

# Stakeholders' Awareness and School Heads' Implementation of Crisis Management Towards Transformative School Operation: Basis for Sustainable Service Delivery

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**Abstract**— This study was conducted to determine the relationship of stakeholders' awareness and the school head implementation of crisis management as basis of transformative school operations of selected public secondary schools in the Division of Laguna. The research aimed to determine the level of stakeholders' awareness of crisis management plan. Similarly, this aimed to determine the level of school head's implementation. In addition, it explored the level of transformative school operation. Furthermore, to investigate whether or not there is a relationship between stakeholders' awareness and school heads' implementation of crisis management to the school's transformative operation of schools. Finally, to propose a sustainable service delivery framework. This study used the descriptive method of research with the questionnaire as the main tool in gathering the data and involved 225 participants composed of 10 teachers, 10 SPTA officers and 10 parents from 10 different Big Schools in the Division of Laguna. The samples were selected using the purposive sampling technique. The questionnaire that I created myself served as the study's research tool. The study revealed the following results. The stakeholders are very aware with regards to crisis management plan. Also, the level of school heads implementation of crisis management is very high among all indicators. In addition, the level of transformative school operations is very high among all indicators. The study also revealed that there is a significant relationship between stakeholders' awareness and school heads implementation of crisis management and transformative school operations. Finally, a sustainable school operation plan was proposed. The stakeholders and School Head crisis management shows strong relationship to transformative school operation leading to rejection of both hypotheses. Therefore, it is concluded that stakeholders should be involved in conceptualizing programs and projects of schools to create positive outputs and increases the quality of school operations. School Head should strengthen their proficiency and organizational goals since they significantly affect the school transformative operation. The following recommendations are made based on the aforementioned data and conclusions from the research. Stakeholders' awareness plays a crucial role in achieving transformative school operations by ensuring that all parties involved understand their responsibilities, the available resources, and the necessary crisis management protocols. Strengthening stakeholders' awareness through frequent training, workshops, and crisis simulations to increase readiness and reaction is advised in order to promote sustainable service delivery in schools. Clarifying roles and responsibilities via the establishment of a stakeholder engagement framework would promote cooperative crisis decision-making.

**Keywords**— Crisis management, transformative school, stakeholders' awareness, school head's implementation, school operation.

## I. INTRODUCTION

Leadership is the capacity to translate a vision into reality. There have been thousands of leadership studies undertaken since the turn of the century. Leadership models and theories have been proposed in an effort to comprehend and forecast leadership behavior. Finding the elements that contribute to effective leadership enhances the capacity to identify potential leaders, which leads to the development of more effective training programs for upcoming leaders.

A school head's leadership style plays a huge impact on the operation of the school. Western (2013) states that the ability and practical skills of individuals, teams, or organizations to guide, influence, or lead other individuals, teams, or the entire company are acknowledged as leadership traits.

Educational institutions are considered to have a complex and dynamic system composed of members who each has significant roles in running the institution effectively. School Heads are more than just a person sitting in the office and giving commands to the subordinates. The role of the school head is incredibly vital as they are regarded as educational leaders who fulfill the school's mission and vision by overseeing the entire operations.

Most of the times, the effectiveness of a school leader is not only gauged during the smooth operation of the school. Leadership of the school head is tested most especially when the school faces crisis situations which may be brought about by both internal and external factor. For instance, when the pandemic hit the entire world, educational leaders had to enforce preventive measures to ensure that education continues. As a result, the Department of Education launched the Basic Education Learning Continuity Plan for School Year 2020-2021, as required by DepEd Order No. 12, s. 2020, which was published on June 19 of that year.

During this time that the Most Essential Learning Competencies or the (MELC) was introduced to Filipino educators and learners as set of topics and lessons which will be delivered to the students through multiple learning delivery

modes or platforms. The learning skills known as Most Essential Learning capabilities (MELCs) have been revised and determined to be essential for meeting performance and content criteria. The unexpected necessity to modify the curriculum and teaching practices as a result of a worldwide crisis situation that prompted the Philippine education for MELCS's adoption. On DepEd Memorandum CI-2020-000, also known as the Clarification on the use of the Most Essential Learning Competencies, schools are required to identify and implement acceptable learning delivery methods that are tailored to the particularity and variety of the students.

The introduction of the BELCP was the first test of how school heads in the Philippine school system respond to crisis situation such as the abrupt change in the delivery of basic education. The Department of Education, created the Basic Education Learning Continuity Plan (BE-LCP) in response to the necessity of continuing education in spite of the limitations presented by a particular situation or crisis. This is to guarantee that instruction is provided without endangering the workers' and students' health and safety. The BE- LCP emphasizes the need that education continue on despite the pressing challenges and crisis. DepEd implemented essential changes to the K-12 curriculum by aligning the curriculum, using suitable learning materials, using a variety of teaching techniques, providing adequate training for teachers and school officials, and orienting parents, the community, and other stakeholders.

Additionally, there were also some notable modifications in the way that students' performance was evaluated. Students were required to compile written and performance assignments into their portfolios, either in hard copy or soft copy, or both. Rubrics served as a set of criteria for evaluating the outputs. Parents and community members participated in the evaluation by sharing their testimonials about how much their children learned.

The ability of the school heads to devise effective contingency plan made it possible for learning to happen even in times of crisis situation. The school heads' decisiveness still has a significant influence on how the school will implement the actual plan, regardless of how well-thought-out the central office's plan is.

How well the school responds to abrupt changes will depend on the leadership style of the school head and how he managed to gather support from the teachers, the parents, the community and the people in the community.

With these realizations, the author was inspired to study stakeholders' awareness and school heads implementation of crisis management towards transformative school operation as basis for sustainable service delivery.

### *1.1 Statement of the Problem*

#### *Problem/s which were addressed by the research*

This study aimed to establish the impact of stakeholders' awareness and school heads' implementation of crisis management towards transformative school operation as basis for sustainable service delivery.

