School Heads' Crises Leadership: Experiences in Managing Natural Disasters and School Emergencies

Flordeliza F. Atillo, MAEM, Harajene S. Batao, MAEd,

Veia Mae D. Giger, MAEd, John Mart Elesio, EdD *

[a] *flordeliza.atillo001@deped.gov.ph*
Department of Education,Elpidio Quirino Ave.Poblacion Distict, Davao City, 8000, Philippines
[b]*harajene.batao@deped.gov.ph*
Department of Education Poblacion, Malopolo, Kiblawan, Davao del Sur, 8008, Philippines
[c]*veia.giger@deped.gov.ph*
Department of Education Poblacion, Sta. Maria, Davao Occidental, 8011, Philippines
[d]*johnmart.elesio@hcdc.edu.ph*
Holy Cross of Davao College, Sta. Ana Ave. corner C. De Guzman St., Brgy 14-B, Davao City, 8000, Philippines

Abstract

This phenomenological study examines the crisis leadership experiences of school heads in managing natural disasters and emergencies at F. Bangoy Central Elementary School and F. Bangoy National High School. The research aimed to develop actionable insights and outputs to enhance school crisis management. A total of 10 participants, including school heads, Disaster Risk Reduction and Management (DRRM) Coordinators, and Disaster Assistance Team (DAT) members, were selected for their critical roles in addressing school safety concerns. Using validated semi-structured interview guides and focus group discussions, six key themes emerged: proactive planning and coordination, reflection and continuous improvement, collaboration and communication, leadership and role modeling, fostering trust and preparedness through collaborative crises leadership, and building trust and fostering a culture of safety. Data analysis involved thematic coding to identify patterns and relationships among participants' experiences. The findings underscore the effectiveness of proactive measures, such as regular drills and clear evacuation protocols, in minimizing chaos during emergencies. Transparent communication and collaborative decision-making enhanced coordination among school leaders, staff, and external stakeholders. Strong leadership, characterized by calm and decisive actions, fostered trust within the school community. Addressing challenges in resource management demonstrated the need for adaptability and creative problem-solving during crises. Reflective practices, including post-crisis evaluations, bolstered preparedness and adaptability in managing future crises. Efforts to build trust created a safety culture that strengthened collective responsibility and preparedness within the school community. This study contributes to the field of crisis leadership by presenting an integrated approach that combines proactive planning, collaboration, trust-building, resource adaptability, and reflective strategies to promote resilience and a secure educational environment.

Keywords: Keywords: crisis leadership; school emergencies; emergency preparedness; collaborative leadership; resilience

1. Introduction

Natural disasters and emergencies increasingly impact schools globally, disrupting educational environments and affecting students' well-being, staff safety, and infrastructure stability. School heads are often tasked with managing these crises, requiring leadership that extends beyond typical administrative

responsibilities. In recent years, the role of school heads in crisis management has gained attention, as effective crisis leadership can significantly influence the outcomes of emergencies in educational settings.

As the COVID-19 pandemic rapidly swept the world, schools faced significant challenges in responding promptly and effectively. Based on the field of leadership for educational organizations, schools in the University of Colorado, Denver, Colorado, and the United States experience a leadership crisis. Among society's key institutions, schools were profoundly impacted by the pandemic. Yet, most school leaders had minimal or no crisis leadership training and had never managed a crisis of such scale or duration. These findings align with broader research on crisis leadership, underscoring the need for school leaders to adapt their mindsets, behaviors, and support systems in response to future crises (McLeod & Dulsky, 2021).

The growing impact of pandemics on educational institutions, as highlighted by the recent crisis, emphasizes the critical need for effective crisis management among school administrators in the national setting. A study in Ilocos Norte, Philippines, examines the resilience strategies used by public school administrators, spanning the periods before, during, and after the pandemic. Findings highlight the importance of equipping administrators with essential tools, including capability-building programs, sustainability and contingency planning, and adaptable policies and guidelines (Pastor, et.al, 2024). Together, these components are pivotal in fostering school resilience during pandemics. Crisis leadership encompasses decision-making under uncertainty, fostering resilience among staff and students, and establishing strategies to mitigate damage and ensure the continuity of learning (Gigliotti, 2024).

