, particularly in complex and rapidly changing environments. Complementing this, Cárdenas *et al.* (2024) reported that staff engagement and well being, when supported by a positive organizational climate and leadership practices, improve schools' ability to adapt and recover from disruptions.

Leadership also plays a central role in shaping organizational resilience. Elbedour *et al.* (2020) emphasized that school leaders contribute to resilience by establishing clear crisis management structures, prioritizing staff well being, and coordinating timely responses. Similarly, Saputra and Hidayati (2024) showed that principals enhance resilience by articulating clear direction, investing in human resource development, and redesigning organizational practices to ensure continuity under challenging conditions.

Access to timely and reliable information further supports resilient school functioning during crises. Virella and Zeisner (2026) highlighted that consistent information sharing and transparent communication foster trust and guide coordinated action during overlapping crises. Likewise, Hill Berry and Burris Melville (2024) emphasized that access to accurate information enables proactive planning, collaborative problem solving, and

adaptive responses among school leaders and staff.

Decentralized decision making has also been shown to strengthen organizational resilience by allowing schools to respond quickly to local conditions. Cornito (2021) found that school based management systems that delegate authority enhance autonomy, accountability, and collective problem solving. In addition, Nechitailo and Alieva (2025) demonstrated that granting schools greater decision making autonomy allows educators to balance institutional requirements with contextual flexibility, supporting continuity during large scale disruptions.

Finally, organizational analytical capabilities contribute to resilience by enabling schools to interpret data, anticipate risks, and make informed decisions under pressure. Lee *et al.* (2025) found that data informed decision making supports timely instructional and organizational adjustments during crises. Similarly, Elomaa *et al.* (2025) emphasized that collective sensemaking and analytical interpretation of complex information enhance schools' capacity to respond flexibly and sustain operations during prolonged disruptions.

Overall, the literature affirms the importance of organizational resilience in schools but indicates that many studies examine its dimensions separately and often within well resourced settings. This leaves an important gap in understanding how organizational resilience functions holistically in resource constrained, disaster prone public secondary schools, a gap that the present study seeks to address.

MATERIALS AND METHODS

This study employed both descriptive-correlational and comparative research approaches. The descriptive component was used to assess the levels of crisis management skills, and organizational resilience among secondary school heads. On the other hand, a correlational design was utilized to determine the relationship between the crisis management skills of the school heads and organizational resilience. Comparative approach was used in this study to assess the differences among the level of crisis management skills, and organizational resilience across indicators.

The respondents of the study were one hundred thirty-eight (138) teaching and non-teaching public secondary personnel taken using G-Power analysis from a total population of two thousand thirty (2030) public secondary school non-teaching and teaching personnel with ancillary tasks currently employed in the Department of Education in the Schools Division of Oriental Mindoro. They were randomly selected from the different school districts. Proportional stratified random sampling was used to determine the respondents of the study.

The researcher used a descriptive survey questionnaire composed of two parts: Part I examined the school heads' level of crisis management skills in terms of communication, adaptability, emotional intelligence, crisis response planning, leadership, and problem-solving, with 10 items per indicator, for a total of

60 items. Furthermore, Part II assessed the level of organizational resilience in terms of mobilization of resources, employees' engagement, leadership, access to information, decentralized decision-making, and organizational analytical capabilities with 10 items per indicator with a total of 60 items. The researcher created a Google Form and sent it to the respective secondary schools through the school heads as a more accessible and convenient method of gathering data.

Content validation of the instrument was conducted by four (4) Doctor of Education holders from the Oriental Mindoro Division who are currently serving as school heads. Their comments, recommendations, and

suggestions were considered and incorporated into the improved research instrument.

A reliability analysis of the instrument was conducted using Cronbach's alpha to measure its internal consistency. The instrument was administered to ten non-respondents of the study from the Oriental Mindoro Division. This process ensured that the instrument provides consistent and reliable data for the study.

To determine the level of crisis management skills and organizational resilience of the school heads, a 5-point scale with Statistical Limit, and Verbal Interpretation as shown in Table 1 below was used.

Furthermore, descriptive statistics such as frequency,

Table 1: Level of Leadership Styles, Crisis Management Skills, and Organizational Resilience

Numerical Scale	Statistical Limit	Verbal Interpretation
5	4.20-5.00	Very High
4	3.40-4.19	High
3	2.60-3.39	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

mean, and standard deviation were used to treat the data collected. The Shapiro-Wilk test was used to test the normality of the data. Since the data are not normally distributed, Kruskal-Wallis H test was utilized to determine the differences among the indicators of crisis management skills and organizational resilience and Spearman Rank Correlation Coefficient was used to test the relationship between crisis management skills and organizational resilience.

RESULTS AND DISCUSSION

Level of Crisis Management Skills

This section showed how well school leaders handle crises, focusing on important skills like communication, adaptability, emotional awareness, planning, leadership, and solving problems. Feedback from both teaching and non-teaching personnel shows that school heads are very skilled in all six areas. Leadership got the highest average score at 4.40, followed closely by problem-solving (4.37),

Table 2: Summary Table on the Level of Respondents' Crisis Management Skills

Crisis Management Skills	Composite Mean	Description
Communication	4.35	Very High
Adaptability	4.36	Very High
Emotional Intelligence	4.34	Very High
Crisis Response Planning	4.31	Very High
Leadership	4.40	Very High
Problem-Solving	4.37	Very High

adaptability (4.36), communication (4.35), emotional intelligence (4.34), and crisis response planning (4.31). These strong results may be due to the division's ongoing training programs, regular disaster drills, and clear crisis management plans.