Specifically, it sought to answer these questions:

1. What is the level of stakeholders' awareness of crisis management in terms of:
  - 1.1 Knowledge of Crisis Management Protocols;
  - 1.2 Stakeholder Roles and Responsibilities;
  - 1.3 Resource Availability;
  - 1.4 Training and Preparedness; and
  - 1.5 Feedback Mechanisms?
2. What is the level of School Heads' implementation of crisis management in terms of:
  - 2.1 Leadership and Decision-Making;
  - 2.2 Crisis Management Planning;
  - 2.3 Communication Strategies;
  - 2.4 Resource Allocation; and
  - 2.5 Evaluation and Assessment?
3. What is the level of transformative school operations in terms of:
  - 3.1 Leadership and Governance;
  - 3.2 Adaptability and Flexibility;
  - 3.3 Innovative Teaching and Learning Approaches;
  - 3.4 School safety and Preparedness;
  - 3.5 Organizational Resilience;
  - 3.6 Resource Management;
  - 3.7 Equity and Inclusivity; and
  - 3.8 Stakeholders Engagement?
4. Does the stakeholders' crisis management awareness have significant relationship to the transformative school operations?
5. Does the School Head crisis management implementation have significant relationship to the transformative school operation?

## II. METHODOLOGY

This study used the descriptive method of research with the questionnaire as the main tool in gathering the data and involved 225 participants composed of 10 teachers, 10 SPTA officers and 10 parents from 10 different Big Schools in the Division of Laguna. The samples were selected using the purposive sampling technique. The research instrument used in this study was the self- made questionnaire.

## III. RESULTS AND DISCUSSION

This part presents the tabulated data of the study with corresponding analysis and interpretation.

The presentation of the findings follow the sequence of the major topics set in the problems of the study, namely: (1) level of stakeholders' awareness; (2) level of school heads implementation; (3) level of transformative operations; (4) relationship of stakeholders awareness to the transformative school operations; (5) significant of School Heads implementation of crisis management to the transformative school operation; and (7) the possible sustainable delivery program as part of the crisis management of a school and institutions.

### *Level of Stakeholders' Awareness of Crisis Management*

In this study, the level of stakeholders' awareness of crisis management was measured in terms of knowledge of crisis management protocols, stakeholder's roles and

responsibilities, resource availability, training and preparedness and feedback mechanism.

As observed in table 1, stakeholders are well-informed about crisis management protocols as reflected by the overall mean of 6.11 and an SD of .76 which is interpreted as Very Aware of crisis management protocols implemented by the schools. This is essential as stakeholders' awareness greatly impact the success of the readiness of the school in times of crisis situations.

Knowledge of the crisis management protocols among stakeholders, is essential because it helps them comprehend their responsibilities and the consequences of actions taken during a crisis.

TABLE 1. Level of Stakeholders' Awareness of Crisis Management in terms of Knowledge of Crisis Management Protocols

Statement	Mean	SD	Remarks
I am aware of the particular crisis management procedures that the school has set up.	6.04	.91	True of me
I am familiar of how the crisis management procedures at the school align with the rules and policies of the local government.	6.00	.91	True of me
In the event of an emergency, I am aware of the procedures to follow when working with other authorities, such as the police, fire department, and medical personnel.	6.24	.83	True of me
I understand how to evaluate risks and spot any crisis warning indicators.	5.98	1.00	True of me
I am aware of the protocols in place to guarantee learners' wellbeing and safety in an emergency.	6.28	.80	True of me
<b>Weighted Mean</b>	<b>6.11</b>		
<b>SD</b>	<b>.763</b>		
<b>Verbal Interpretation</b>	<b>Very Aware</b>		

Building trust and keeping stakeholders informed and involved throughout the crisis management process are two benefits of effective risk communication. By increasing stakeholder engagement through two-way communication, decision-making procedures that take into account their opinions and concerns can improve risk management (Ndelela, 2019).

It is observed that highest response is statement number 5 (Mean=6.28; SD=.80) suggesting that stakeholders have high confidence in ensuring learners' safety during emergencies. This implies that parents and other stakeholders participate in school safety exercises and emergency preparation more actively when they were more aware of the situation.

The overall result shows that stakeholders are well-informed about crisis management protocols of both the school and external authorities such as the police, fire department, and the medical personnel. However, the result also shows that stakeholders lack the ability to evaluate risks and to identify crisis warning signs. This could mean that schools should reinforce risk assessment training to strengthen stakeholders' ability to identify early crisis indicators.

The results coincide with the result of the study of Breger (2022) who mentioned that for disaster management to be effective, stakeholders must be aware of crisis management protocols.

TABLE 2. Level of Stakeholders' Awareness of Crisis Management in terms of Roles and Responsibilities

Statements	Mean	SD	Remarks
I am aware of my particular responsibility to protect students in an emergency.	6.23	.84	True of me
In a crisis, I am able to communicate with other stakeholders in an effective way.	6.11	.93	True of me
During emergency drills and actual emergencies, I feel confident in my ability to do my given responsibilities.	6.11	.89	True of me
I understand that while reacting to an emergency, it is my duty to follow the line of command.	6.35	.75	True of me
I am aware of how important it is to take part in post-crisis assessments in order to enhance future responses.	6.32	.86	True of me
<b>Weighted Mean</b>	<b>6.23</b>		
<b>SD</b>	<b>.71</b>		
<b>Verbal Interpretation</b>	<b>Very Aware</b>		

As reflected on the results of table 2, knowledge of their roles and duties in crisis management show that respondents typically have an adequate level of comprehension. With a relatively low standard deviation of .713 and mean scores of 6.23 which is interpreted as students being Very Aware.

These outcomes are consistent with the fundamental principles of transformational school operations; a knowledgeable stakeholder community may make a substantial contribution to a school's sustainability and resilience by ensuring that crises are effectively handled while drawing lessons from the past.

This idea is supported by the claim mentioned in the article, "Engaging Stakeholders," (2025) that understanding and appreciating the cultural variety of students, parents, and the community is essential to effective stakeholder involvement in schools. In the end, this results in stronger, more robust bonds within the school community.

In addition, the results appear to have the school effectively communicated their crisis management procedures. Further demonstrating a forward-thinking strategy, where stakeholders recognize the necessity of ongoing disaster preparation development, is the acknowledgment of the significance of post-crisis evaluation (Mean = 6.32).

Although there is a high degree of knowledge, the study can still look at how this awareness relates to the practical application of crisis management. Furthermore, examining any weaknesses in the crisis management practices of school administrators might reveal possibilities for development, resulting in more efficient and long-lasting school operations.

Parker (2020) cited that strengthening stakeholders' participation and ensuring that roles and responsibilities of each side is made clear helps align the school's transformative operation which is also basically grounded on the idea of collaboration rather than a top-down control system.

