

Principals Crisis Management and Social-Emotional Practices in Fostering Resilient School Community and Culture

Jeanly Mae Posa Nacisvalencia

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract—The present study sought to look into the relationship between principal's crisis management and social-emotional practices in fostering a resilient school community and culture among public elementary schools in Liliw, Laguna. Employing quantitative research design via causal-comparative approach, the study intended to weigh the level of the principal's crisis management, their level of social-emotional practices, the extent of fostering a resilient school community and lastly the expanse of fostering a resilient school culture. The data collected from the responses of one hundred fifty (150) Teachers selected through purposive sampling were analyzed in terms of mean, standard deviation and was interpreted based on the devised Likert Scale, moreover, to test significant relationships among the variables, Pearson Product Moment Correlation was computed. Based on the findings of the study presented, the following conclusions were drawn: With regard to the level of principal's crisis management encompassing Preparation, Prevention, Coping, and Recovery interpreted as "Highly Managed". This suggested that Principals excelled in preparing for, preventing, coping with, and recovering from crises, demonstrating exceptional competence in each area. Overall, their crisis management was highly effective and well-rounded. On social-emotional practices among principals such as Self-Management, Social Awareness, and Self-Reflection remarked as "Highly Practiced." It can be deduced that Principals excelled in self-regulation, fostering social awareness, and engaging in self-reflection, which enhanced their leadership and promoted a positive school environment. Overall, they effectively integrated social-emotional practices, which supported their professional and personal development. In addition, in terms of fostering a resilient school community, determined through measures across Promoting a Growth Mindset, Teaching Coping Skills, Opening Channels of Communication, and Adaptability interpreted as "Highly Resilient". With this result, it can be gleamed that principals were equally effective in promoting these key aspects such as creating a school culture that was adaptable, communicative, and supportive of continuous growth and coping. As a whole, in fostering an environment where students and staff can thrive and adapt to challenges. Moreover, in the expanse of fostering resilient school culture, mending on Articulation of Vision, Mission, Goals, Parental and Community Involvement, and Emphasis on Collaboration indicating a "Highly Resilient" leadership. Result expressed that Principals excelled in building strong community partnerships and fostering collaboration, with Parental and Community Involvement and Collaboration. Findings of the study also incited that there was no significant relationship between the Principals Crisis Management and the fostering of school community. Pearson analysis revealed correlation for each relationship between the crisis management components (preparation, prevention, coping, and recovery) and fostering of the school community. However, none of

the correlations achieved statistical significance. Likewise, in the test of significance between the relationship of Principals Crisis Management and the fostering school culture in terms of Articulation of Vision, Mission, Gals and Objectives, Parental and Community involvement, and Emphasis on Collaboration and collective findings indicated strong evidence of correlations and proved significant relationship between the variables. In addition, in the pursuit of exploring the relationship between social-emotional practices (self-management, social awareness, self-reflection) and fostering a school community in areas like growth mindset, coping skills, communication, and adaptability. While strong correlations were found among the variables, none were statistically significant in reference. Lastly, it can be gleamed also from the findings that the social-emotional practices, such as self-management, social awareness, and self-reflection, had a significant and moderately positive effect on fostering a school culture.

I. INTRODUCTION

Crisis according Adam Hayes (2024) affected organizations negatively by appearing in an unexpected time. Problems may arise as part of running any organization or institution. It was an inevitable occurrence that may lead to success and progress or even the poles apart.

Consequently, crisis also threatened educational organizations just like any other else. In the book Chaos, Complexity and Leadership, İlknur Maya (2012) mentioned that the process of crisis management on organizational basis concerned mostly the administrators who will manage the crises. This left the primary concern of crisis management on schools to their instructional leaders and school heads with the help of their colleagues. Truly, running an academe was never easy, challenges arose often caused by internal and even external factors. From mobilizing resources, operating and administrative concerns, dealing with achievement rates and performances and even academic disruptions. Crisis management in schools also surrounded a wide range of challenges, from natural disasters to incidents of violence or emotional distress among learners and school staff. In the dynamic landscape of education, school heads' responsibilities in the ever-changing field of education went well beyond simple administrative duties. These days, school heads were becoming more and more acknowledged as important players in crisis management and forming the social-emotional climate of a school. This dual duty was vital in building a resilient school community and culture in addition to having an impact on academic results.

Principals were required to keep their leadership and direction in order to get through a specific crisis (Kafa, 2022). This meant that opulent crisis management skills of school leaders along with their capability to integrate social-emotional practices contributed on fostering resiliency on school community and culture. Hence the Department of Education (DepEd) during its resistance to succumb on the negative effects of the Covid-19 pandemic, crafted various programs and projects to make school heads capable to handle untoward incidents and challenges on their respective schools. Consequently, this paved the way to DepEd’s “Matatag” initiatives to maintain resilient educational institutions amid certain crisis.

Moreover, another stressed to achieve resiliency on schools nowadays was given to the principals’ social-emotional practices. School principals had a significant influence on many areas of their schools, such as student success, teacher retention and well-being, and school culture and environment, according to Mahfouz et al, 2019. In addition to this, Julia Mahfouz, Mark T. Greenberg, & Amanda Rodriguez in 2019 on their study Principals’ Social and Emotional Competence: A Key Factor for Creating Caring Schools posited that school principals played a central role in supporting Social and Emotional Learning (SEL) and in creating healthy, caring schools. They added that SEL was recognized as an essential component of education viewed by educators and policymakers as foundational to school success and student learning outcomes.

Principals who focused on SECs were more likely to create a welcoming atmosphere for parents and community agencies. They can build strong partnerships with families, which were essential to school improvement, and see families as essential to the competence of their children (Mahfouz et al, 2019). This meant that a principal’s social-emotional competencies could broaden the school linkages and intensify its connection to attain support on its endeavors. Linkages that in the long run were allies in certain crisis management.

Therefore, considering a great deal of crisis management skill and various social-emotional practices of the school leaders, was an optimal stance to achieve school resiliency. To assure stability and ensure the academic achievement and performances and keep the school going even under the rumble of rough roads. This gave security and ease that the school may address the challenges that may come in the future. And victoriously sustained its gals and endeavors.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the principal’s crisis management and social-emotional practices in fostering resilient school community and culture.

Specifically, it sought to answer the following questions:

1. What was the level of the Principals Crisis Management in terms of:
 1. 1. Preparation
 1. 2. Prevention
 1. 3. Coping
 1. 4. Recovery

2. What was the level of social - emotional practices in terms of:
 - 2.1 Self-Management
 - 2.2 Social Awareness
 - 2.3 Self-Reflection
3. What was the level of fostering resilience school community in terms of:
 - 3.1 Promoting a Growth Mindset
 - 3.2 Teaching Coping Skills
 - 3.3 Opening Channels of Communication
 - 3.4 Adaptability and Flexibility
4. What was the level of fostering resilience school culture in terms of:
 - 4.1 Articulation of Vision, Mission, Gals and Objectives
 - 4.2 Parental and Community involvement
 - 4.3 Emphasis on Collaboration and collectivity
5. Was there a significant relationship between principals crisis management and fostering resilience school community?
6. Was there a significant relationship between principals crisis management and fostering resilience school culture?
7. Was there a significant relationship between principals social-emotional practices and fostering resilience school community?
8. Was there a significant relationship between principals social-emotional practices and fostering resilience school culture?