In the local setting, a study by Pangandoyon et al. (2024) examined the perspectives of school heads on resilient leadership in integrated schools within the Division of Davao del Norte and Division of Tagum City. During challenging times, school heads employed coping mechanisms such as resourcefulness, conflict management skills, and creating a secure learning environment. Policy recommendations included the integration of resilient leadership principles, strict adherence to policies, and the establishment of a resilience framework. Resourcefulness and practical conflict management emerged as key coping strategies, while policy recommendations focused on innovation, adherence to policies, and a structured resilience framework. Their findings suggest that resilient leadership in managing integrated schools plays a crucial role for school heads, benefiting teachers and learners through leadership styles that promote stability and adaptability amid workplace challenges.

School heads in Davao City, Region XI, face an ongoing challenge in leading schools through natural disasters and various emergencies, given the city's vulnerability to earthquakes, typhoons, and flash floods. These crises often disrupt educational activities and jeopardize student and staff safety, revealing gaps in school heads' preparedness and crisis management competencies. Despite the presence of local disaster response frameworks, many school leaders report difficulties in executing crisis protocols effectively under high-stress conditions and with limited resources. Additionally, the absence of specialized crisis leadership training has hindered their ability to adapt and respond quickly during emergencies. Exploring the crisis leadership experiences of Davao's school heads can shed light on their strengths, limitations, and the support needed to enhance their capacity for safeguarding school communities during such unpredictable events.

1.1 Review of Related Literature

Crisis Leadership

Crisis leadership has generally received limited attention in school management preparation programs and education leadership research. This article synthesizes research from schools and other sectors, including the private sector, to present a framework for understanding and managing crises in school and district contexts, highlighting key competencies identified in the literature as essential for effective crisis response. This framework is then applied to analyze leaders' reactions to school closures during the COVID-19 pandemic in spring 2020. The article concludes by advocating systematically integrating crisis management training in preservice and in-service programs for education leaders and expanding research on crisis leadership within school and district settings (Grissom & Condon, 2021).

Stephen (2024) cited that principals are vital in protecting students and ensuring they receive the necessary support. Often, they place the safety of students and staff, along with strict state accountability requirements, above their own physical and mental well-being. During crises, they are tasked with making sound decisions amidst heightened pressures. Principals must address challenges at both district and campus levels, evaluate potential risks, and implement response plans and safety protocols that account for students' social and emotional needs. This research explores current principals' coping strategies in secondary public schools as they navigate increasing risks.

These leaders must make rapid decisions in high-stress situations, often with limited resources and information, to protect school personnel and students. They are also responsible for post-crisis recovery and addressing the psychological and social impacts on the school community. High-stress levels and burnout are increasingly common among school leaders, with a rapid rise in unhealthy stress becoming a significant concern. This issue is particularly prevalent among leaders handling extensive administrative responsibilities, as they face growing pressures that impact their professional effectiveness and personal well-being (Dlamini et al., 2024). Consequently, understanding the experiences of school heads during crises offers valuable insights into the complexities of crisis leadership within educational contexts.

Despite a growing body of literature on educational crisis management, there is a gap in studies explicitly focusing on the experiences of school heads during natural disasters, emergencies, and other forms of crisis (Striepe & Cunningham, 2022). This research aims to address this gap by exploring the crisis leadership experiences of school heads as they navigate the challenges of disaster preparedness, emergency response, and recovery processes. Insights gained from this study will contribute to developing practical guidelines and policy recommendations for crisis management in schools, thereby enhancing the resilience of educational institutions against future crises.

1.2 Research Objective

1. To investigate the crisis management experiences of F. Bangoy Elementary and Secondary Schools school heads, focusing on the strategies they employ to address emergencies.