Table 3 presents the stakeholders' awareness in terms of Resource availability. With a mean score of 6.03 and an SD of 0.77, the result of stakeholders' knowledge of crisis management resource availability shows an overall significant level of recognition with a verbal interpretation of Very

Aware. This implies that most stakeholders are aware of and comprehend the existence of the resources required for crisis response. Ensuring that stakeholders are aware of the available resources can greatly contribute to the success of implementing the school’s crisis management plan.

TABLE 3. Level of Stakeholders’ Awareness of Crisis Management in terms of Resource Availability

Statements	Mean	SD	Remarks
I am aware of the resources that my community or organization may offer to help the school in times of crisis.	6.03	1.02	True of me
I am aware that there are staff members available to help the school deal with crises.	6.23	.82	True of me
In an emergency, I am able to mobilize material assets (such as cars and equipment) to support the school.	5.91	1.07	True of me
I am aware of the funds available to assist with crisis response efforts at educational institutions.	5.96	.94	True of me
I am aware of the phone numbers and other communication devices (e.g., radios, hotlines) that can be used to coordinate with the school in an emergency.	6.00	.97	True of me

**Weighted Mean** 6.03  
**SD** .77  
**Verbal Interpretation** Very Aware

According to Fasasi (2017), stakeholders, when they are properly informed, may play a major role in enhancing the availability of resources, which is essential for transforming school operations and ensuring that educational programs are implemented successfully.

In addition, statement number 2 got the highest mean level of 6.23 and a SD of .82, suggesting that stakeholders have the greatest faith in the availability of human resources in times of crisis. This shows a high level of knowledge and confidence in the staff members' capacity to react appropriately.

In general, schools may guarantee a more efficient and fair crisis management strategy by tackling some challenges which will result in long-term quality services and innovative school operations as stakeholder awareness of resource availability has a big impact on transformational school operations because it promotes cooperation and allows for well-informed decision-making.

*Level of Stakeholders’ Awareness of Crisis Management in terms of Training and Preparedness*

Table 4 shows the significant results of the stakeholder’s awareness in terms of training and preparedness. Based on the results, the descriptive statistical analysis's findings show that stakeholders are very aware of crisis management readiness and training as shown by an overall mean score of 5.99 and a standard deviation of 0.82.

Setting regular opportunities for stakeholders to participate in trainings that promotes preparedness during crisis management play a winning factor in the success of the school’s plan for emergency situations. According to Jethwaney (2023) it is necessary that stakeholders in disaster management get training. It is crucial that they have the

necessary tools to communicate effectively before, during, and after a crisis.

TABLE 4. Level of Stakeholders’ Awareness of Crisis Management in terms of Training and Preparedness

Statements	Mean	SD	Remarks
I attend regular orientations on the importance of crisis preparedness	5.97	.98	True of me
I understand the objectives and goals of the crisis management training provided.	6.07	.93	True of me
I actively participate in emergency preparedness drills organized by the school.	5.99	1.02	True of me
I feel confident in applying the skills and knowledge gained from the school’s training programs during a crisis.	5.94	1.02	True of me
My participation in crisis management drills has improved my ability to respond effectively to emergencies.	5.97	.99	True of me

**Weighted Mean** 5.99  
**SD** .82  
**Verbal Interpretation** Very Aware

The information shows that participants in exercises have improved their capacity to react to crises and that stakeholders are comfortable using the abilities and information they have acquired from training sessions. As cited by Butali and Njoroge (2019) found out in their study that continuous programs and trainings ensure the group’s productivity. In a separate study, it was concluded that staff trainings improved performance and knowledge, which helped the company more successfully accomplish its objectives (Ogbu and Osanaiye, 2017).

The high average scores for every item show that stakeholders recognize the value of crisis management training, which is essential for ensuring a coordinated emergency response. In general, the high mean score overall suggests that stakeholders believe preparation and training initiatives are successful in improving their crisis management abilities.

TABLE 5. Level of Stakeholders’ Awareness of Crisis Management in terms of Feedback Mechanism

Statements	Mean	SD	Remarks
I am aware of the procedures for giving the school input on its crisis management procedures.	5.93	.95	True of me
I am able to express my worries or recommendations on the emergency preparedness of the school.	5.96	.92	True of me
I know how to provide observations during a crisis response through authorized channels.	6.01	.98	True of me
I am aware of how critical it is to give the school immediate feedback following crisis management exercises.	6.15	.85	True of me
I understand how the school uses my input to enhance its crisis management plans.	6.12	.92	True of me

**Weighted Mean** 6.04  
**SD** .79  
**Verbal Interpretation** Very Aware

Table 5 shows that stakeholders stated that they were Very Aware of the processes for providing feedback on crisis management (Mean = 6.04, SD = 0.79). In an organization,

acknowledging feedback is essential for performance evaluation, and they are also critical for fostering continuous improvement in businesses, enhancing communication, and building trust within the organization.

According to Blidaru (2019), positive feedback greatly enhances future performance, whereas negative feedback has minimal impact.

In addition, understanding stakeholder preferences, issues, and opportunities for development helps organization promote accountability, transparency, and stakeholder satisfaction (Wadmara et al., 2024).

Considering the results, findings show that even if the feedback system is working well, schools should institutionalize and formalize feedback gathering techniques such stakeholder meetings, standardized feedback forms, and post-crisis debriefing sessions. This will guarantee that constructive criticism results in significant enhancements to crisis response and readiness plans.

Pradeep & Kalicharan (2019) explained that feedback systems in education involve gathering perspectives from different parties, such as students, parents, alumni, employers, and faculty members. This system creates surveys, gather input, and keep track of documents to guarantee openness and privacy and in turn aids in determining advantages and disadvantages, thus improving the standard of educational services.

*Level of School Head’s Implementation of Crisis Management*

In this study the level of school head’s implementation was determined in terms of leadership and decision- making, crisis management planning, communication strategies, resource allocation and evaluation and assessment.

Group performance is often directed by how the leader’s decisions. Kayode et al. (2014) stated that consultative decision-making and participatory leadership frequently complement one another, improving organizational performance. Furthermore, leadership creates opportunities of efficient decision- making leading to an improve relationship between the leaders and the subordinates and increase the employee’s performance (Kaur, 2024).