II. METHODOLOGY

The study chose the survey research design because it best served to answer the questions and the purposes of the study. Respondents of this study include 150 Elementary teachers from the eight (8) public elementary schools in Liliw Sub-Office, Division of Laguna for Academic Year 2024-2025. The researcher crafted a self-made questionnaire to be answered by the randomly selected respondents comprised of 150 public elementary school teachers in Liliw Sub-Office. The instrument was based on a 5-point scale and structured using the revised Likert scale.

III. RESULTS AND DISCUSSION

This part presents the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presented the data gathered about the significant relationship between Principals Crisis Management, integration of social - emotional practices and fostering of school community and school culture. In particular, the study sought to address the following:

Level of Principals Crisis Management

In this study, the level of Principals Crisis Management referred to Preparation, Prevention, Coping, and Recovery. The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The table showed the level of principals' crisis management in terms of preparation, with a focus on five key actions. The overall weighted mean was 4.76, with a standard deviation of 0.55, which corresponded to a "Highly Managed" level of crisis preparation. Among the individual indicators, the highest mean score of 4.78 was attributed to the principal's ability to prioritize and integrate long-term goals into crisis management strategies, indicating a very strong emphasis on future planning and sustainability during crises. The lowest mean score, 4.73, was associated with facilitating and promoting collaboration among staff to resolve crises, though still within the "Strongly Agree" category, indicating very positive but slightly less emphasized action. Overall, the findings suggested that principals were highly effective in preparing for crises, with particularly strong abilities in articulating clear action plans, applying coping strategies, offering guidance, and integrating long-term goals into their crisis management approach.

Table 1 showed the level of principals' crisis management in terms of preparation.

TABLE 1. Level of Principals Crisis Management in Terms of Preparation

The Principal...	Mean	SD	Remarks
articulates and presents clear action plans during crises.	4.76	0.58	Strongly Agree
applies active coping strategies to manage crises effectively.	4.77	0.50	Strongly Agree
offers and explains clear guidance to staff during uncertain situations.	4.77	0.56	Strongly Agree
facilitates and promotes collaboration among staff to resolve crises.	4.73	0.58	Strongly Agree
prioritizes and integrates long-term goals into crisis management strategies.	4.78	0.54	Strongly Agree
Weighted Mean	4.76		
SD	0.55		
Verbal Interpretation	Highly Managed		

Peck and Burnett (2019) conducted a study that examined principals' crisis leadership and organizational resilience. They emphasized that principals needed to foster resilience in their schools by preparing both staff and students for possible crises. Their findings aligned with the observation that principals were effective in preparing for crises, as they focused not only on immediate action but also on long-term sustainability and crisis recovery.

Table 2 showed the level of principals' crisis management in terms of prevention.

TABLE 2. Level of Principals Crisis Management in Terms of Prevention

The Principal...	Mean	SD	Remarks
explains the school's crisis management plan to staff.	4.75	0.57	Strongly Agree
demonstrates readiness to handle a major school crisis.	4.75	0.57	Strongly Agree
demonstrates the implementation of crisis management drills and training.	4.76	0.58	Strongly Agree
explains potential risks and preventive measures effectively.	4.79	0.51	Strongly Agree
collaborates with teachers in the development of the school crisis plan.	4.80	0.52	Strongly Agree
Weighted Mean	4.77		
SD	0.55		
Verbal Interpretation	Highly Managed		

The table on the level of principals' crisis management in terms of prevention showed a high level of preparedness, with an overall weighted mean of 4.77 and a standard deviation of 0.55, indicating a "Highly Managed" level of prevention practices. Among the individual indicators, the highest mean score of 4.80 was attributed to the principal's ability to collaborate with teachers in the development of the school crisis plan, reflecting a strong focus on teamwork and collective input in ensuring that the crisis plan was comprehensive and effective. The next highest mean scores of 4.79 and 4.76 were associated with explaining potential risks and preventive measures effectively and demonstrating the implementation of crisis management drills and training, highlighting the principal's emphasis on ensuring that both staff and students were well-prepared for possible crises. The lowest mean score of 4.75, associated with explaining the school's crisis management plan to staff and demonstrating readiness to handle a major school crisis, still fell within the "Strongly Agree" category, indicating that these actions were also performed at a very high level, though with slightly less emphasis compared to collaboration and risk prevention. Overall, the results indicated that principals were highly effective in preparing for potential crises, focusing on clear communication, training, collaboration, and readiness to ensure a well-prepared school environment.

O'Connor and Smith (2021) conducted research on the role of principals in fostering collaboration between school leadership and staff in crisis planning. They concluded that principals who collaborated with teachers and staff in the development of crisis plans build stronger, more effective prevention strategies. This resonated with the study's finding that principals placed a strong emphasis on collaborating with teachers in developing the school crisis plan, reflecting their commitment to teamwork and inclusive planning.

The table on the level of principals' crisis management in terms of coping revealed a high level of preparedness, with an overall weighted mean of 4.77 and a standard deviation of 0.55, indicating a "Highly Managed" level of crisis prevention and coping strategies. Among the individual indicators, the highest mean scores of 4.79 were attributed to the principal's ability to evaluate and revise crisis prevention policies regularly and to develop and communicate a clear crisis prevention plan to all staff. These scores suggested that principals place significant emphasis on ensuring that their crisis prevention policies were up-to-date and that all staff were well-informed and prepared for potential crises. On the other hand, the lowest mean score of 4.75 was associated with demonstrating crisis prevention techniques to ensure staff preparedness. Although slightly lower than the other indicators, this score still falls within the "Strongly Agree" category, indicating that principals were still highly effective in implementing techniques for staff preparedness, albeit with a slightly lesser emphasis compared to other actions. Overall, the findings highlighted that principals were highly skilled in coping with crises through prevention, clear communication, and regular assessments, ensuring a proactive and well-prepared school environment.

Table 3 showed the level of principals' crisis management in terms of coping.

TABLE 3. Level of Principals Crisis Management in Terms of Coping

The Principal...	Mean	SD	Remarks
demonstrates crisis prevention techniques to ensure staff preparedness.	4.75	0.57	Strongly Agree
design a workplace culture that supports open communication about crisis reporting.	4.76	0.58	Strongly Agree
analyzes potential crisis situations by conducting risk assessments.	4.76	0.56	Strongly Agree
evaluates and revises crisis prevention policies on a regular basis.	4.79	0.51	Strongly Agree
develops and communicates a clear crisis prevention plan to all staff.	4.79	0.52	Strongly Agree
Weighted Mean	4.77		
SD	0.55		
Verbal Interpretation	Highly Managed		

McClellan and Jackson (2020) discussed the importance of regular evaluations and updates to crisis prevention strategies. They found that principals who routinely assess potential risks and update crisis management policies helped to ensure that schools remain prepared for unforeseen events. This mirrors the high mean scores for analyzing potential crises and revising prevention policies in the findings, reflecting the strong emphasis principals place on keeping their crisis plans current and effective.