2. To analyze elementary and secondary school leaders' collaborative efforts and decision-making processes in mitigating risks and ensuring the safety of students and staff during emergencies.

3. To understand the impact of crisis leadership on school culture and community trust, and how emergency preparedness initiatives influence perceptions of safety, resilience, and readiness among students, teachers, and stakeholders.

1.3 Theoretical Lens

This study's theoretical framework combines Transformational Leadership Theory and Complexity Theory in Crisis Management to examine how school leaders at F. Bangoy Elementary and Secondary Schools navigate the challenges of managing emergencies, particularly given the structural limitations. This dual-lens approach provides a comprehensive understanding of leadership's inspirational and adaptive aspects in crises, which is essential for addressing such infrastructural challenges.

Transformational Leadership Theory focuses on leaders' ability to inspire and motivate their teams to exceed standard expectations, especially in times of crisis (Shields, 2010). This theory highlights four core components: vision, motivation, individualized consideration, and intellectual stimulation. School heads who exhibit transformational leadership qualities can inspire teachers and staff to think creatively, collaboratively, and proactively about emergency preparedness and evacuation strategies. The theory's emphasis on visionary leadership aligns well with this study's context, where school leaders are called to create a culture of safety and resilience. Transformational leaders instill a strong vision of preparedness within their schools. They motivate their teams to develop and implement innovative strategies to protect students and staff, even in facilities with significant physical constraints (Shields, 2011).

Complexity Theory in Crisis Management complements this approach by addressing emergencies' dynamic and unpredictable nature, which often require flexible, adaptive, and collaborative responses rather than rigid, linear solutions. This theory underscores the need for leaders to think adaptively and problem-solve in real-time, particularly when managing crises within environments that limit traditional safety protocols. In the context of F. Bangoy Schools, Complexity Theory enables an examination of how school leaders navigate the complexities of emergency planning within a constrained setting. It also emphasizes the importance of cross-functional collaboration among school heads and stakeholders, which is essential for creating strategies that can accommodate the evolving nature of crises and the long-term safety needs of the school. Complexity Theory thereby frames the school heads' efforts to evaluate risks, adjust protocols, and implement flexible solutions in response to potential emergency scenarios (Larsen-Freeman, 2013)

Together, Transformational Leadership Theory and Complexity Theory provide a robust lens through which this study can analyze the crisis leadership experiences of school heads. Integrating these theories allows for a deeper understanding of both the inspirational aspects of leadership—how leaders engage others in proactive safety initiatives—and the adaptive qualities necessary for managing unpredictable emergencies. Using this combined framework, the study can yield insights into school heads' strategies to foster collaboration, design adaptive emergency protocols, and cultivate a resilient, safety-conscious school culture. This approach offers valuable implications for various stakeholders, including educational administrators, school heads, teachers, and students, by demonstrating how effective crisis leadership can inspire resilience and practical solutions within educational institutions facing similar infrastructural challenges.

2. Methodology

2.1 Research Design

This study employed an exploratory phenomenological research design to examine the lived experiences of school heads in managing natural disasters and school emergencies. A qualitative approach was used to provide an in-depth understanding of participants' perceptions, emotions, and decision-making processes. This design allowed the study to uncover patterns and strategies used during crises, highlighting key elements of effective crisis leadership. The phenomenological approach was chosen for its ability to explore complex situations, such as crises, and to generate insights into fostering safety, resilience, and collaboration in educational settings (Smith et al., 2021).

2.2 Participants of the Study

The study involved 10 participants: two school heads, two DRRM Coordinators, and six DAT members from F. Bangoy Central Elementary School and F. Bangoy National High School. Purposive sampling ensured that participants had substantial experience and involvement in crisis management within educational settings. Their selection was based on their key roles and expertise in implementing safety measures during emergencies. This number met the standard for qualitative research, ensuring data richness and depth.