Communication Skills

Effective communication stands as a critical skill in managing crises, especially within educational environments where quick, clear, and comprehensive

messaging can greatly impact how successfully a school responds. School leaders need to deliver accurate information, offer reassurance, and coordinate efforts among staff, parents, and other stakeholders to keep order and ensure that learning continues smoothly during emergencies. According to the findings, school heads exhibited a very high level of communication skills, with an overall average score of 4.35 and a standard deviation of 0.71. This very high average indicates a strong ability to communicate effectively during crises.

Table 3: Level of Respondents' Communication Crisis Management Skills

Items	Mean	SD	Rank	Description
The school head ensures timely communication of extreme weather alerts and detailed learning continuity plans through official school channels.	4.33	0.71	8	Very High

The school head provides clear and specific instructions for shifting to modular, online, or blended learning during extreme weather disruptions.	4.36	0.70	4	Very High
The school head gathers and responds to feedback from teachers, parents, and students regarding emergency learning arrangements.	4.36	0.72	4	Very High
The school head uses structured communication strategies, such as scheduled announcements and briefings, to reduce panic and confusion.	4.37	0.71	3	Very High
The school head adjusts messages to different audiences (e.g., faculty, students, parents) to ensure clarity and understanding during emergencies.	4.36	0.74	4	Very High
The school head encourages a culture of open communication where staff and parents can voice concerns about student safety and learning continuity.	4.41	0.71	1	Very High
The school head establishes and communicates roles and expectations for teachers, students, and parents in case of prolonged class suspensions.	4.40	0.68	2	Very High
The school head utilizes multiple technology platforms (e.g., SMS, email, learning management systems, social media) to ensure timely dissemination of information.	4.36	0.69	4	Very High
The school head provides periodic updates on weather conditions and adjustments to school operations, including deadlines for module distribution and online class schedules.	4.32	0.70	9	Very High
The school head conducts regular training for staff and students on communication protocols during extreme weather events.	4.19	0.76	10	High
Composite Mean	4.35	0.71		Very High

In summary, the very high mean scores and moderate standard deviations across indicators confirm that communication is a well-developed and essential skill among school heads in Oriental Mindoro. The variation in standard deviation points to specific areas where communication practices, especially training and feedback processes, could be made more consistent across all schools. These strengths seem to stem from the division's focus on clear communication protocols, regular simulation exercises, and monthly Management Committee meetings. This aligns with the insights of Chatzipanagiotou and Katsarou (2023), who emphasize that effective communication when it is transparent,

timely, and comprehensive is essential for successful crisis management in schools.

Adaptability

Adaptability is very important in crisis situations, especially in schools where leaders often face sudden changes like natural disasters, new policies, or health emergencies. School heads who are flexible can quickly change their plans, move resources, and adjust their leadership style to keep learning going and maintain school stability. The results showed that school heads were highly adaptable, with an average score of 4.36 and a standard deviation of 0.72. This very high average means they are generally good at being flexible.

Table 4: Level of Respondents' Adaptability Crisis Management Skills

Items	Mean	SD	Rank	Description
The school head implements alternative learning delivery methods (modular, online, blended) with urgency when extreme weather disrupts normal operations.	4.40	0.72	2	Very High
The school head modifies school schedules, including assessment timelines and lesson pacing, based on weather-related disruptions.	4.35	0.72	6	Very High
The school head maintains composure and decision-making efficiency while handling unexpected weather-related challenges.	4.39	0.68	3	Very High
The school head encourages teachers to adopt flexible lesson delivery approaches that accommodate students with limited internet access or mobility issues.	4.38	0.70	4	Very High
The school head integrates digital tools, such as virtual classrooms and e-learning platforms, to ensure continuous learning during extended closures.	4.28	0.72	10	Very High
The school head adjusts leadership and decision-making strategies depending on the scale and duration of the crisis.	4.36	0.71	5	Very High
The school head reviews and refines crisis response and learning continuity plans based on previous extreme weather experiences.	4.29	0.75	9	Very High
The school head balances academic requirements with student and staff well-being when making adjustments during weather-related class suspensions.	4.33	0.78	8	Very High

The school head develops contingency plans for different scenarios, such as partial class suspensions or extended remote learning periods.	4.34	0.74	7	Very High
The school head encourages school personnel to take an active role in adapting and improving learning continuity strategies.	4.43	0.63	1	Very High
Composite Mean	4.36	0.72		Very High

In summary, the very high mean scores and moderate standard deviations across indicators confirm that adaptability is a well-established and essential skill among school heads in Oriental Mindoro. The variation in standard deviation highlights areas where adaptive practices, particularly in digital integration and contingency planning, could be further standardized to ensure consistent application across all schools. These strengths are likely supported by the division's focus on planning for different scenarios, ongoing training for school leaders, and regular Management Committee (ManCom) meetings. This finding supports the work of Bellibaş and Karaferye (2025), who noted that adaptive leadership enables schools to maintain stability while responding effectively to crises. Likewise, Dhandapani and Kaur (2026) found that leaders who modify

workflows and instructional approaches are better able to sustain learning continuity and organizational resilience during disruptions.