Table 4 showed the level of principals' crisis management in terms of recovery.

TABLE 4. Level of Principals Crisis Management in Terms of Recovery

The Principal...	Mean	SD	Remarks
demonstrates effective communication with staff during a crisis.	4.77	0.56	Strongly Agree
collaborates with local emergency services as needed.	4.76	0.51	Strongly Agree
ensures that all departments are informed about crisis protocols.	4.79	0.53	Strongly Agree
organizes regular training sessions on crisis management for staff.	4.72	0.58	Strongly Agree
shares best practices in crisis management through collaboration with other schools.	4.77	0.55	Strongly Agree
Weighted Mean	4.76		
SD	0.54		
Verbal Interpretation	Highly Managed		

The table on the level of principals' crisis management in terms of recovery revealed a high level of preparedness, with an overall weighted mean of 4.76 and a standard deviation of 0.54, indicating a "Highly Managed" level of crisis recovery strategies. Among the individual indicators, the highest mean score of 4.79 was associated with ensuring that all departments were informed about crisis protocols, reflecting the principal's emphasis on clear, thorough communication across the entire school to ensure a unified response during a crisis. The lowest mean score of 4.72 was related to organizing regular training sessions on crisis management for staff. While slightly lower, this still fell within the "Strongly Agree" category, indicating that principals placed a strong, though slightly less emphasized, focus on ongoing staff training for crisis preparedness. Other indicators, such as demonstrating effective communication with staff during a crisis and collaborating with local emergency services, both

received mean scores of 4.77, emphasizing the principal's commitment to maintaining clear communication and partnerships with external agencies during a crisis. Overall, the findings suggested that principals were highly effective in managing recovery efforts through clear communication, inter-departmental coordination, and collaboration with external services, ensuring a well-organized and responsive recovery process. In 2022, Daniels and Liu examined the role of principals in organizing training sessions for staff on crisis management. They found that regular training not only improved staff readiness during a crisis but also enhanced recovery efforts by ensuring that staff knew how to respond effectively. This corresponded with the slightly lower score in the study for organizing regular training sessions on crisis management, indicating that although this area was highly valued, it may not be as consistently emphasized as other recovery strategies.

Level of Social - Emotional Practices

In this study, the level of social - emotional practices referred to Self-Management, Social Awareness, and Self-Reflection.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 5 showed the level of social-emotional practices in terms of self-management.

TABLE 5. Level of Social - Emotional Practices in Terms of Self-Management

The Principal...	Mean	SD	Remarks
demonstrate how to set clear goals and prioritize tasks effectively.	4.75	0.57	Strongly Agree
demonstrate how to identify personal limitations and seek necessary support.	4.69	0.61	Strongly Agree
assess the effectiveness of emotional management techniques in stressful situations.	4.71	0.62	Strongly Agree
assess the importance of time management in fulfilling responsibilities and meeting deadlines.	4.72	0.63	Strongly Agree
develop a strategy to foster a culture that motivates individuals to embrace new challenges and responsibilities	4.74	0.62	Strongly Agree
Weighted Mean	4.72		
SD	0.61		
Verbal Interpretation	Highly Practiced		

The table on the level of social-emotional practices in terms of Self-Management revealed that principals demonstrated a high level of proficiency in self-management practices, with an overall weighted mean of 4.72 and a standard deviation of 0.61, indicating that these practices were "Highly Practiced." Among the individual indicators, the highest mean score of 4.75 was attributed to the principal's ability to demonstrate how to set clear goals and prioritize tasks effectively, reflecting a strong emphasis on organization and task management. On the other hand, the lowest mean score of 4.69 was associated with demonstrating how to identify personal limitations and sought necessary support, which, while still within the "Strongly Agree" category, suggested that seeking support may be less emphasized compared to other self-management practices. The remaining

indicators, such as assessing the effectiveness of emotional management techniques (4.71), assessing the importance of time management (4.72), and developing strategies to foster a motivating culture (4.74), all showed similarly high mean scores, highlighting the principal's balanced approach to self-management. Overall, the findings suggested that principals were highly effective in managing their own emotions, time, and responsibilities, and in creating a culture that encourages growth and challenge, though there was a slightly less emphasis on identifying personal limitations and seeking support. In McClellan and Jackson's (2020) study, they explored how principals manage stress and emotions in high-pressure situations, emphasizing the need for emotional regulation techniques to maintain leadership effectiveness. This study supported the findings that principals assess the effectiveness of emotional management techniques during stressful situations, highlighting the importance of emotional intelligence in managing both personal and professional challenges.

The table on the level of social-emotional practices in terms of Social Awareness showed that principals exhibit a high level of social awareness practices, with an overall weighted mean of 4.73 and a standard deviation of 0.60, indicating that these practices were "Highly Practiced." The highest mean score of 4.75 was associated with the principal's ability to design a plan to actively promote social awareness initiatives within the school, reflecting a strong commitment to creating a socially aware school environment. The lowest mean score of 4.70 was linked to facilitating discussions about diversity and inclusivity among staff and students, though it still fell within the "Strongly Agree" category, suggesting that while diversity discussions were valued, they may not be as consistently emphasized as other social awareness actions. Other indicators, such as facilitating opportunities for community service (4.71), designing a plan to communicate social awareness (4.73), and developing strategies to model empathetic behavior (4.74), all showed high mean scores, indicating that principals were deeply engaged in fostering social awareness through multiple strategies. Overall, the findings suggested that principals were highly effective in promoting social awareness, diversity, and inclusivity, and they model empathetic behaviors that supported these initiatives within their school communities.

Table 6 showed the level of social-emotional practices in terms of social awareness.

Peck and Burnett (2019) examined how school leaders social-emotional practices, particularly social awareness, into their leadership. They found that principals who designed structured initiatives to promote diversity and inclusion had a significant positive impact on the school culture, aligning with this study's finding that principals were committed to promoting social awareness initiatives within the school community.

Table 7 showed the level of social-emotional practices in terms of self-reflection.