2.3 Research Instrument

A validated semi-structured interview guide was the primary data collection tool, designed to explore participants' crisis leadership experiences. Following Braun and Clarke (2021), the guide included open-ended questions aligned with the research objectives, focusing on leadership strategies, challenges, and outcomes during crises. It underwent expert validation in educational leadership and disaster management, as well as a pilot test, to ensure clarity and reliability while allowing for flexibility and unexpected insights to emerge.

2.4 Ethical Considerations

This study adhered to ethical standards in research by following the DOST Philippine Health Research Ethics Board (PHREB) mandate. Before the study began, participants' informed consent was obtained, and the confidentiality of their personal information was ensured. Any potential conflicts of interest arising from financial, familial, or proprietary considerations at the study site were addressed accordingly. The researchers observed complete ethical standards in adherence to the global protection of human rights.

2.5 Data Gathering Procedure

The data collection process was carefully organized into three phases: *Before Data Collection*, *During Data Collection*, and *After Data Collection*.

Before Data Collection:

Permission was sought and obtained from the Public Schools District Supervisor and the school heads of the participating institutions. The participants were thoroughly briefed on the study's objectives,

procedures, and ethical considerations to ensure informed consent. They were provided with sufficient time to review the details of the study and voluntarily decide to participate.

During Data Collection:

The researchers conducted in-depth interviews and focus group discussions (FGDs) using a validated semi-structured interview guide. In-depth interviews provided individual, detailed perspectives, while FGDs facilitated collaborative reflection, allowing participants to explore shared experiences (Brinkmann, 2020). The guide, aligned with the study's objectives, included open-ended and probing questions to encourage detailed and meaningful responses from participants. The interviews were audio-recorded with the participants' consent, and handwritten notes were taken as a backup to capture essential details.

After Data Collection:

The audio recordings were transcribed verbatim and organized into a transcription matrix to align participants' responses with the research objectives. The participants were then given the opportunity to review and validate their transcripts, ensuring accuracy and authenticity in capturing their experiences and insights.

3. Results and Discussion

Research Question No. 1: Can you describe the strategies you have employed to address emergencies in your school and how these experiences have shaped your approach to crisis management?

Theme 1: Proactive Planning and Coordination

Participants emphasized the importance of regular drills, clear evacuation routes, and detailed contingency plans. According to Participant 1 (FGD), *"We conduct regular drills, and the teachers guide the students out of the classrooms quickly. This experience has taught me to be more proactive about emergency preparations"*. Strategies such as assigning staff roles, involving disaster risk reduction and management (DRRM) teams, and updating safety protocols were central to effective crisis management. Additionally from Participant 2 (IDI) emphasizes, *"We now have a staggered evacuation system to avoid confusion, and this has shaped my approach to ensuring everyone is accounted for."*

Proactive planning and coordination from the backbone of effective crisis management in schools. The findings highlight the necessity for structured systems to mitigate chaos and confusion during emergencies. Regular drills and evacuation plans are essential for building a culture of preparedness, as they familiarize staff and students with procedures to follow in high-stress situations. Assigning specific roles, such as DRRM coordinators and team leaders, ensures accountability and streamlines the evacuation process. Research corroborates these findings, emphasizing the role of regular practice and simulations in reducing response times and errors during crises (FEMA, 2020). This theme underscores that preparedness ensures physical safety and instills confidence in the school community regarding its ability to handle emergencies.

Theme 2: Reflection and Continuous Improvement

The importance of post-event debriefings was highlighted as a means for schools to assess their emergency response and improve future crisis management efforts. According to Participant 5 (FGD) that *"Weekly meetings ensure that all plans are updated, and everyone is on the same page."*

Participants emphasized post-event debriefings and evaluations as critical for identifying areas of improvement. These reflective practices informed updates to emergency plans and training sessions. According to Participant 2 (IDI) *"After each emergency or drill, we hold a debriefing to assess how well we responded and identify areas for improvement*." Also, Participant 4 (FGD) mentioned, *"We always discuss what went right and wrong to improve for next time,"* and Participant 5 (IDI), *"After the situation, we gather feedback from staff and students to see how we can improve for the future."*

Reflection is a key element of adaptive learning in crisis management. The participants' accounts illustrate the value of debriefing sessions for identifying strengths and weaknesses in their emergency response strategies. These reflective practices enable schools to refine their plans and adapt to new challenges continuously. Schon (1983) highlights the importance of reflective practice for professionals, noting that it fosters a deeper understanding of complex situations and enhances decision-making skills. By prioritizing reflection and feedback, schools can improve their emergency preparedness and demonstrate a commitment to learning and growth, further reinforcing stakeholder trust and confidence.