TABLE 6. shows the level of school heads implementation of crisis management in terms of leadership and decision- making. T

Statements	Mean	SD	Remarks
In times of crisis, the school head exhibits effective and transparent leadership.	6.38	.74	Agree
In an emergency, the school head makes prompt, well-informed judgments.	6.37	.76	Agree
The school head successfully creates a balance between long-term planning for school operations and immediate crisis reaction.	6.35	.78	Agree
During a crisis, the school head efficiently informs personnel and stakeholders of choices and plans of action.	6.40	.83	Agree
To enhance decision-making in times of crisis, the school head aggressively asks for feedback from those who are involved.	6.38	.77	Agree

<b>Weighted Mean</b>	<b>6.38</b>
<b>SD</b>	<b>.69</b>
<b>Verbal Interpretation</b>	<b>Very High</b>

The data generally shows that school heads exhibit effective leadership and decision-making in crisis management is Very High (Mean=6.38 and SD=.69). Furthermore, the individual result of the item included in the questionnaire revealed that on a 7-point Likert scale, the mean values for the overall leadership and decision-making ability of the school head vary from 6.35 to 6.40. Additionally, respondents answered “Agree” on all of the statements which show that stakeholders also have a Very High belief that school heads successfully carry out leadership and decision-making procedures

TABLE 7. Level of School Heads implementation of Crisis Management in terms of Leadership and Decision-making

Statements	Mean	SD	Remarks
The school head makes sure that a thorough crisis management strategy is in place for all kinds of catastrophes.	6.31	.76	Agree
To handle new dangers, the school head regularly examines and revises the crisis management strategy.	6.26	.85	Agree
The school head makes sure that the crisis management plan complies with community safety and local government regulations.	6.30	.82	Agree
Teachers, staff, and outside stakeholders are all involved in the crisis management plan's formulation by the school's head.	6.38	.80	Agree
To find any risks and weaknesses in the school, the leader of the school gives risk assessment top priority.	6.30	.81	Agree

<b>Weighted Mean</b>	<b>6.31</b>
<b>SD</b>	<b>.74</b>
<b>Verbal Interpretation</b>	<b>Very High</b>

Table 7 shows the level of school heads implementation in terms of crisis management planning. It can be observed that respondents The results demonstrate that respondents have Very High agreement that school heads follow crisis management plans well (M= 6.31; SD= .74). Although there is some variation in the replies, the general pattern indicates that school administrators are successful in maintaining school safety and readiness.

Enhancing stakeholder participation and addressing particular issues will support crisis management implementation even more, guaranteeing a more proactive and resilient school environment. Coronado & Chua (2023) mentioned that cooperation with internal and external stakeholders and guarantee efficient crisis management and learning continuity in the face of trying conditions.

Statement no. 4 on the school head’s initiative to involve teachers, staff, and outside stakeholders in the crisis management plan's formulation by the school's head (Mean = 6.38, SD = 0.80) suggests that stakeholders strongly agree that school heads are particularly effective in this aspect.

On the contrary, statement no.2 with a Mean of 6.26 and an SD of 0.85 indicate a slightly lower perception of effectiveness of the school head on handling new dangers and in the school’s head regularly examines and revises the crisis management strategy.

Based on the study conducted by Alon-Alon (2024) there is a need for adaptive leadership technique to address

educational challenges, improve educator engagement, and ensure effective program planning. School administrators are urged to make backup plans, assess possible roadblocks, and devise backup plans in order to minimize problems in their programs. The study emphasizes how important goal-setting, teamwork, and company culture are to the effective use of these strategies.

TABLE 8. Level of school heads implementation of Crisis Management in terms of crisis communication strategies

Statements	Mean	SD	Remarks
In times of crisis, the school head makes sure that lines of communication are open and well-defined.	6.38	.77	Agree
During emergencies, the school head employs a variety of channels (such as announcements, emails, and texts) to spread information.	6.44	.76	Agree
The school head makes sure that all stakeholders' emergency contact information is current and readily available.	6.40	.79	Agree
In times of crisis, the school head works with outside organizations to provide consistent and coordinated communication.	6.40	.75	Agree
Regarding crisis planning and reaction, the school head encourages open communication with parents and guardians.	6.42	.72	Agree
<b>Weighted Mean</b>		<b>6.41</b>	
<b>SD</b>		<b>.67</b>	
<b>Verbal Interpretation</b>		<b>Very High</b>	

Table 8 presented the respondents' responses to the items included to measure the level of school heads implementation in terms of crisis communication strategies. Based on the results, majority of the responses exceed a mean score of 6.3 which indicates that strong agreement on the effectiveness of crisis communication efforts. The result also suggests that school heads are highly proactive in using diverse media to ensure timely and widespread crisis information dissemination as illustrated by the mean score of item no. 2 regarding the school head strategy of using a variety of channels (such as announcements, emails, and texts) to spread information during emergencies.

Kibe (2014) and Okora (2020) cited that integrated strategies and organized communication protocols directly improve organizational performance. This emphasizes how important it is for school leaders to have open, inclusive lines of communication while planning for and handling emergencies.

To sum it up, the overall mean score on the level of school heads implementation in terms of communication strategies (Mean= 6.41; SD=.67) indicates that that stakeholders generally agree that school heads effectively implement crisis communication measures. The result also supported the findings that coordination with outside organizations enhances response efficiency.

Ma (2022) stress that stakeholder-specific communication techniques foster greater organizational commitment, which is crucial for transformational school operations. Ma added that involving stakeholders through prompt, open, and reciprocal communication greatly increases their knowledge of and preparedness for carrying out their responsibilities in a crisis.

*Level of School Heads Implementation of Crisis Management in terms of Resource Allocation*

Table 9 reveals that respondents testified that the school heads generally allocate adequate funds for crisis management as shown in the result of statement 1 (M=6.27 and SD= .81). This finding is supported by the result of statement no. 2 that shows a mean of 6.32 which indicated the school heads prioritizing purchasing necessary emergency supplies, such first aid kits and safety gear, is a top priority for the school head and is supported by the respondents' perception on statement no. 3 (M= 6.40) that school heads strongly ensure that communication devices (e.g., radios, cell phones) are available during emergencies.

TABLE 9. Level of School Heads Implementation of Crisis Management in terms of Resource Allocation

Statements	Mean	SD	Remarks
The school head makes sure that adequate funds are set out for crisis management preparation and reaction.	6.27	.80	Agree
Purchasing necessary emergency supplies, such first aid kits and safety gear, is a top priority for the school head.	6.32	.81	Agree
In the event of an emergency, the school head assures sure that communication devices like radios and cell phones are available.	6.40	.78	Agree
In order to address possible risks, the school head ensures that resources are allocated appropriately across departments.	6.40	.76	Agree
To improve the school's crisis management capabilities, the leader of the school actively looks for outside financing or collaborations.	6.30	.81	Agree
<b>Weighted Mean</b>		<b>6.34</b>	
<b>SD</b>		<b>.71</b>	
<b>Verbal Interpretation</b>		<b>Very High</b>	

The lower standard deviation (SD=.78) suggests more consistency in responses. Over, the results ( M=6.34; SD.71) show that respondents very high trust that school heads efficiently manage the school's resources.