TABLE 6. Level of Social - Emotional Practices in Terms of Social Awareness

The Principal...	Mean	SD	Remarks
design a plan to actively promote social awareness initiatives within the school.	4.75	0.58	Strongly Agree
facilitate discussions about diversity and inclusivity among staff and students.	4.70	0.61	Strongly Agree
facilitates opportunities for students to engage in community service that enhance their social awareness.	4.71	0.62	Strongly Agree
design a comprehensive plan to effectively communicate the importance of social awareness to school community.	4.73	0.61	Strongly Agree
develop strategies to model empathetic behavior effectively in interactions with staff and students.	4.74	0.60	Strongly Agree
Weighted Mean	4.73		
SD	0.60		
Verbal Interpretation			Highly Practiced

TABLE 7. Level of Social - Emotional Practices in Terms of Self-Reflection

The Principal...	Mean	SD	Remarks
recommends self-reflection as a practice for enhancing teachers' professional development.	4.75	0.55	Strongly Agree
develops resources and workshops focused on self-reflection for staff.	4.73	0.59	Strongly Agree
determines the importance of self-reflection in fostering better relationships with teachers and students.	4.71	0.63	Strongly Agree
analyzes emotional responses to challenging situations.	4.72	0.63	Strongly Agree
evaluates personal leadership abilities to determine areas for improvement.	4.74	0.61	Strongly Agree
Weighted Mean	4.73		
SD	0.60		
Verbal Interpretation			Highly Practiced

The table on the level of social-emotional practices in terms of Self-Reflection indicated that principals demonstrated a high level of self-reflection practices, with an overall weighted mean of 4.73 and a standard deviation of 0.60, signaling that these practices were "Highly Practiced." Among the individual indicators, the highest mean score of 4.75 was attributed to the principal's recommendation of self-reflection as a practice for enhancing teachers' professional development, reflecting a strong focus on encouraging growth and improvement among staff. The lowest mean score of 4.71, related to determining the importance of self-reflection in fostering better relationships with teachers and students, still fell within the "Strongly Agree" category, suggesting that while relationship-building through self-reflection was highly valued, it is slightly less emphasized compared to other areas. Other indicators, such as developing resources and workshops for self-reflection (4.73), analyzing emotional responses to challenging situations (4.72), and evaluating personal leadership abilities (4.74), all showed similarly high mean scores, indicating a balanced and effective approach to self-reflection. Overall, the findings suggested that principals were highly effective in integrating self-reflection into their leadership practice, fostering professional development for themselves and their staff, and using self-reflection as a tool for continuous improvement in leadership and relationships. Thompson and Williams (2023) explored the relationship between self-reflection and leadership effectiveness,

particularly how principals evaluated their own leadership abilities to identify areas for improvement. Their findings highlighted that principals who engaged in regular self-reflection were better equipped to refine their leadership skills, leading to more effective school management. This was consistent with the study’s findings that principals evaluated their personal leadership abilities to identify areas for improvement.

Level of Fostering of School Community

In this study, the level of fostering of school community referred to Promoting a Growth Mindset, Teaching Coping Skills, Opening Channels of Communication, and Adaptability and Flexibility.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 8 showed the level of fostering a school community in terms of promoting a growth mindset.

TABLE 8. Level of Fostering of School Community in Terms of Promoting a Growth Mindset

The Principal...	Mean	SD	Remarks
motivates students to perceive challenges as opportunities for growth.	4.78	0.55	Strongly Agree
explains the importance of effort and persistence in achieving success.	4.75	0.58	Strongly Agree
illustrates a growth mindset through their own professional practice.	4.76	0.59	Strongly Agree
creates a safe environment where students can express their thoughts and take risks in their learning.	4.74	0.62	Strongly Agree
encourages the administration to support a culture of continuous improvement and learning.	4.75	0.58	Strongly Agree
Weighted Mean	4.75		
SD	0.58		
Verbal Interpretation			Highly Resilient

The table on the level of fostering a school community in terms of promoting a growth mindset indicated that principals were highly effective in creating an environment that encouraged growth and resilience, with an overall weighted mean of 4.75 and a standard deviation of 0.58, signifying that these practices were "Highly Resilient." Among the individual indicators, the highest mean score of 4.78 was attributed to the principal's ability to motivate students to perceive challenges as opportunities for growth, reflecting a strong emphasis on encouraging students to view setbacks as part of the learning process.

The lowest mean score of 4.74, linked to creating a safe environment where students can express their thoughts and take risks in their learning, was still within the "Strongly Agree" category, suggesting that while the safe environment was highly valued, it was slightly less emphasized compared to the other actions. Other indicators, such as explaining the importance of effort and persistence (4.75), illustrating a growth mindset through their own professional practice (4.76), and encouraging the administration to support continuous improvement (4.75), all showed similarly high mean scores, highlighting the principal’s consistent efforts to foster a growth mindset at multiple levels within the school. Overall,

the findings suggested that principals were highly successful in promoting a culture of growth and resilience, where students, staff, and the school community as a whole were encouraged to embrace challenges and continuously improve. In O'Connor and Smith (2021), a study on fostering positive school climates found that principals who created safe spaces for risk-taking and open expression among students contributed to higher levels of student engagement and learning. This supports that study’s result that principals created a safe environment where students can express their thoughts and take risks in their learning, highlighting the importance of psychological safety in a growth-oriented school culture.

Table 9 showed the level of fostering a school community in terms of teaching coping skills.

TABLE 9. Level of Fostering of School Community in Terms of Teaching Coping Skills

The Principal...	Mean	SD	Remarks
analyzes the effectiveness of resources for teaching coping skills.	4.76	0.59	Strongly Agree
synthesizes coping strategies into comprehensive lesson plans.	4.75	0.57	Strongly Agree
creates programs or workshops focused on mental health and coping skills.	4.73	0.62	Strongly Agree
assesses the impact of promoting resilience through positive reinforcement.	4.77	0.58	Strongly Agree
designs initiatives that focus on teaching coping skills.	4.74	0.58	Strongly Agree
Weighted Mean	4.75		
SD	0.59		
Verbal Interpretation			Highly Resilient

The table on the level of fostering a school community in terms of teaching coping skills revealed that principals were highly effective in promoting coping skills and resilience, with an overall weighted mean of 4.75 and a standard deviation of 0.59, indicating that these practices were "Highly Resilient." Among the individual indicators, the highest mean score of 4.77 was associated with assessing the impact of promoting resilience through positive reinforcement, suggesting that principals placed a strong emphasis on using positive reinforcement to build resilience in students. The lowest mean score of 4.73, linked to creating programs or workshops focused on mental health and coping skills, was still within the "Strongly Agree" category, indicating that while mental health programs were highly valued, they were slightly less emphasized compared to other coping strategies. Other indicators, such as analyzing the effectiveness of resources for teaching coping skills (4.76), synthesizing coping strategies into lesson plans (4.75), and designing initiatives focused on coping skills (4.74), all showed high mean scores, reflecting a consistent and comprehensive approach to teaching coping skills. Overall, the findings suggested that principals were highly effective in integrating coping strategies into their school communities, with a strong focus on mental health, resilience, and positive reinforcement.

Peck and Burnett (2019), the study emphasized the importance of principals analyzing the effectiveness of mental health and coping resources available to staff and students. The research found that principals who systematically

evaluated the effectiveness of these resources were better equipped to promote mental wellness and resilience, which mirrors the study’s finding that principals were highly engaged in analyzing the effectiveness of resources for teaching coping skills.