Research Question No. 2: In what ways do you, school leaders, collaborate and make decisions to address risks and ensure the safety of students and staff during emergencies?

Theme 3: Collaboration and Communication

Participants described collaboration as a cornerstone of effective crisis management. Decisions were made through regular team meetings, and communication tools such as radios were used for coordination. Clear communication within the school and with local authorities was emphasized. Participant 1 (FGD) emphasized, *"We collaborate by organizing regular drills and involving teachers, students, and the community in these activities*." Additionally, Participant 3 (FGD) mentioned *"We have regular communication during emergencies through radios to ensure everyone is updated on the situation."* Participant 5 (IDI) add *"The DRRM coordinator focuses on evacuation, while the school heads handle coordination with local authorities."*

Effective crisis management is characterized by strong collaboration among school leaders, teachers, and local authorities. Participants emphasized regular meetings and the use of communication tools like radios as key to maintaining clarity and real-time information exchange during emergencies. Research by Bryk and Schneider (2002) highlights that transparent communication fosters trust, reducing uncertainty during crises. The findings suggest that schools must establish pre-defined communication protocols to ensure seamless collaboration among all stakeholders, minimizing confusion (Anderson et al., 2019).

This aligns with Hart and Bratt's (2021) framework, which emphasizes that clear, transparent communication is essential for minimizing confusion and maintaining order. Furthermore, involving the community in planning drills and emergency protocols fosters a shared sense of responsibility and strengthens the collective response capacity of the school environment.

Theme 4: Leadership and Role Modeling

Leadership during crises was highlighted as a critical factor in ensuring an effective response. Calm and decisive actions by school leaders served as both a guiding force during emergencies and a source of

reassurance for teachers, students, and other stakeholders. Participants emphasized collaboration and role modeling as essential components of leadership.

According to Participant 1 (FGD) *"During emergencies, we work closely with the DRRM team, and we always ensure that everyone knows their role. One way we collaborate is through regular meetings and simulations. We also assign a team to monitor the gates to control the movement of students. This way, the situation is handled more smoothly."* Participant #1 described how "working closely with the DRRM team and ensuring that everyone knows their role through regular meetings and simulations" was a fundamental strategy. They noted the importance of assigning teams to specific tasks, such as monitoring gates, which helped manage the movement of students smoothly during emergencies.

Additionally, Participant 3 (FGD) shared *"In our school, collaboration starts even before the emergency happens. We have regular team meetings where we update each other on new safety protocols and make sure that our contingency plans are still effective."* Participant 3 (FGD) emphasized the critical role of coordination with the DRRM coordinator, particularly when faced with new or unexpected scenarios, ensuring timely and effective decisions.

The findings emphasize that leadership not only involves guiding emergency responses but also setting an example for calm and decisive behavior. According to Hersey et al.'s (2013) situational leadership theory, adaptive leadership tailored to specific crises is most effective. The participants' experiences align with this theory, demonstrating that clear communication, collaboration, and proactive planning build trust and resilience within the school community. Furthermore, by actively involving all stakeholders in the emergency response process, leaders reinforce a collective responsibility for safety, enhancing the school's overall preparedness and response capabilities.

Research Question No. 3: How does your approach to crisis leadership influence the school culture and community trust, particularly in shaping perceptions of safety, resilience, and readiness among students, teachers, and stakeholders?

Theme 5: Fostering Trust and Preparedness Through Collaborative Crisis Leadership

Managing resources during emergencies emerged as a significant challenge in fostering a culture of safety and preparedness. Participants emphasized that effective utilization of existing resources, coupled with strong leadership and inclusivity, is crucial in building trust and ensuring the safety of the school community.