Emotional Intelligence

Emotional intelligence is very important for handling crises, especially in schools. School leaders don't just deal with operations, they also support the emotional well-being of students, staff, and parents. Leaders with strong emotional intelligence can stay calm under pressure, show real care for others, and create a supportive environment. According to the findings, teachers and school heads demonstrated a notably high level of emotional intelligence, with an overall mean score of 4.34 and a standard deviation of 0.73. This average described as very high indicates a solid ability to recognize and regulate emotions.

Table 5: Level of Respondents' Emotional Intelligence Crisis Management Skills

Items	Mean	SD	Rank	Description
The school head maintains a composed and reassuring presence during emergency transitions to modular or online learning.	4.36	0.70	4.5	Very High
The school head demonstrates empathy by addressing the concerns of teachers, students, and parents about disruptions to learning and safety.	4.39	0.76	1	Very High
The school head identifies emotional stressors among staff and students caused by prolonged class suspensions and disrupted routines.	4.28	0.78	9	Very High
The school head implements strategies to foster a supportive and inclusive environment during crisis-related learning transitions.	4.38	0.71	2	Very High
The school head provides targeted support for students struggling with learning loss, stress, or anxiety due to extreme weather events.	4.36	0.66	4.5	Very High
The school head encourages open discussions on emotional well-being and coping strategies among the school community.	4.34	0.72	6	Very High
The school head offers accessible counseling or guidance services for students and staff affected by weather-related crises.	4.26	0.77	10	Very High
The school head uses motivational and encouraging communication to sustain morale during prolonged remote or modular learning periods.	4.33	0.78	7	Very High
The school head manages conflicts arising from learning disruptions and implements fair solutions for students with varying access to resources.	4.37	0.67	3	Very High
The school head promotes staff and student well-being as part of crisis recovery efforts through structured wellness programs.	4.32	0.69	8	Very High
Composite Mean	4.34	0.73		Very High

In summary, the very high average scores and moderate standard deviations show that emotional intelligence is a strong point among school leaders in Oriental Mindoro. However, the differences shown by the standard deviation suggest there's still room to improve how emotional support is built into leadership and to make sure these practices are used more consistently across schools. These strengths are likely supported by the division's focus on

values-based leadership, training in emotional and mental health support, and regular Management Committee (ManCom) meetings. This is consistent with Payot and Montero (2025) who found that in the Philippine context, emotional intelligence combined with community support enhances leadership effectiveness during crises, further reinforcing the present findings.

Crisis Response Planning

Good crisis planning is very important for school leaders, especially in places that often face natural disasters or other emergencies. It means having clear steps to follow, making sure needed resources are ready, and working with everyone involved so the school can respond quickly

and effectively when something happens. The findings showed that school heads were very active in crisis planning, with an average score of 4.31 and a standard deviation of 0.72. This very high score indicates strong commitment to being prepared and having organized plans.

Table 6: Level of Respondents' Crisis Management Skills in Crisis Response Planning

Items	Mean	SD	Rank	Description
The school head develops a detailed crisis response plan that includes specific provisions for shifting to alternative learning modes.	4.23	0.77	10	Very High
The school head ensures that all staff are well-trained in emergency preparedness, including transitioning to modular or online classes.	4.27	0.76	7.5	Very High
The school head updates and refines the school's extreme weather response and learning continuity plans based on feedback and experience.	4.27	0.74	7.5	Very High
The school head conducts emergency preparedness drills that include modular distribution and online class activation.	4.32	0.69	4	Very High
The school head establishes clear protocols for distributing self-learning modules and providing internet support for remote learning.	4.29	0.69	6	Very High
The school head identifies key risks affecting school operations and integrates mitigation strategies into planning.	4.36	0.67	2	Very High
The school head allocates necessary resources, including printed modules, internet support, and teacher training, to facilitate smooth transitions.	4.24	0.73	9	Very High
The school head engages teachers, parents, and students in refining crisis response strategies to address learning continuity gaps.	4.35	0.71	3	Very High
The school head coordinates with local government units and disaster response teams to ensure school safety and sustained learning access.	4.41	0.68	1	Very High
The school head evaluates the effectiveness of crisis response efforts after each extreme weather event and implements necessary improvements.	4.31	0.70	5	Very High
Composite Mean	4.31	0.72		Very High

Overall, the very high average scores coupled with moderate variability across the indicators show that crisis response planning is a strong and well-established area among school leaders in Oriental Mindoro. The differences in standard deviation emphasize opportunities to further enhance consistency, particularly regarding documentation, training, and feedback mechanisms. These strengths are likely reinforced by the division's focus on DRRM compliance, conducting simulation drills, and collaborating closely with local government units. These findings are in line with the insights of Elbedour *et al.* (2020), who emphasized that clearly defined crisis management plans improve preparedness by outlining roles, protocols, and communication procedures. Similarly, Bradshaw *et al.* (2022) found that schools with accessible and well documented crisis plans demonstrate higher staff readiness and more coordinated responses,

supporting effective recovery.