The table on the level of fostering a school community in terms of opening channels of communication indicates that principals were highly effective in creating an open and supportive environment for communication, with an overall weighted mean of 4.75 and a standard deviation of 0.56, reflecting that these practices were "Highly Resilient." Among the individual indicators, the highest mean score of 4.79 was associated with analyzing the impact of creating an environment where teachers feel comfortable expressing their ideas, highlighting a strong emphasis on fostering a safe and open space for teacher input. The lowest mean score of 4.73, linked to assessing the effectiveness of incorporating teacher feedback into decision-making processes and designing a safe environment where teachers can share their thoughts and feelings, still fell within the "Strongly Agree" category, indicating that these areas, while slightly less emphasized, were still highly valued in creating open communication. Other indicators, such as developing strategies for facilitating open dialogue between staff and administration (4.76) and synthesizing clear communication regarding policies and procedures (4.74), also showed high mean scores, demonstrating a consistent effort by principals to maintain transparent and effective communication across the school community. Overall, the findings suggested that principals were highly effective in promoting open communication, which fostered a resilient and collaborative school culture.

Table 10 showed the level of fostering a school community in terms of opening channels of communication.

TABLE 10. Level of Fostering of School Community in Terms of Opening Channels of Communication

The Principal...	Mean	SD	Remarks
analyzes the impact of creating an environment where teachers feel comfortable expressing their ideas.	4.79	0.53	Strongly Agree
develops strategies for facilitating open dialogue between staff and administration.	4.76	0.55	Strongly Agree
assesses the effectiveness of incorporating teacher feedback into decision-making processes.	4.73	0.59	Strongly Agree
designs a safe environment where teachers can share their thoughts and feelings.	4.73	0.59	Strongly Agree
synthesizes clear communication regarding policies and procedures.	4.74	0.56	Strongly Agree
Weighted Mean	4.75		
SD	0.56		
Verbal Interpretation			Highly Resilient

Daniels and Liu (2022) investigated how principals designed safe environments where teachers can freely share their thoughts and feelings. Their study showed that such environments not only enhanced communication but also contributed to a more supportive school culture. This supported the study’s result that principals designed safe environments where teachers can share their thoughts and feelings, helping to build trust and openness. The table on the

level of fostering a school community in terms of adaptability and flexibility showed that principals were highly effective in promoting resilience and adaptability within their schools, with an overall weighted mean of 4.75 and a standard deviation of 0.58, indicating that these practices were "Highly Resilient." Among the individual indicators, the highest mean score of 4.79 was attributed to the principal's ability to analyze the impact of changes in educational practices or policies on school operations and apply these insights to adapt quickly, reflecting a strong focus on responsiveness and flexibility in leadership. The lowest mean score of 4.73, associated with facilitating learning experiences that helped students develop flexibility in their approach to challenges and learning, still falls within the "Strongly Agree" category, indicating a highly positive but slightly less emphasized action. Other indicators, such as supporting teachers with resources when implementing new strategies (4.76), fostering an environment that encouraged innovation (4.75), and collaborating with staff to share best practices (4.75), all demonstrated the principal's commitment to creating a flexible and adaptive school culture. Overall, the findings suggested that principals were highly effective in fostering an environment where adaptability, creativity, and responsiveness to change were prioritized, which contributed to a resilient school community.

Table 11 showed the level of fostering a school community in terms of adaptability and flexibility.

TABLE 11. Level of Fostering of School Community in Terms of Adaptability and Flexibility

The Principal...	Mean	SD	Remarks
analyzes the impact of changes in educational practices or policies on school operations and applies these insights to adapt quickly.	4.79	0.57	Strongly Agree
supports teachers by providing resources and guidance when implementing new teaching strategies or tools.	4.76	0.56	Strongly Agree
fosters an environment that encourages innovation and creative problem-solving among staff, promoting a culture of experimentation and improvement.	4.75	0.58	Strongly Agree
facilitates learning experiences that help students develop flexibility in their approach to challenges and learning.	4.73	0.61	Strongly Agree
collaborates with staff to identify and share best practices that enhance adaptability within the school community.	4.75	0.58	Strongly Agree
Weighted Mean	4.75		
SD	0.58		
Verbal Interpretation			Highly Resilient

Thompson and Williams (2023) explored how principals collaborate with staff to share best practices that enhance adaptability. Their study concluded that collaboration and the sharing of best practices are essential for building a flexible and resilient school culture. This aligned with the study’s finding that principals collaborate with staff to identify and share best practices to promote adaptability.

Level of Fostering School Culture

In this study, the level of fostering school culture referred to Articulation of Vision, Mission, Goals and Objectives,

Parental and Community involvement, and Emphasis on Collaboration and collectivity.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The table on the level of fostering school culture in terms of the articulation of vision, mission, goals, and objectives, with an overall weighted mean of 4.75 and a standard deviation of 0.58, indicating that principals were highly effective in this area, with a verbal interpretation of "Highly Resilient." Among the individual indicators, the highest mean score of 4.80 was attributed to the principal's ability to analyze the effectiveness of communicating the vision and mission to staff, highlighting a strong emphasis on ensuring that the school's vision and mission were clearly understood by all stakeholders. The lowest mean score of 4.71, associated with assessing the impact of collaboration on meeting objectives across departments, still fell within the "Strongly Agree" category, suggesting that while this area was slightly less emphasized, it remained a key component of effective school culture. Other indicators, such as evaluating roles that contributed to the vision and mission (4.73), designing well-defined goals that align with the mission (4.75), and synthesizing ideas from staff to improve alignment with the mission (4.76), further reinforce the principal's commitment to ensuring that the school's vision, mission, and objectives were clearly articulated and effectively pursued. Overall, these findings indicated that principals were highly skilled in fostering a school culture where alignment with the school's vision and mission was prioritized, and collaboration and goal-setting played a central role in achieving the school's objectives.

Table 12 showed the level of fostering a school culture in terms of articulation of vision, mission, gals and objectives.

TABLE 12. Level of Fostering School Culture in Terms of Articulation of Vision, Mission, Goals and Objectives

The Principal...	Mean	SD	Remarks
analyzes the effectiveness of communicating the vision and mission to staff.	4.80	0.53	Strongly Agree
evaluates the role that contributes to achieving the school's vision and mission.	4.73	0.59	Strongly Agree
designs well-defined goals that align with its mission.	4.75	0.58	Strongly Agree
assesses the impact of collaboration on meeting objectives across departments.	4.71	0.64	Strongly Agree
synthesizes ideas from staff to improve alignment with the school's mission.	4.76	0.56	Strongly Agree
Weighted Mean	4.75		
SD	0.58		
Verbal Interpretation	Highly Resilient		

Gibbons and Ruiz (2020) conducted research on how principals evaluated roles and contributions toward achieving the school's vision and mission. Their study found that principals who evaluated and aligned staff roles with the mission were better able to drive school success, particularly when they assess collaboration across departments. This supported the finding that principals evaluated roles and assess the impact of collaboration in meeting objectives.

Table 13 showed the level of fostering a school culture in terms of articulation of parental and community involvement.