The Participant 1 (FGD) highlighted the role of resource management in shaping school perception, stating, *"Our approach has definitely made a big impact on how people see the school. When we show that we can handle crises well, it boosts our school culture."* This underscores the importance of conducting regular drills and simulations, which not only optimize resource use but also reinforce preparedness across the school.

Moreover, Participant 2 (FGD) emphasized the value of leadership in instilling trust despite limited resources: *"As leaders, we try to be role models during emergencies. If we act calm and decisive, it reflects on the students and staff. It's not just about being ready, but also about showing everyone that we can handle anything."* Visible leadership fosters community confidence, mitigating the adverse effects of resource constraints and reinforcing the school's capacity to manage crises effectively.

Additionally, Participant 5 (FGD) elaborated on the role of inclusivity, noting, *"The way we handle crisis leadership has helped create a culture of trust and readiness in our school. The more we include everyone in the process, the more they feel confident about the school's ability to handle emergencies. The students and teachers know that we're prepared, and that builds their trust in us. The community, too, can see that we're taking every step to ensure safety, so they feel that their children are in good hands."* Inclusivity in planning and execution ensures that all stakeholders are involved, fostering a collective sense of responsibility and strengthening trust within the school community.

These findings highlight that, while resource constraints pose challenges, trust and preparedness can be cultivated through strategic leadership, collaboration, and inclusivity. Trust, as noted by Bryk and Schneider (2002), is a critical factor in educational settings and is enhanced through transparent communication and shared decision-making. Leadership, particularly situational leadership as described by Hersey et al. (2013), plays a pivotal role in adapting to resource limitations and ensuring efficient crisis management.

Strategic planning and community involvement are essential to maximize available resources and enhance readiness. Schools must prioritize investments in training and communication protocols to equip stakeholders with the skills needed to handle emergencies effectively. Anderson et al. (2019) emphasize that resource challenges can be addressed through collective action and the cultivation of a preparedness culture. Furthermore, Lee, Smith, and Johnson (2020) highlight the importance of collaboration between school leaders, teachers, and the community in fostering resilience and ensuring effective crisis management, even under resource constraints.

Theme 6: Building Trust and Fostering a Culture of Safety

The participants reported involving the school community in emergency preparations increased trust and created a culture of readiness and resilience. Transparent communication and inclusive decision-making were highlighted as trust-building measures.

From Participant 1 (IDI) *"We involve everyone, especially during drills and planning. This involvement makes everyone feel they have a role in keeping the school safe."* Additionally, Participant 4 (IDI) said *"Transparent communication during drills and safety updates builds trust with the teachers, parents, and the community."* Moreover, Participant 5 (FGD) mentioned *"The more we include everyone in the process, the more they feel confident about the school's ability to handle emergencies."*

Trust is critical to effective crisis management, as it enhances cooperation and ensures protocols are followed. The participants' experiences reveal that involving the entire school community in planning and executing drills fosters a sense of ownership and shared responsibility. Transparent communication further strengthens this trust, as it reassures stakeholders that the school is prioritizing their safety.
Bryk and Schneider (2002) argue that trust in educational settings is built through consistent and inclusive practices, which align with the participants' emphasis on community engagement. The resulting culture of safety not only enhances readiness for emergencies but contributes to a positive and secure learning environment.

This study further highlights that fostering a culture of safety through community involvement not only promotes readiness but also reinforces a collective responsibility for crisis management (Lee & Kim, 2019).

4. Conclusion

This study underscores the critical role of proactive planning, collaboration, leadership, trust-building, and reflective practices in effective school crisis management. The findings reveal that proactive measures, such as regular drills and clear evacuation protocols, foster preparedness and reduce emergency chaos. Collaboration among school leaders, teachers, DRRM teams, and local authorities ensures a coordinated response, while transparent communication strengthens these efforts by minimizing confusion and promoting clarity in high-pressure situations.