Leadership

Leadership plays an important role in navigating crises effectively, especially within schools where principals and school leaders must steer their communities through uncertain times while keeping morale high and stability intact. Good crisis leadership means making clear decisions, being visible and present, acting ethically, and inspiring teamwork even when under pressure. When disruptions occur, strong leadership helps schools stay focused, adaptable, and able to bounce back quickly. The results of the study showed that school heads demonstrated a very high level of leadership during crises, with a composite mean of 4.40 and a standard deviation of 0.69. The very high mean score reflects a strong capacity for strategic and motivational leadership.

Table 7: Level of Respondents' Leadership Crisis Management Skills

Items	Mean	SD	Rank	Description
The school head leads with confidence and decisiveness in shifting to remote or modular learning during extreme weather events.	4.36	0.72	10	Very High
The school head inspires and reassures staff and students by demonstrating preparedness and a proactive approach to learning continuity.	4.40	0.68	5.5	Very High

The school head delegates tasks related to emergency learning transitions, such as module distribution and online class facilitation.	4.41	0.72	3.5	Very High
The school head encourages collaboration among teachers, parents, and local authorities to ensure a smooth learning transition.	4.45	0.66	1.5	Very High
The school head makes informed and timely decisions regarding class suspensions, modular learning schedules, and assessment adjustments.	4.39	0.67	7	Very High
The school head maintains open lines of communication and accessibility to address concerns from stakeholders.	4.45	0.67	1.5	Very High
The school head strengthens unity and teamwork among school personnel to effectively manage learning continuity challenges.	4.38	0.73	8.5	Very High
The school head demonstrates resilience and serves as a role model for staff and students during weather-related disruptions.	4.41	0.71	3.5	Very High
The school head provides clear, actionable guidance on implementing modular and online learning strategies.	4.40	0.66	5.5	Very High
The school head actively leads in organizing the school response team and securing resources to support learning continuity efforts during crises.	4.38	0.71	8.5	Very High
Composite Mean	4.40	0.69		Very High

In summary, the very high mean scores and moderate standard deviations across indicators confirm that leadership is a well-developed strength among school heads in Oriental Mindoro. The variation in standard deviation highlights areas where leadership practices, particularly in team mobilization and decision-making under pressure, could be further standardized to ensure consistent crisis response across all schools. The division's strong focus on leadership training, regular Management Committee (ManCom) meetings, and crisis leadership workshops seem to play a big part in building these skills. These findings are further supported by Duterte and Villanueva (2025), who emphasized that transparent

communication, collaborative practices, and continuous professional development are critical in sustaining school operations in the Philippine context.

Problem-Solving Skills

Problem solving is a key part of handling crises effectively. School heads need to quickly identify problems, understand their causes, and develop practical solutions even with limited time. The findings revealed that school heads demonstrated a very high level of problem-solving ability, with an overall mean score of 4.37 and a standard deviation of 0.70. This very high score highlights their strong analytical skills and proactive approach.

Table 8: Level of Respondents' Problem-Solving Crisis Management Skills

Items	Mean	SD	Rank	Description
The school head identifies key barriers to learning continuity, such as connectivity issues, module distribution delays, and student engagement challenges.	4.35	0.69	6.5	Very High
The school head develops structured solutions to address gaps in remote or modular learning implementation.	4.33	0.73	10	Very High
The school head assesses potential risks and formulates contingency plans to ensure minimal disruption to academic progress.	4.35	0.72	6.5	Very High
The school head works with teachers and stakeholders to solve complex logistical problems related to learning continuity.	4.35	0.74	6.5	Very High
The school head prioritizes actions based on urgency, feasibility, and impact on student learning outcomes.	4.41	0.66	1.5	Very High
The school head utilizes data on attendance, engagement, and academic performance to refine crisis learning strategies.	4.41	0.66	1.5	Very High
The school head remains focused on problem-solving under high-pressure situations without compromising education quality.	4.34	0.73	9	Very High
The school head encourages teachers to use innovative methods, such as recorded lectures and printed learning guides, to support students with limited access.	4.39	0.71	3.5	Very High
The school head ensures effective resource allocation, including the distribution of learning materials and access to teacher support.	4.35	0.70	6.5	Very High
The school head evaluates the effectiveness of learning continuity measures and adjusts strategies as needed.	4.39	0.67	3.5	Very High
Composite Mean	4.37	0.70		Very High

In summary, the very high mean scores and moderate standard deviations across indicators confirm that problem-solving is a well-developed competency among school heads in Oriental Mindoro. The differences in standard deviation show that there's room to improve how schools work together and use clear methods to solve problems, especially when it comes to keeping learning going during a crisis. These strengths are likely supported by the division's focus on using data to guide decisions, holding regular crisis drills, and offering training that builds critical thinking skills. These findings support what Othman *et al.* (2024) found that strategic and collaborative problem solving enhances schools' capacity to manage crises by enabling clear direction, staff empowerment, and collective decision making.