Effective resource allocation to enhance teaching and learning is largely dependent on school leaders' proficiency in financial management, especially in planning and monitoring and school head should provide strategic support and capacity building which is important for successful policy implementation (De Guzman, 2024).

Furthermore, the result also reflected the areas that need improvement. Statement no.5 with Mean Score of 6.30 signified that there is a need to improve the school's crisis management capabilities in terms of actively looks for outside financing or collaborations. This denotes that schools should explore more partnerships with government agencies, NGOs, and private institutions to ensure sustainable resource management.

Manolong et al. (2024) mentioned that to address challenges due to limited resources school heads used approaches such as resource management planning and stakeholder engagement.

The overall Mean of 6.26 and SD of .73 suggests a Very High level of practice in evaluating crisis plans. Statement no. 3, the school head makes improvements to crisis management

plans based on input from external stakeholders, employees, and students, resulted as the highest rated item (M= 6.30, SD=.82) which can be related to the school head placing high value to the feedback and suggestions given by both internal and external stakeholders.

TABLE 10. Level of School Heads implementation of Crisis Management in terms of Evaluation and Assessment

Statements	Mean	SD	Remarks
The school head assesses the crisis management plans' effectiveness on a regular basis.	6.24	.75	Agree
To determine the school's response's advantages and disadvantages, the head of the school does post-crisis evaluations.	6.22	.83	Agree
The school head makes improvements to crisis management plans based on input from external stakeholders, employees, and students.	6.30	.82	Agree
The school head makes sure that crisis management evaluations are recorded and distributed to the appropriate parties.	6.27	.82	Agree
During exercises and real-world situations, the school head keeps an eye on adherence to approved crisis management procedures.	6.26	.81	Agree

**Weighted Mean** 6.26  
**SD** .73  
**Verbal Interpretation** Very High

These underscore the critical role of school heads in evaluating and assessing the implementation of educational programs, which can inform policy recommendations to enhance their competencies further which the school heads use to make sure that crisis management evaluations are recorded and distributed to the appropriate parties as reflected to the Mean score of 6.27 of statement no. 4.

However, the data also signals that school heads need to pay more attention to the utilization of post-crisis evaluations to determine the advantages and disadvantages of the crafted crisis management plan as given by the Mean 6.22 of statement number 2.

Chapay (2022) highlighted the importance of post-crisis evaluation. He stated that provision of post-crisis evaluation builds resilience within the organization.

Schools may also give consideration to the evaluation provided by the stakeholders. School administrators seek feedback from a range of stakeholders to guarantee inclusive and thorough crisis planning and response plans (National Governors Association, 2023).

*Level Of Transformative School Operations*

In this study, the level of transformative school operations was measured in terms of leadership and governance, adaptability and flexibility, innovative teaching and learning approaches, school safety and preparedness, organizational resilience, resource management, equity and inclusivity and stakeholders' engagement.

Table 11 presents the result of the level of transformative operations in terms of leadership and governance. The results provide descriptive data on stakeholders' opinions of school leaders' leadership and governance in crisis management.

Based on the results, an overall Mean of 6.34 and an SD of .64 suggests that majority of the stakeholders gave a Very

High perception of the effectiveness of the leaders' crisis management. For instance, the highest Mean score (3.40) indicates that school heads take into considerations the stakeholders' feedback which also becomes the central components of governance.

TABLE 11. Level of Transformative School Operations in terms of Leadership and Governance

Statements	Mean	SD	Remarks
Stakeholders are actively involved in planning and decision-making processes by the school administration.	6.33	.70	Agree
The governing structure of the school guarantees decision-making that is transparent and accountable.	6.31	.76	Agree
To address changing issues, the leader makes sure that all policies are routinely reviewed and revised.	6.36	.70	Agree
The vision that the school's leadership promotes encourages creativity and change in the way the school operates.	6.32	.76	Agree
In order to enhance operations, the school governance structure includes stakeholder feedback.	6.40	.70	Agree

**Weighted Mean** 6.34  
**SD** .64  
**Verbal Interpretation** Very High

Dana Grove (2025) mentioned that leadership is one of the central players in the school operation.

She added that school leaders primarily guide and create the direction for the school's development and has a great influence in creating the over-all school's culture. Grove also emphasized that the school's smooth operation contributes to the teachers and students' ability to work and learn because the environment is properly set.

Respondents' high perception of leadership and governance is further proven by the mean score of statement no. 1 (Mean=6.33; SD=.70) which suggests that stakeholders feel actively involve in governance and in enhancing leadership practices.

This can be because the stakeholders also perceived school heads to be transparent and accountable of their administration as shown by the Mean score of 6.31 on the statement about the governing structure of the school which guarantees decision-making that is transparent and accountable for school improvement.

Effective leaders cultivate racial literacy, reflect on their positionality, and support common social justice visions. They engage in supportive peer networks, develop stakeholder capacity, and create vital coalitions via genuine community participation.

Table 12 measures how effectively schools can respond to unforeseen occurrences, keep operations running during crises, and provide flexible learning opportunities. The high mean score of statement no. 1 (M= 6.29) indicates that schools are viewed as capable of adapting their operations in the face of unexpected obstacles or emergencies. However, a standard deviation of 0.75 suggests that, while the majority of respondents agree, their evaluations vary.

Santiago et al. (2021) and Parsons et al. (2018) both cited that flexibility and adaptability are essential organizational traits that have a direct impact on performance, especially during emergencies or periods of fast change. These characteristics help stakeholders and school administrators in educational institutions react to unanticipated disruptions like pandemics, policy changes, and natural catastrophes.