Leadership emerged as a pivotal factor in shaping the school's crisis readiness. Calm and decisive actions by school heads served as both a guiding force during emergencies and a source of reassurance for teachers, students, and the broader community. This leadership fosters a culture of trust, where stakeholders feel secure in the school's ability to handle crises. Additionally, involving the entire school community in planning and drills contributes to a shared sense of responsibility, further enhancing resilience and readiness.

The output of this study—a comprehensive framework for crisis management—offers a roadmap for school leaders to strengthen emergency preparedness. This framework contributes to a safe and resilient school environment, enhancing stakeholder confidence and fostering a culture of safety and trust. These findings align with Lee et al. (2020), who emphasize the importance of integrating strategic planning, collaboration, and continuous reflection for effective crisis management.

Finally, reflective practices, such as post-crisis debriefings and feedback mechanisms, are vital for continuous improvement. These reflections enable schools to identify gaps, refine their strategies, and adapt to evolving challenges, ensuring sustained preparedness. Overall, the themes identified in this study align with existing literature, highlighting that an integrated approach combining strategic planning, collaboration, leadership, trust-building, and reflection is essential for creating a resilient school environment capable of effectively managing emergencies.

5. Recommendation

The researcher presents the following recommendations based on this study's findings and conclusions. These are intended to address key insights uncovered during the research and offer actionable steps for improving practices, policies, and outcomes in the relevant field, specifically focusing on long-term impact.

Department of Education Officials. Strengthen the implementation of mandatory crisis management policies aligned with national DRRM standards. Provide additional resources and training programs to enhance school preparedness and emergency response.

School Division Offices. Facilitate inter-school workshops and training to share best practices and foster collaboration in crisis management. Regularly monitor schools' compliance with DRRM protocols and offer constructive feedback for improvement.

School Administrators. Lead by example during emergencies to foster a culture of calm, trust, and decisiveness in the school community. Engage parents, local authorities, and stakeholders to ensure comprehensive, unified emergency preparedness.

Teachers. Actively participate in training sessions and simulations to perform roles effectively during

emergencies—Foster awareness among students by educating them about protocols and involving them in drills.

Future Researchers. Investigate the long-term impact of crisis management strategies on school culture, trust, and preparedness. Explore the psychological and emotional effects of emergencies and drills on students and stakeholders.

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Appendix A.

School Heads' Crisis Leadership: Experiences in Managing Natural Disasters and School Emergencies

Research Objectives	Interview Question	Probing Question
• To investigate the crisis management experiences of school heads at F. Bangoy Elementary and F. Bangoy National High School, focusing on the strategies they employ to address emergency situations.	• Can you describe the strategies you have employed to address emergency situations in your school, and how these experiences have shaped your approach to crisis management?	• Can you elaborate on any challenges you encountered while implementing these strategies and how you overcame them? • How do you involve your staff, students, and the community in your crisis management efforts, and what impact does this have on the outcomes?
• To analyze the collaborative efforts and decision-making processes of elementary and secondary school leaders in mitigating risks and ensuring the safety of students and staff during emergencies.	• In what ways do you school leaders collaborate and make decisions to address risks and ensure the safety of students and staff during emergencies?	• Can you share specific examples of collaborative efforts between school leaders that were effective in addressing safety concerns during an emergency? • What challenges have you faced in the decision-making process during emergencies, and how were these challenges resolved collaboratively?
• To understand the impact of	• How does your approach to	• Can you share examples of how

crisis leadership on school culture and community trust, and how emergency preparedness initiatives influence perceptions of safety, resilience, and readiness among students, teachers, and stakeholders. teachers,	crisis leadership influence the school culture and community trust, particularly in shaping perceptions of safety, resilience, and readiness among students, teachers, and stakeholders?	emergency preparedness initiatives have affected the sense of safety and resilience within your school community? • How do students, teachers, and stakeholders respond to your crisis leadership efforts, and what feedback have they provided about your preparedness initiatives?