Organizational Resilience

This section summarized the organizational resilience of secondary schools in the Schools Division of Oriental Mindoro, based on feedback from both teaching and non-teaching personnel. The results showed that school heads were very strong in all these areas.

The highest score was for leadership (average = 4.37), followed by employees' engagement (4.35), access to information (4.33), decentralized decision-making (4.32), analytical capabilities (4.31), and mobilization of resources (4.26). These consistently high scores likely reflect the division's strong focus on good governance, smart planning using data, and proactive resource management of which help schools stay strong and recover quickly from challenges.

Table 9: Summary Table on the Level of Organizational Resilience

Organizational Resilience	Composite Mean	Description
Mobilization of Resources	4.26	Very High
Employees' Engagement	4.35	Very High
Leadership	4.37	Very High
Access to Information	4.33	Very High
Decentralized Decision-Making	4.32	Very High
Organizational Analytical Capabilities	4.31	Very High

Mobilization of Resources

Using resources well is a key part of helping schools stay strong during crises. It means being able to gather, organize, and manage things like supplies, money, and people to keep the school running and make sure learning continues during emergencies. The findings of the study

indicated that schools demonstrated a very high level in resource mobilization, with a composite mean of 4.26 and a standard deviation of 0.71. The very high mean suggested that school heads are generally effective in securing and managing resources during crises.

Overall, the very high average scores combined with

Table 10: Level of Respondents' Organizational Resilience in Mobilization of Resources

Items	Mean	SD	Rank	Description
The organization ensures resources are available to address crises effectively.	4.26	0.70	5	Very High
The organization mobilizes human and material resources with urgency during crises.	4.28	0.69	3.5	Very High
The organization utilizes external resources efficiently when needed.	4.23	0.75	8	Very High
The organization involves staff in crisis planning and resource allocation.	4.28	0.70	3.5	Very High
The organization maintains an adequate supply of emergency resources.	4.19	0.73	10	High
The organization reallocates resources as crisis needs change.	4.22	0.70	9	Very High
The organization establishes partnerships with local agencies for crisis support.	4.30	0.70	2	Very High
The organization assesses resource requirements and availability on a regular basis.	4.31	0.68	1	Very High
The organization monitors resource usage to prevent shortages during crises.	4.25	0.69	6	Very High
The organization ensures efficient and timely distribution of resources.	4.24	0.70	7	Very High
Composite Mean	4.26	0.71		Very High

moderate standard deviations across various indicators suggest that resource mobilization is a core part of how school heads in Oriental Mindoro demonstrate organizational resilience. However, the variation in standard deviation also emphasizes areas where practices aren't yet fully standardized or equally adopted. These strengths are likely supported by the division's focus on being prepared for disasters, working closely with other

agencies, and holding monthly Management Committee (ManCom) meetings. These meetings help schools review what resources they need, share good practices, and align their logistics with the division's overall plans. These support the findings of Zadok *et al.* (2024), who emphasized that collective teacher efficacy and shared responsibility enhance school resilience.

Employees' Engagement

Employees' engagement is very important for helping schools stay strong during tough times. When staff are truly involved, they're more likely to take action during a crisis, support one another, and help keep a positive environment for students even when things are difficult. Effective school leadership involves creating an environment where open communication is encouraged,

individual contributions are acknowledged, and staff are actively involved in planning and decision-making processes. The findings of the study indicated that schools demonstrated a very high level in employees' engagement, with a composite mean of 4.35 and a standard deviation of 0.67. The composite mean described as very high reflects a strong overall commitment to inclusive and participatory leadership.

Table 11: Level of Respondents' Organizational Resilience in Employees' Engagement

Items	Mean	SD	Rank	Description
The organization empowers staff to take active roles in crisis management.	4.33	0.65	7.5	Very High
The organization motivates staff to contribute to crisis preparedness.	4.37	0.68	6	Very High
The organization encourages staff collaboration in crisis planning and response.	4.38	0.66	3.5	Very High
The organization involves teachers and administrative staff in crisis decision-making.	4.38	0.64	3.5	Very High
The organization builds staff confidence in their crisis management roles.	4.28	0.70	9.5	Very High
The organization recognizes proactive behaviors in crisis situations.	4.28	0.71	9.5	Very High
The organization defines crisis roles and responsibilities for staff with clarity.	4.33	0.71	7.5	Very High
The organization ensures open communication about crisis readiness.	4.39	0.64	1	Very High
The organization seeks input from staff on crisis procedures and improvements.	4.38	0.69	3.5	Very High
The organization fosters a supportive environment for staff engagement in crisis management.	4.38	0.64	3.5	Very High
Composite Mean	4.35	0.67		Very High

To sum up, the consistently very high average scores combined with moderate variability suggest that employee engagement is a strong and valued component of organizational resilience among school leaders in Oriental Mindoro. The differences in standard deviations point to areas where engagement strategies are still being shaped or applied unevenly. These positive signs are likely reinforced by the division's focus on comprehensive leadership, ongoing professional development, and the routine monthly Management Committee (ManCom) meetings that encourage collaboration, open feedback, and shared decision-making. This is consistent with Cárdenas *et al.* (2024), who reported that supportive leadership and positive organizational climate improve

staff well being and schools' adaptive capacity.