TABLE 12. Level of Transformative School Operations in terms of Adaptability and Flexibility

Statements	Mean	SD	Remarks
When faced with unforeseen difficulties or emergencies, the school can quickly modify its activities.	6.29	.75	Agree
To meet various needs, the school offers flexible learning choices (such as online and hybrid).	6.26	.82	Agree
In order to minimize interruption in the event of an emergency, the school has contingency procedures in place.	6.33	.74	Agree
Following significant incidents, the school has systems in place to assess and enhance its flexibility.	6.24	.74	Agree
The school administrator encourages staff and students to be resilient and adaptable.	6.33	.73	Agree
<b>Weighted Mean</b>	<b>6.29</b>		
<b>SD</b>	<b>.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The majority of the respondents also agreed that schools do implement an effective crisis management plan, (M= 6.33) which led the respondents to believe that because of the capability of the school head to adapt their operations during emergencies school leaders are able to promote resilience as indicated by the mean score of statement no. 5 (M= 6.33) and SD (0.73).

The flexibility and adaptability of the educational system of our country was proven during the pandemic and post-pandemic times when teachers were able to offer education to Filipino learners in unconventional modalities. However, for Yacon & Cayaban (2023) teachers still require assistance in managing unpredictable work situations, stress, and emergencies. As part of their research, they proposed organizational support framework emphasizes implementing transformational leadership to foster trust, influence, and empowerment among teachers, thereby enhancing their adaptability and flexibility in school operations amidst challenges, particularly those posed by the pandemic.

Lastly, the overall mean score of 6.29 indicates a generally high level of adaptability, suggesting that schools are well-prepared for unexpected challenges. The findings show that schools are very adaptable and flexible, particularly in reaction to emergencies.

Emphasizing the need for adaptability and flexibility in educational institutions to achieve sustainability and the "great transformation" possess as a great challenge for school development. By aligning educational practices with the principles of sustainability, schools can effectively respond to the challenges posed by global environmental changes and foster a transformative educational environment (Gebhard & Textor, 2024).

TABLE 13. Level of Transformative School Operations in terms of Innovative Teaching and Learning Approaches

Statements	Mean	SD	Remarks
To engage students, teachers are encouraged to employ innovative and unconventional teaching strategies.	6.35	.73	Agree
The school makes online tools and resources available to enhance conventional teaching techniques.	6.32	.72	Agree
To enhance student results, teachers are encouraged to try out innovative teaching strategies.	6.37	.68	Agree
To make connections between ideas from other areas, the school places a strong emphasis on interdisciplinary learning.	6.30	.75	Agree
Teachers frequently participate in training seminars on modern teaching techniques.	6.40	.74	Agree
<b>Weighted Mean</b>	<b>6.34</b>		
<b>SD</b>	<b>.63</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

One of the indicators that a school is performing is when learners are provided with learnings using innovative teaching and learning approaches. Technology driven instructions is one of the many innovations used by teachers to upgrade students' learning experience. This table presents the respondents' perception on the innovation utilized by the teachers in the teaching and learning process.

In order to upscale the methods used by teachers in their classroom instructions; proper training should be done. Statement no. 5 which is about teacher's participation in training on modern teaching techniques is established as the highest-rated indicator, with a Mean of 6.40 and a Standard Deviation of 0.74 meaning teachers frequently engage in professional development programs related to modern teaching strategies. In addition, the standard deviation (0.74) suggests that respondents generally agree on the availability and effectiveness of these training opportunities.

Alammary (2019) suggested that innovative teaching and learning approaches played a great part during the post-pandemic landscape as a well-structured blended learning models successfully integrate the advantages of online and in-person training, improving student satisfaction and performance over time.

Trainings sponsored by Department of Education usually aim to capacitate the teachers with the trends in global education and how these innovations can be used in the local classroom context. The result (M=6.35) and (SD= 0.73) also illustrates that support from the school heads and other learning leaders encourages teachers to adopt new and unconventional teaching methods to engage students.

Dwivedi (2024) defined innovative teaching as active learning, collaborative learning, flipped classrooms, and blended learning are essential elements that promote student participation. In addition, the interaction between several learning factors and innovation is crucial.

The overall result (M= 6.34; SD=.63) show that schools have successfully implemented innovative teaching and learning approaches, particularly in encouraging teacher development and experimentation with new strategies.

Innovative teaching strategies provide engaging, technologically advanced, and student-centered learning environments that greatly improve the quality of education for aspiring primary teachers. According to the study, these techniques boost student participation, sharpen critical thinking skills, and promote flexibility in the classroom (Zhumabayeva et al., 2024).

TABLE 14. Level of Transformative School Operations in terms of School Safety and Preparedness

Statements	Mean	SD	Remarks
Students and staff are prepared for emergencies through regular safety exercises, including as lockdown, earthquake, and fire drills.	6.39	.70	Agree
The school identifies possible safety risks and takes proactive measures to address them by conducting risk assessments.	6.39	.74	Agree
A specialized crisis management team is formed and prepared to deal with crises.	6.42	.72	Agree
The school works with emergency services and local authorities to improve readiness and safety.	6.40	.70	Agree
Students and staff are encouraged to report safety issues in order to promote a culture of safety at the school.	6.41	.70	Agree
<b>Weighted Mean</b>	<b>6.40</b>		
<b>SD</b>	<b>.63</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Data on table 14 highlights that schools maintain a strong commitment to safety and preparedness. The combined mean score (6.40) indicates that schools, on average, demonstrate a Very High level of safety and preparedness while the standard deviation of 0.63 is the lowest, showing that responses across all aspects were fairly uniform.

Specifically, the result indicates that stakeholders perceived schools to be highly prepared in case of emergencies because it conducts regular drills. Also, stakeholders believed that the school have a well-prepared crisis management teams (Mean= 6.42) (SD= 0.72) which include the high rate of external collaboration such as with the local authorities (M = 6.40, SD = 0.70).

Bhebhe, Runhare, and Monobe (2019) emphasize the significance of establishing a proactive culture of disaster readiness by arguing that schools can become much more resilient to natural hazards by incorporating disaster management into the curriculum and involving community and governmental stakeholders.

With the highest mean score (6.42) among the various components, the establishment of trained crisis management teams suggests that schools place a high priority on emergency leadership structures.

Widowati et al. (2023) stated that when schools enhance their preparedness and ensure a safer environment for the students, it will ripple in contributing to their over-all safety and well-being.

The authors also proposed the 23 key indicators to be met in terms of school preparedness which include commitment, policy, planning, risk assessment, and qualified instructors among others. In addition, these metrics fall into one of three categories: risk reduction education, safe school facilities, and school disaster management.