TABLE 13. Level of Fostering School Culture in Terms of Parental and Community Involvement

The Principal...	Mean	SD	Remarks
analyzes the effectiveness of communication with parents regarding student progress and school events.	4.91	0.39	Strongly Agree
synthesizes partnerships with local businesses and community organizations to enhance educational outcomes.	4.91	0.37	Strongly Agree
designs educational experiences that effectively utilize community resources.	4.89	0.39	Strongly Agree
assesses the impact of collaboration with local services on supporting students and families.	4.89	0.39	Strongly Agree
creates strategies to incorporate feedback from the community into practice improvements.	4.88	0.42	Strongly Agree
Weighted Mean	4.89		
SD	0.39		
Verbal Interpretation	Highly Resilient		

The table on the level of fostering school culture in terms of parental and community involvement, with an overall weighted mean of 4.89 and a standard deviation of 0.39, indicating that principals were highly effective in this area, with a verbal interpretation of "Highly Resilient." Among the individual indicators, the highest mean scores of 4.91 were attributed to the principal's ability to analyze the effectiveness of communication with parents regarding student progress and school events, as well as synthesizing partnerships with local businesses and community organizations to enhance educational outcomes. These results highlighted the principal's strong emphasis on maintaining open, effective communication with parents and actively leveraging community partnerships to improve the school's educational environment. The lowest mean score of 4.88, associated with creating strategies to incorporate feedback from the community into practice improvements, still fell within the "Strongly Agree" category, indicating a very positive but slightly less emphasized action. Overall, the findings suggested that principals were highly skilled in fostering strong parental and community involvement, focusing on communication, collaboration, and partnerships to enhance student success and school improvement. Epstein et al. (2020) explored the importance of effective communication between parents and schools in improving student achievement. They found that principals who actively analyzed and improved communication regarding student progress and school events significantly enhanced parent engagement, which was crucial for fostering a positive school culture. This aligned with the study's finding that principals highly prioritized communication with parents, with a particularly strong focus on student progress and school events.

Table 14 showed the level of fostering a school culture in terms of emphasis on collaboration and collectivity

The table on the level of fostering school culture in terms of emphasis on collaboration and collectivity, with an overall weighted mean of 4.89 and a standard deviation of 0.41, indicating a high level of effectiveness in this area and a verbal interpretation of "Highly Resilient." Among the

individual indicators, the highest mean score of 4.91 was attributed to the principal’s ability to analyze the impact of seeking input from teachers and staff in decision-making processes, highlighting the importance of involving staff in decisions, which was key to fostering a collaborative school culture. The lowest mean score of 4.88, related to evaluating the effectiveness of open communication with teachers and staff in addressing concerns, still fell within the "Strongly Agree" category, suggesting that while communication was slightly less emphasized, it was still a vital component of the principal's approach to fostering collaboration. Overall, the findings suggested that principals were highly effective in promoting collaboration and collectivity within the school by seeking input from staff, synthesizing strategies among teachers, designing team-building activities, and ensuring open communication—all of which contributed to a positive and united school culture.

Leithwood and Jantzi (2020) examined the relationship between school leadership and teacher collaboration. They found that principals who actively sought input from teachers in decision-making processes foster a more collaborative and supportive school environment. This supported the study’s finding that principals were highly effective in analyzing the impact of seeking input from teachers and staff in decision-making.

TABLE 14. Level of Fostering School Culture in Terms of Emphasis on Collaboration and Collectivity

The Principal...	Mean	SD	Remarks
analyzes the impact of seeking input from teachers and staff in decision-making processes.	4.91	0.38	Strongly Agree
synthesizes collaborative strategies among teachers to develop instructional strategies.	4.89	0.41	Strongly Agree
designs team-building activities to foster a sense of unity among staff.	4.89	0.43	Strongly Agree
evaluates the effectiveness of open communication with teachers and staff in addressing concerns.	4.88	0.45	Strongly Agree
analyzes the impact of seeking input from teachers and staff in decision-making processes.	4.90	0.40	Strongly Agree
Weighted Mean	4.89		
SD	0.41		
Verbal Interpretation			Highly Resilient

Test of Relationship Between the Principals Crisis Management and Fostering of School Community

Table 15 showed the significant relationship between the principals crisis management and the fostering of school community.

TABLE 15. Significant Relationship Between the Principals Crisis Management and Fostering of School Community

Principals Crisis Management			Fostering of school community			
			Promoting a Growth Mindset	Teaching Coping Skills	Opening Channels of Communication	Adaptability and Flexibility
Preparation	Pearson Correlation	Significance	0.8110	0.8330	0.8378	0.8305
	(2-Tailed)		0.6546	0.6235	0.7446	0.5611
	N		149	149	149	149
	Analysis		Not Sig	Not Sig	Not Sig	Not Sig
Prevention	Pearson Correlation	Significance	0.7669	0.7772	0.8235	0.7819
	(2-Tailed)		0.5037	0.4818	0.5345	0.4303
	N		149	149	149	149
	Analysis		Not Sig	Not Sig	Not Sig	Not Sig
Coping	Pearson Correlation	Significance	0.7463	0.7894	0.7936	0.8001
	(2-Tailed)		0.5223	0.4708	0.5663	0.4114
	N		149	149	149	149
	Analysis		Not Sig	Not Sig	Not Sig	Not Sig
Recovery	Pearson Correlation	Significance	0.8047	0.8458	0.8495	0.8321
	(2-Tailed)		0.6949	0.6490	0.7778	0.5947
	N		149	149	149	149
	Analysis		Not Sig	Not Sig	Not Sig	Not Sig

To test the significant relationship between the Principals Crisis Management and the fostering of school community in terms of Promoting a Growth Mindset, Teaching Coping Skills, Opening Channels of Communication, and Adaptability and Flexibility they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

The aforementioned results lead to the conclusion that the null hypothesis "There is no significant link between the Principals Crisis Management and the fostering of school community" was accepted at a significance level of 0.05, indicating that there was no such relationship.

Table 15 examined the relationship between principals' crisis management and the fostering of a school community

across various dimensions, including promoting a growth mindset, teaching coping skills, opening channels of communication, and adaptability and flexibility. The table revealed Pearson correlation values for each relationship between the crisis management components (preparation, prevention, coping, and recovery) and fostering of the school community. However, none of the correlations achieved statistical significance, as indicated by the "Not Sig" analysis for each pair.

In terms of the strength of the relationships, the correlation values between the principals' crisis management and fostering a growth mindset, teaching coping skills, and opening channels of communication generally ranged from 0.7463 to 0.8495, which fell within the "strongly positive" category ($r =$

0.60–0.79), indicating a moderate to strong positive relationship. This suggested that principals' crisis management efforts may have a notable impact on fostering these elements of school culture, even though the relationships were not statistically significant. The highest correlation observed was between the recovery aspect of crisis management and promoting a growth mindset ($r = 0.8495$), signaling a strong, albeit non-significant, positive relationship. Similarly, the correlations between recovery and teaching coping skills, and between recovery and opening channels of communication, also displayed strong positive relationships, though they were not significant.