Leadership

Strong leadership is a key part of helping schools stay resilient, especially during tough times. In schools, good leaders guide, inspire, and support their communities. They show clear vision, honesty, and flexibility, creating a sense of trust and teamwork that helps schools handle problems and recover faster. The findings indicated that schools showed a very high level in leadership, with an average score of 4.37 and a standard deviation of 0.68. This highlights leadership as a major strength in building school resilience. This very high average indicates a widespread perception of effective leadership practices across schools.

Table 12: Level of Respondents' Organizational Resilience in Leadership

Items	Mean	SD	Rank	Description
The organization provides strong and steady leadership during crises.	4.40	0.69	1	Very High
The organization fosters a sense of calm and confidence among staff.	4.39	0.69	2	Very High
The organization demonstrates adaptability in managing unexpected crises.	4.37	0.67	6	Very High
The organization builds trust in decision-making among staff during crises.	4.36	0.69	8	Very High
The organization communicates a clear vision for crisis response and recovery.	4.36	0.65	8	Very High
The organization leads by example in handling crisis situations.	4.31	0.72	10	Very High
The organization inspires resilience and determination in the team.	4.36	0.67	8	Very High
The organization prioritizes ethical decision-making in crisis responses.	4.38	0.65	4	Very High
The organization focuses on team well-being during crisis management.	4.38	0.68	4	Very High
The organization encourages unity and teamwork throughout the crisis response.	4.38	0.69	4	Very High
Composite Mean	4.37	0.68		Very High

In summary, the consistently very high average scores coupled with moderate variability across all indicators suggest that strong and valued leadership practices are integral to the resilience of schools in Oriental Mindoro. While the standard deviations show that leadership is generally strong, they also suggest that leadership styles could be more consistent across schools. This might be improved through clearer guidelines or more targeted support, so that all schools benefit equally. These positive results are likely due to the division’s continued efforts in leadership training, regular Management Committee meetings, and a culture that encourages shared decision-making. These findings affirm Elbedour *et al.* (2020), who emphasized that clear leadership structures and staff

support are essential for resilient school systems.

Access to Information

Access to reliable information plays a critical role in strengthening an organization’s resilience, especially during crises when quick, accurate, and transparent communication can make all the difference in how effectively a school responds. According to the findings, schools showed a very high level in access to information as part of their organizational resilience, with a combined mean score of 4.33 and a standard deviation of 0.69. The very high mean score reflects a strong commitment to information dissemination and communication systems.

Table 13: Level of Respondents’ Organizational Resilience in Access to Information

Items	Mean	SD	Rank	Description
The organization ensures staff have access to critical information during crises.	4.33	0.71	5.5	Very High
The organization maintains open and effective communication channels.	4.33	0.69	5.5	Very High
The organization keeps staff informed about crisis developments regularly.	4.30	0.68	10	Very High
The organization informs staff of crisis response procedures in advance.	4.31	0.68	9	Very High
The organization provides clear and timely information to all stakeholders.	4.32	0.66	8	Very High
The organization utilizes multiple channels to communicate during crises.	4.33	0.68	5.5	Very High
The organization ensures accuracy of information shared in crises.	4.37	0.65	1.5	Very High
The organization establishes a clear information dissemination chain.	4.37	0.68	1.5	Very High
The organization prevents information overload by sharing relevant updates.	4.33	0.69	5.5	Very High
The organization uses feedback from stakeholders to improve crisis communication.	4.35	0.74	3	Very High
Composite Mean	4.33	0.69		Very High

Overall, the very high average scores show that easy access to information is a strong and valued practice among school heads in Oriental Mindoro. However, the variation in standard deviation points to areas where communication can still be improved, especially in using feedback and giving regular updates. These strengths are likely supported by the division’s use of digital tools, communication training, and regular updates through school websites, text alerts, and social media. These findings support the research of Virella and Zeisner (2026), who highlighted that transparent information

sharing builds trust and guides coordinated action during overlapping crises.

Decentralized Decision-Making

Decentralized decision-making is an important part of building strong and flexible schools. It allows for faster and more appropriate responses during a crisis. The findings showed that schools were very strong in this area, with an average score of 4.32 and a standard deviation of 0.69. This very high average shows a strong commitment to sharing decision-making power.