Level of Transformative School Operations in terms of School Organizational Resilience

Table 15 presents data on school organizational resilience, focusing on how schools respond to crises and foster resilience among students and staff. According to the mean score of 6.31 and an SD of .70 of statement no. 1 which focuses on school administration’s problem-solving and resilient, respondents believe that school leaders are quite capable of remaining composed and making wise choices in an emergency

TABLE 15. Level of Transformative School Operations in terms of School Organizational Resilience

Statements	Mean	SD	Remarks
In times of crisis, the school administration actively exemplifies problem-solving and resilient conduct.	6.31	.70	Agree
The school administration aggressively seeks answers to problems and acknowledges them in order to foster a culture of resilience.	6.30	.74	Agree
The school encourages student leadership initiatives that enable learners to assume accountability in emergency situations.	6.32	.71	Agree
Students learn resilience-building techniques in school, such stress management and problem-solving.	6.32	.72	Agree
The school makes sure that the learning activities are adaptable enough to accommodate pupils with varying requirements.	6.36	.71	Agree
<b>Weighted Mean</b>	<b>6.32</b>		
<b>SD</b>	<b>.64</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The respondents also see that the school is proactive in addressing seeking solutions and acknowledges challenges in order to foster solutions ( M = 6.30, SD = 0.74).

According to Zadok et al. (2024), organizational resilience involves capability to pre-empt, adapt to, and recover from both gradual changes and unexpected challenges, ensuring the continuity of educational processes and the well-being of students and teachers. They also suggested that that fostering these elements can significantly enhance a school's resilience in the face of complex challenges.

The results also emphasize the importance of ensuring that both the students and the teachers are involved in keeping the organization resilient in times of crisis. Indicator no. 3 revealed a Mean score of 6.32 shows a strong emphasis on student empowerment and leadership development, ensuring that learners can contribute during emergencies while an SD of 0.71 suggests some differences in responses.

Likely due to varying levels of leadership programs across schools. This data suggests that encouraging more student-led crisis response teams could further strengthen this area.

Organizational resilience also involves training and professional dialogue, improving resource availability, and developing social resources through shared knowledge and trust.

Godfrey & Muñoz-Chereau (2024) shared that Schools that showed resilience by managing resources and encouraging cooperative balance of power, in spite of internal and external obstacles, eventually enhanced their organizational resilience and improvement potential.

In general, the overall Mean score of 6.32 and a Standard Deviation of .64 reflects a Very High perception of stakeholders in terms of organizational resilience.

The result confirms that schools demonstrate a high level of organizational resilience, ensuring that both administration and students are prepared for crises. This strong resilience can be attributed to strong leadership, student participation, and flexibility in teaching method.

TABLE 16. Level of Transformative School Operations in terms of Resource Management

Statements	Mean	SD	Remarks
In the event of a crisis, the school's resource allocation plan guarantees the continuation of critical services.	6.36	.72	Agree
The school diversifies its human and technology resources to make sure it can continue to function even in times of emergency.	6.33	.70	Agree
The school has a clear budget that includes enough money for resilience-building and disaster preparation initiatives.	6.32	.75	Agree
Even when there are disruptions (such as budget cuts or crises), the school successfully manages its finances to guarantee the viability of programs.	6.25	.77	Agree
The school has made investments in dependable digital infrastructure that facilitates both in-person and online instruction in the event of disruptions.	6.30	.74	Agree

<b>Weighted Mean</b>	<b>6.31</b>
<b>SD</b>	<b>.65</b>
<b>Verbal Interpretation</b>	<b>Very High</b>

Table 16 focuses on the Level of Transformative School Operations in Terms of Resource Management. This table assesses how well schools allocate and manage their resources, particularly in times of crisis. Statement number 1 which highlights the crisis resource allocation plan, reveals a Mean score of 6.36 which suggests that most respondents believe their schools have an effective crisis resource plan in place. In connection to this, the resource allocation plan is composed of various elements, one of which is the diversification of Human and Technological Resources, in this case garnered a Mean score of 6.33 and a Standard Deviation of 0.69 which can be interpreted as schools employing proactive measures in resource diversification, ensuring smooth operations even during disruptions.

Mkhize & Ndwandwe (2024) cited that stakeholders are able to identify various forms of resources such as including human, cultural, and social-organizational capital yet they fail to utilize these resources effectively. Their study highlighted to create a more focused approaches to both resource identification and mobilization. Furthermore, they suggested that by increasing stakeholders' awareness about the available resources, significant improvement to the provision of quality education may be achieved.

Funding is essential in creating a well- usable crisis resource plan. Nevertheless, respondents believe that most schools have clear budgets in place for these needs (M= 6.32) although some schools have stronger budgeting strategies than others as reflected in the Standard Deviation of 0.75. School's

ability to manage finances effectively even during disruptions like budget cuts or economic challenges is also one of the considerations. A mean score of 6.25 and an SD of 0.77 indicate that financial management during crises may be a challenge for some schools as some schools struggle more than others in maintaining financial stability.

Now that schools have realized the value of being prepared to offer learnings even during the occurrence of difficult situations, importance on investment in digital infrastructure is given high priority. Indicator no. 5 shows a strong commitment to digital transformation, though some schools may still need to strengthen their technology integration as the widest range of responses, with a minimum score of 3.00, may indicate that not all schools have equally invested in digital infrastructure and that some schools may lack adequate digital resources as seen by the result of the standard deviation of 0.74.

Nowadays school heads give high priority to allocating funds which can be used during crisis situations. Lacs (2022) reminded that knowing about implementing these strategies has a major impact on school performance, program, project, and activity (PPA) implementation, liquidation, transparency, and school facilities. Overall, research shows that school principals are responsible for handling their assigned funds properly.

Overall, the overall mean score of 6.31 suggests that schools have strong resource management strategies, ensuring stability even during crises. This suggests that schools are looking at resource management as not just based on the previous framework of funding but rather is more on how to utilize this to achieve the school's goals (Odden and Picus. 2014).

TABLE 17. Level of Transformative School Operations in terms of Equity and Inclusivity

Statements	Mean	SD	Remarks
The school ensures access to education opportunities for all students	6.38	.672	Agree
The school take steps to address the needs of marginalized and vulnerable group	6.40	.70	Agree
The school promotes diversity and cultural diversity.	6.35	.80	Agree
School policies promote equal access to resources, programs, and extracurricular activities for all students, including those from marginalized groups.	6.35	.70	Agree
The school's crisis management plans consider the cultural, social, and linguistic diversity of the students and their families.	6.32	.70	Agree

<b>Weighted Mean</b>	<b>6.35</b>
<b>SD</b>	<b>.59</b>
<b>Verbal Interpretation</b>	<b>Very High</b>

Table 17 presents data on the Level of Transformative School Operations in Terms of Equity and Inclusivity. This table evaluates how well schools promote equal access to education, diversity, and inclusion, particularly for marginalized and vulnerable groups. Based on the results, majority of the respondents believe that their schools offer fair access to education (mean score of 6.38) because schools actively address the needs of these students (M= 6.40).