Overall, the data indicated that while there were moderate to strong positive relationships between principals' crisis management strategies and fostering a school community, these relationships did not reach statistical significance, suggesting that other factors may influence these outcomes or that the sample size may not be large enough to detect significant correlations. Further research may be needed to

explore potential underlying factors that affected these relationships.

Test of Relationship Between the Principals Crisis Management and Fostering School Culture

To test the significant relationship between the Principals Crisis Management and the fostering school culture in terms of Articulation of Vision, Mission, Goals and Objectives, Parental and Community involvement, and Emphasis on Collaboration and collectivity they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation

From the findings on table 16, one can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Principals Crisis Management and the fostering school culture” was rejected, which incited that there was a significant relationship between them.

Table 16 significant relationship between the principals crisis management and the fostering school culture.

TABLE 16. Significant Relationship Between the Principals Crisis Management and Fostering School Culture

Principals Crisis Management		Fostering school culture		
		Articulation of Vision, Mission, Goals and Objectives	Parental and Community involvement	Emphasis on Collaboration and collectivity
Preparation	Pearson Correlation	0.5431	0.5106	0.5193
	(2-Tailed)	0.0003	0.0005	0.0008
	N	149	149	149
	Analysis	Sig	Sig	Sig
Prevention	Pearson Correlation	0.5383	0.5183	0.5096
	(2-Tailed)	0.0007	0.0012	0.0022
	N	149	149	149
	Analysis	Sig	Sig	Sig
Coping	Pearson Correlation	0.5345	0.4838	0.5100
	(2-Tailed)	0.0008	0.0017	0.0023
	N	149	149	149
	Analysis	Sig	Sig	Sig
Recovery	Pearson Correlation	0.5680	0.5439	0.5793
	(2-Tailed)	0.0000	0.0000	0.0000
	N	149	149	149
	Analysis	Sig	Sig	Sig

Table 16 explored the significant relationship between principals' crisis management strategies and the fostering of school culture across three key areas: articulation of vision, mission, goals, and objectives; parental and community involvement; and emphasis on collaboration and collectivity. The analysis revealed that all relationships between the four components of crisis management (preparation, prevention, coping, and recovery) and the three aspects of fostering school culture were statistically significant, with p-values well below the 0.05 threshold, indicating strong evidence for these correlations' coefficient.

The correlation coefficients for all the relationships fell within the "moderately positive" to "strongly positive" range ($r = 0.40$ to 0.79), suggesting that principals' crisis management practices positively impact the fostering of school culture, with stronger relationships seen in the recovery phase of crisis management. Specifically, the recovery phase demonstrated the highest correlation values, particularly in the emphasis on collaboration and collectivity ($r = 0.5793$), indicating a strong positive relationship between these variables. Notably,

preparation, prevention, and coping phases also showed significant, moderately positive correlations, with values ranging from $r = 0.5100$ to $r = 0.5439$ across the different aspects of fostering school culture. These findings imply that effective crisis management, particularly in terms of planning, prevention, and responding to crises, can play a crucial role in shaping a supportive and collaborative school culture.

Overall, the data highlighted the importance of crisis management strategies in cultivating a positive school culture, with the most robust relationships found in the recovery phase. The consistent significant correlations across all aspects of crisis management underscore the critical role that principals' preparedness and responsiveness played in fostering a culture of collaboration, community involvement, and alignment with the school's vision and goals

Test of Relationship Between Social - Emotional Practices and Fostering of School Community

To test the significant relationship between the social - emotional practices and the fostering of school community in

terms of Promoting a Growth Mindset, Teaching Coping Skills, Opening Channels of Communication, and Adaptability and Flexibility they were treated statistically using Real

Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Table 17 significant relationship between social - emotional practices and fostering of school community.

TABLE 17. Significant Relationship Between Social - Emotional Practices and Fostering of School Community

Social - emotional practices		Fostering of school community			
		Promoting a Growth Mindset	Teaching Coping	Opening Channels of Communication	Adaptability and Flexibility
Self-Management	Pearson Correlation	0.9151	0.8769	0.8818	0.8901
	(2-Tailed)	0.0823	0.2020	0.1879	0.1236
	N	149	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig
Social Awareness	Pearson Correlation	0.9093	0.8905	0.9020	0.8909
	(2-Tailed)	0.1367	0.2408	0.2104	0.1716
	N	149	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig
Self-Reflection	Pearson Correlation	0.9142	0.8972	0.8938	0.8941
	(2-Tailed)	0.1854	0.3073	0.3093	0.2298
	N	149	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig

From the findings above, one can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the social - emotional practices and the fostering of school community” was accepted, which incited that there was no significant relationship between them.

Table 17 examined the significant relationship between the integration of social-emotional practices and the fostering of a school community across four key dimensions: promoting a growth mindset, teaching coping skills, opening channels of communication, and adaptability and flexibility. The table presented the Pearson correlation coefficients for each of the social-emotional practices—self-management, social awareness, and self-reflection—and their association with the fostering of school community.

The results revealed that none of the correlations were statistically significant, as indicated by the high p-values (all greater than 0.05). The correlation coefficients for self-management, social awareness, and self-reflection with the four aspects of fostering a school community remain below the threshold for significance. For example, the Pearson correlation between self-management and promoting a growth mindset was $r = 0.9151$, but the p-value was 0.0823, indicating that this relationship was not significant. Similar trends were observed for the other practices and the corresponding aspects of fostering a school community. Despite the strong correlation coefficients, the lack of statistical significance suggested that, in this specific dataset, the integration of social-emotional practices did not have a notable, quantifiable effect on fostering a school community. This finding implied that while these social-emotional practices were important for individual and organizational growth, they may not directly influenced the broader aspects of the school community in the context of this study. Consequently, further research may be required to explore whether different variables or additional factors could strengthen or clarify these relationships.

Test of Relationship Between Social - Emotional Practices and Fostering School Culture

To test the significant relationship between the social - emotional practices and the fostering school culture in terms of Articulation of Vision, Mission, Goals and Objectives, Parental and Community involvement, and Emphasis on Collaboration and collectivity they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

From the findings above, one can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the integration of social - emotional practices and the fostering school culture” was rejected, which incited that there was a significant relationship between them.

Table 18 explored the significant relationship between the integration of social-emotional practices and the fostering of school culture across three dimensions: articulation of vision, mission, goals, and objectives; parental and community involvement; and emphasis on collaboration and collectivity. The results indicated that there were significant and moderately positive correlations between the three social-emotional practices—self-management, social awareness, and self-reflection—and each of the fostering school culture dimensions. For instance, self-management showed a Pearson correlation of 0.5680 with articulation of vision, mission, goals, and objectives, 0.5439 with parental and community involvement, and 0.5793 with emphasis on collaboration and collectivity, all with a p-value of 0.0000, indicating strong statistical significance. Similar patterns of significance were observed for social awareness and self-reflection across all three school culture dimensions, with Pearson correlations ranging from 0.5255 to 0.5899, all yielding p-values of 0.0000.

Table 18 significant relationship between the social - emotional practices and the fostering school culture.