Table 14: Level of Respondents’ Organizational Resilience in Decentralized Decision-Making

Items	Mean	SD	Rank	Description
The organization empowers staff to make decisions during crises.	4.28	0.72	10	Very High
The organization shares crisis management responsibilities across the team.	4.30	0.66	8	Very High
The organization supports decentralized decision-making when quick action is needed.	4.33	0.70	4.5	Very High
The organization trusts staff to take initiative during crises.	4.35	0.68	2	Very High
The organization distributes authority effectively in emergency situations.	4.38	0.70	1	Very High
The organization provides guidance without excessively controlling decisions.	4.29	0.71	9	Very High
The organization allows staff to make decisions within established limits.	4.32	0.66	7	Very High
The organization encourages problem-solving at all levels.	4.33	0.68	4.5	Very High
The organization recognizes team contributions in crisis-related decisions.	4.33	0.68	4.5	Very High
The organization fosters independence in staff for managing crisis responses.	4.33	0.70	4.5	Very High
Composite Mean	4.32	0.69		Very High

Overall, the very high mean scores and moderate standard deviations across all indicators show that decentralized decision making is a key and widely valued strategy among school leaders in Oriental Mindoro. The differences in standard deviation suggest that there are still areas such as encouraging staff to take initiative and avoiding too much central control where decision making could be more consistent. These strengths are likely supported by the division’s focus on school-based management, teamwork in planning, and ongoing leadership training. These are consistent with consistent the findings of Cornito (2021), who found that school based management enhances autonomy and collective problem solving. Nechitailo and Alieva (2025) further showed that granting decision making authority to schools allows greater flexibility in

responding to large scale disruptions.

Organizational Analytical Capabilities

Organizational analytical skills refer to a school’s ability to collect, understand, and use data to make smart decisions, especially during and after a crisis. These skills help leaders spot patterns, check if their actions are working, and keep improving their crisis plans. The findings showed that schools were very strong in this area, with an average score of 4.31 and a standard deviation of 0.72. This means they are highly capable of using data to guide their decisions, though there may be some differences in how consistently this is done across schools. This very high average indicates a clear focus on making decisions based on data.

Table 15: Level of Respondents’ Organizational Resilience in Organizational Analytical Capabilities

Items	Mean	SD	Rank	Description
The organization encourages data-driven decision-making during crises.	4.33	0.70	3.5	Very High
The organization promotes regular assessments of crisis preparedness.	4.30	0.73	8	Very High
The organization evaluates crisis outcomes to improve future responses.	4.33	0.71	3.5	Very High
The organization uses data to identify areas for improvement in crisis management.	4.33	0.70	3.5	Very High
The organization applies lessons learned from previous crises to refine strategies.	4.35	0.71	1	Very High
The organization establishes metrics for evaluating crisis response effectiveness.	4.33	0.72	3.5	Very High
The organization tracks performance indicators relevant to crisis management.	4.31	0.72	7	Very High
The organization conducts post-crisis reviews for continuous improvement.	4.29	0.75	9	Very High
The organization encourages data-sharing and transparency among staff.	4.32	0.72	6	Very High
The organization uses analysis to anticipate future crisis needs.	4.25	0.75	10	Very High
Composite Mean	4.31	0.72		Very High

In summary, the very high mean scores and moderate standard deviations across indicators confirm that organizational analytical capabilities are a well-developed strength among school heads in Oriental Mindoro. The differences observed in standard deviation suggest there are meaningful opportunities to further harmonize data practices across the division, especially in areas like predictive analytics and strategic planning. These strengths are likely a result of the division’s focus on data-knowledgeable decision-making, consistent performance assessments, and the smooth integration of analytics into efforts aimed at school improvement. These supports the findings of Elomaa *et al.* (2025), who found that collective sensemaking and analytical interpretation of complex information strengthen schools’ adaptive responses during prolonged crises.

Difference in the Level of Crisis Management Skills Across Indicators

Understanding whether school heads are stronger in certain crisis management skills than others help identify

both key strengths and areas that may need more attention. This kind of analysis is important to ensure that their crisis response abilities are well rounded and balanced. The Kruskal Wallis H test showed no significant differences across the six main areas: communication, adaptability, emotional intelligence, crisis response planning, leadership, and problem solving.

With a p value of 0.610, the findings suggest that school heads generally have strong and balanced abilities across all key areas of crisis management. This is likely the result of the division’s combined training programs, hands on simulations, and reflective practices that support well rounded growth. While these methods are already effective, continuing to invest in scenario-based drills and cross training could further strengthen these skills and help maintain readiness for any type of crisis. These findings support Chatzipanagiotou and Katsarou (2023), who emphasized that effective crisis leadership relies on the balanced use of multiple competencies rather than the dominance of a single skill, which explains the absence of significant variation across indicators.

Table 16: Difference in the Level of Crisis Management Skills Across Indicators

Variable	Kruskal-Wallis H	p-value	Result
Crisis Management Skills	2.697	0.610	Not Significant

Difference in the Level of Organizational Resilience Across Indicators

Examining the different aspects of organizational resilience can reveal areas of strength and weakness. Understanding these differences helps pinpoint where targeted efforts might be needed to strengthen the institution's overall ability to withstand challenges and

recover after crises. The Kruskal Wallis H test results showed no significant differences in resilience levels across the six key indicators: resource mobilization, employee engagement, leadership, information access, decentralization, and analytical capabilities, with a p value of 0.412. This suggests that schools exhibited a consistently high level of resilience across all these areas.

Table 17: Difference in the Level of Organizational Resilience Across Indicators

Variable	Kruskal-Wallis H	p-value	Result
Organizational Resilience	3.956	0.412	Not Significant

The results suggest that school leaders are doing well in keeping their schools strong in many areas. This strength likely comes from their focus on improving the school as a whole, regularly checking how resilient they are, and working together across departments. While these efforts are already helping, continuing to build skills, involve more people, and use data to make smart choices can make the organization even stronger and more consistent, even when facing future challenges. These supports the findings of Chen *et al.* (2021) that resilience dimensions tend to operate synergistically rather than independently, accounting for the lack of significant differences across organizational resilience indicators.

Relationship Between Crisis Management Skills and Organizational Resilience

Understanding how crisis management skills relate to a school's resilience is critical. Skills such as clear communication, adaptability, emotional intelligence, crisis

response planning, leadership, and problem-solving form the foundation for schools to handle challenges, recover, and even grow stronger. The Spearman Rank Correlation analysis revealed a strong, positive relationship between crisis management skills and organizational resilience across all measured indicators. Correlation coefficients ranged from 0.72 to 0.86, all statistically significant ($p < 0.01$). This indicates that school leaders who excel in managing crises are more likely to guide their schools toward strong resilience, particularly in areas like resource mobilization, staff engagement, decentralized decision making, and analytical thinking.

Among the crisis management areas, leadership and problem solving showed the strongest links with resilience, especially regarding institutional leadership and analytical capabilities. In other words, school heads who are decisive, thoughtful, and solution focused tend to help their schools navigate disruptions and recover more effectively.

Table 18: Relationship Between Crisis Management Skills and Organizational Resilience

Crisis Management Skills	Organizational Resilience	R Square	Correlation Coefficient	Significance
Communication	Mobilization of Resources	0.652	.724**	0.000
	Employees Engagement		.725**	0.000
	Leadership		.733**	0.000
	Access to Information		.758**	0.000
	Decentralized Decision-making		.736**	0.000
	Organizational Analytical Capabilities		.747**	0.000
Adaptability	Mobilization of Resources	0.710	.750**	0.000
	Employees Engagement		.754**	0.000
	Leadership		.773**	0.000
	Access to Information		.783**	0.000
	Decentralized Decision-making		.761**	0.000
	Organizational Analytical Capabilities		.793**	0.000
Emotional Intelligence	Mobilization of Resources	0.711	.778**	0.000
	Employees Engagement		.764**	0.000
	Leadership		.765**	0.000
	Access to Information		.763**	0.000
	Decentralized Decision-making		.765**	0.000
	Organizational Analytical Capabilities		.781**	0.000

Crisis Response Planning	Mobilization of Resources	0.707	.747**	0.000
	Employees Engagement		.747**	0.000
	Leadership		.769**	0.000
	Access to Information		.764**	0.000
	Decentralized Decision-making		.794**	0.000
	Organizational Analytical Capabilities		.809**	0.000
Leadership	Mobilization of Resources	0.741	.749**	0.000
	Employees Engagement		.769**	0.000
	Leadership		.837**	0.000
	Access to Information		.801**	0.000
	Decentralized Decision-making		.793**	0.000
	Organizational Analytical Capabilities		.809**	0.000
Problem-Solving	Mobilization of Resources	0.743	.779**	0.000
	Employees Engagement		.796**	0.000
	Leadership		.818**	0.000
	Access to Information		.764**	0.000
	Decentralized Decision-making		.787**	0.000
	Organizational Analytical Capabilities		.798**	0.000
Overall	Overall	0.781	.858**	0.000

These results show that improving specific crisis management skills can really help schools become more resilient. By focusing on these areas, school leaders can better prepare for disruptions, keep things running smoothly, and support long-term recovery and growth. In the Oriental Mindoro Division, this strong connection may come from their well-rounded leadership programs that focus on both crisis readiness and long-term planning. The Division's leadership trainings that connect crisis response with strategic planning, data use, and teamwork can make schools even stronger and more prepared for future challenges. These findings support what Zadok *et al.* (2024) found that leadership practices associated with crisis management significantly strengthen organizational resilience by fostering collective efficacy and coordinated action in school systems.

CONCLUSION

Based on the findings of the study, several key conclusions were drawn. The school heads in the Schools Division of Oriental Mindoro demonstrate a balanced and adaptive leadership approach that is well-suited to various school contexts and crisis situations. Their consistently very high ratings in crisis management skills reflect a strong capacity to manage disruptions and ensure the continuity of education. Similarly, the very high ratings in organizational resilience indicate a robust institutional ability to recover from and adapt to crises. The uniform levels of crisis management skills and organizational resilience across all indicators suggest a cohesive and well-integrated leadership approach among school heads. Likewise, the strong correlation between crisis management skills and organizational resilience underscores that school heads with effective crisis response capabilities are more likely to lead schools that can adapt and recover effectively.

In light of these conclusions, several recommendations are proposed. School heads and division leaders are encouraged to engage in continuous professional development focused on strengthening crisis management skills. Additionally, school administrators should institutionalize resilience-building practices to maintain and enhance their capacity to recover from and adapt to crises. Regular performance reviews and cross-training programs should be conducted by the Division Office to ensure the consistent application of crisis management and resilience practices across all schools. School heads should also attend training programs that enabling them to effectively manage modern challenges and crises. Finally, participation in crisis management workshops that focus on organizational resilience is also recommended, as these can help school leaders understand how effective crisis response strategies contribute to long-term sustainability.

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