These results suggested that the social-emotional practices, such as self-management, social awareness, and self-reflection, had a significant and moderately positive effect on fostering a school culture. The findings highlighted the importance of incorporating social-emotional learning practices in leadership to support and strengthen the cultural

elements of the school, such as clear communication of the school’s vision, engaging with the community, and encouraging collaboration. Therefore, promoting these

practices may play a crucial role in enhancing the overall school culture and community involvement.

TABLE 18. Significant Relationship Between Social - Emotional Practices and Fostering School Culture

Social - emotional practices			Fostering school culture		
			Articulation of Vision, Mission, Gals and Objectives	Parental and Community involvement	Emphasis on Collaboration and collectivity
Self-Management	Pearson Correlation	0.5680	0.5439	0.5793	
	Significance (2-Tailed)	0.0000	0.0000	0.0000	
	N	149	149	149	
	Analysis Sig		Sig	Sig	
Social Awareness	Pearson Correlation	0.5709	0.5358	0.5899	
	Significance (2-Tailed)	0.0000	0.0000	0.0000	
	N	149	149	149	
	Analysis Sig		Sig	Sig	
Self-Reflection	Pearson Correlation	0.5536	0.5255	0.5635	
	Significance (2-Tailed)	0.0000	0.0000	0.0000	
	N	149	149	149	
	Analysis Sig		Sig	Sig	

IV. CONCLUSION AND RECOMMENDATIONS

Based from the study highlighting the effectiveness of principals in crisis management, the integration of social-emotional practices, and the fostering of both a resilient school community and a positive school culture following findings are presented:

Findings of the study also incited that there was no significant relationship between the Principals Crisis Management and the fostering of school community. Pearson analysis revealed correlation for each relationship between the crisis management components (preparation, prevention, coping, and recovery) and fostering of the school community. However, none of the correlations achieved statistical significance resulting to the acceptance of the null hypothesis.

The test of significance between the relationship of Principals Crisis Management and the fostering school culture in terms of Articulation of Vision, Mission, Goals and Objectives, Parental and Community involvement, and Emphasis on Collaboration and collectivity findings indicated strong evidence of correlations and proved significant relationship between the variables which rejects the null hypothesis that stated that there was no significant relationship between the Principals Crisis Management and the fostering school culture.

While strong correlations were found among the variables, none were statistically significant on the pursuit of exploring the relationship between the integration of social-emotional practices (self-management, social awareness, self-reflection) and fostering a school community in areas like growth mindset, coping skills, communication, and adaptability, which leads to the acceptance of the null hypothesis stating that there was no significant relationship between the integration of social-emotional practices and fostering a school community, Lastly,

It can be gleamed also from the findings that the social-emotional practices, such as self-management, social awareness, and self-reflection, had a significant and moderately positive effect on fostering a school culture. This rejected the null hypothesis “There is no significant

relationship between principals’ social-emotional practices and fostering a school culture”.

Based on the findings of the study, the following recommendations are provided to further enhance principals' leadership in crisis management, social-emotional practices, and fostering a resilient school community and culture. These recommendations aim to strengthen the overall effectiveness of school leadership and create more supportive, adaptable, and collaborative school environments.

Enhance Professional Development: Provide principals with ongoing training in crisis management, social-emotional learning, and fostering school culture. This will help them stay equipped with the latest strategies and tools to lead effectively through crises and strengthen school communities.

Strengthen Social-Emotional Learning Integration: Schools should prioritize the integration of social-emotional practices, such as self-management, social awareness, and self-reflection, not only for principals but also for teachers and staff. This can improve school culture, communication, and student well-being.

Foster Collaboration and Community Engagement: Principals should continue to build strong partnerships with parents and the community, fostering collaboration and involvement. Regular communication and inclusive decision-making can enhance the school's support system and resilience.

Focus on the Recovery Phase of Crisis Management: Given the strong correlation between the recovery phase and school culture, it is recommended that principals focus on strategies that promote recovery and rebuilding after crises, ensuring that schools return to normalcy quickly and effectively.

Further Research on Relationships: Since some relationships, particularly between crisis management and fostering a school community, were not statistically significant, further research should explore additional variables or larger sample sizes to gain a deeper understanding of these dynamics.

Encourage Adaptability and Flexibility: Principals should continuously promote a growth mindset and adaptability

within their schools, equipping both students and staff to respond effectively to challenges and changes in the educational landscape.

Strengthen Data-Driven Decision-Making: Utilize data to assess the effectiveness of crisis management strategies, social-emotional practices, and school culture initiatives. This will help ensure that principals are making informed decisions that lead to tangible improvements in school environments.

REFERENCE

- [1]. Daniels, A., & Liu, Y. (2022). The role of principals in organizing training sessions for staff on crisis management. *Journal of School Leadership*, 32(4), 467-482.
- [2]. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., & Jansom, N. R. (2020). The importance of effective communication between parents and schools in improving student achievement. *Educational Leadership Review*, 56(3), 14-24.
- [3]. Gibbons, S., & Ruiz, J. (2020). Evaluating roles and contributions toward achieving the school's vision and mission. *Journal of Educational Administration*, 58(1), 56-72.
- [4]. Hayes, A. (2024, February 7). Crisis management: Definition, how it works, types, and example. Investopedia. <https://www.investopedia.com/terms/c/crisis-management.asp>
- [5]. Kafa, A. (2022, September 1). Exploring the developmental framework of school principals' skills in the post-pandemic era. *European Educational Research Association (EERA)*. <https://eera-ecer.de/ecer-programmes/conference/27/contribution/52322>
- [6]. Mahfouz, J., Greenberg, M. T., & Rodriguez, A. (2019). Principals' social and emotional competence: A key factor for creating caring schools. Edna Bennett Pierce Prevention Research Center, The Pennsylvania State University. https://www.researchgate.net/publication/337001604_Principals'_Social_and_Emotional_Compentence_A_Key_Factor_for_Creating_Caring_Schools
- [7]. Maya, İ. Ç. (2014). Primary school principals' crisis management skills. In S. Banerjee & Ş. Ş. Erçetin (Eds.), *Chaos, complexity and leadership 2012* (pp. 95–101). Springer. [#8203;contentReference\[oaicite:0\]{index=0}](https://doi.org/10.1007/978-94-007-7362-2_13)
- [8]. McClellan, J., & Jackson, S. (2020). Regular evaluations and updates to crisis prevention strategies. *School Crisis Management Quarterly*, 10(2), 104-116.
- [9]. O'Connor, D., & Smith, A. (2021). The role of principals in fostering collaboration between school leadership and staff in crisis planning. *International Journal of Educational Leadership*, 39(3), 45-60.
- [10]. Peck, C., & Burnett, P. (2019). Principals' crisis leadership and organizational resilience. *Journal of Educational Leadership*, 41(5), 65–78.
- [11]. Thompson, G., & Williams, R. (2023). Self-reflection and leadership effectiveness in school management. *Journal of Educational Leadership and Development*, 29(1), 19-35.