Diversity and inclusivity vary from school to another. Statement no. 3 reflects a strong commitment to diversity initiatives, it also suggests some schools may be more effective in promoting cultural diversity than others (M=6.35 and SD= 0.80). Furthermore, the respondents also perceive schools to have equal access to resources and extracurricular activities including those from marginalized groups (mean score of 6.35 and standard deviation of 0.70).

According to Dhakal (2024) equity and inclusion in schools are measures that guarantee all children, regardless of background, have equal access to educational opportunities. In addition, Schools may improve student achievements and contribute to wider social benefits by creating inclusive and fair environments. (An Overview of Diversity, Equity and Inclusion in Education, 2023),

However, indicator no. 5 suggests that while schools recognize diversity in crisis planning, there may still be gaps in fully addressing these factors (M= 6.32) and (SD= 0.70).

In the words of Sousa et al. (2024), diverse approaches and assistive technology are incorporated into successful practices; nonetheless, issues persist because of inadequate teacher training and resource constraints. Improving fairness and inclusion in basic education requires ongoing assessment and modification of educational approaches. To address this concern, schools may opt to involve stakeholders in the implementation of equity and inclusivity in their institution. According to Pearl (2024) establishing an inclusive atmosphere encourages children to feel included and work together, which calls for strong collaborations between teachers, parents, and community members.

Overall findings indicated a Mean score of 6.35 which is Very High and a Standard Deviation of 0.59 indicates that schools are making significant efforts toward equity and inclusivity in their operations and that there is a strong agreement among respondents that their schools prioritize inclusivity.

By providing a fair and honest school’s policy on equity and inclusivity, schools are creating a greater chance involvement and trust among stakeholders which are critical components in times of crisis (Sarmiento and Nuqui, 2020) and produce teachers and learners who are flexible and resilient in the face of crisis situations.

Table 18 presents data on the level of Transformative School Operations in Terms of Stakeholders’ Engagement. This table evaluates how well schools engage different stakeholders, including parents, the local community, and external organizations, in school governance, crisis management, and decision-making.

Statement no.1 indicates a Mean score of 6.40 and a Standard Deviation of 0.72 shows that schools collaborate with their communities, ensuring that neighborhood resources and expertise are leveraged in times of crisis. Relevant to this, the highest mean score of 6.40 indicates that schools actively seek external assistance to strengthen their crisis management strategies and this is the result of school’s establishing official channels for stakeholder involvement in school governance with a mean score of 6.42 which registered as the second highest mean response.

TABLE 18. Level of Transformative School Operations in terms of Stakeholders Engagement

Statements	Mean	SD	Remarks
The school incorporates the neighborhood into its crisis management procedures.	6.40	.72	Agree
The school receives crisis response assistance from outside partners, including neighborhood companies and non-governmental organizations.	6.40	.74	Agree
The school has set up official channels for stakeholders to engage in school governance, such as committees and school councils.	6.42	.70	Agree
The school often has focus groups or discussions with parents to talk about possibilities and problems pertaining to school improvement.	6.40	.70	Agree
The school gives stakeholders the tools they need to actively participate in the execution of school activities, especially those that revolve on improvement and transformation.	6.40	.70	Agree
<b>Weighted Mean</b>		<b>6.40</b>	
<b>SD</b>		<b>.61</b>	
<b>Verbal Interpretation</b>		<b>Very High</b>	

Stakeholders’ engagement is especially vital in planning concrete steps to undertake during crisis situations. Ramos and Dizon (2021) illustrated how local partnerships enhance school resilience by finding that include community stakeholders in disaster preparedness methods resulted in more effective crisis management. In a similar study, de Guzman and Mendoza (2022) illustrated how teachers, parents, and local leaders actively participated in rural Filipino schools, making them more capable of adjusting to crises and obstacles in education.

Part of the community involvement is the actively involvement of parents to the school crisis management plan (M= 6.40 and SD= 0.70) further suggesting that most schools follow a consistent approach in involving parents in decision-making.

The researchers suggested promoting involvement in volunteer work, mentoring programs, and holding frequent meetings to instill a feeling of shared accountability among stakeholders in order to increase engagement.

To sum up the results, the overall mean score of 6.40 suggests that schools highly value stakeholder engagement and actively involve various community members in decision-making and crisis management. The standard deviation of 0.61 is the lowest among all indicators, showing a strong consensus among respondents that their schools prioritize stakeholder engagement. The high mean scores for all variables show that schools have effective stakeholder engagement procedures.

The discussion below establishes whether there is a significant relationship between stakeholders’ awareness of crisis management to the transformative school operation.

Table 19 shows the result to determine whether stakeholders’ awareness has a significant relationship between the stakeholders’ awareness of crisis management to the transformative school operations

Based on the findings, the level of stakeholders’ knowledge of crisis management protocols shows moderate to strong positive correlations across all dimensions of transformative school operations.

TABLE 19. Significant relationship of Stakeholders Awareness to the Transformative School Operations

			L&G	A	I T	School Safety and Preparedness	Organizational Resilience	Resource Management	EQUITY	Stakeholders Engagement
Knowledge of Crisis Management Protocols	Pearson Correlation		.469**	.480**	.565**	.454**	.508**	.503**	.476**	.535**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N		225	225	225	225	225	225	225	225
	Analysis		Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Stakeholders Roles and Responsibilities	Pearson Correlation		.488**	.496**	.581**	.513**	.551**	.512**	.553**	.629**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N		225	225	225	225	225	225	225	225
	Analysis		Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Resource Availability	Pearson Correlation		.374**	.431**	.434**	.423**	.408**	.473**	.450**	.450**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N		225	225	225	225	225	225	225	225
	Analysis		Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Training and Preparedness	Pearson Correlation		.461**	.506**	.491**	.446**	.496**	.575**	.514**	.541**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N		225	225	225	225	225	225	225	225
	Analysis		Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Feedback Mechanism	Pearson Correlation		.559**	.603**	.577**	.544**	.529**	.567**	.565**	.595**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N		225	225	225	225	225	225	225	225
	Analysis		Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig

The strongest association ( $r = 0.60$ ) is seen with innovative teaching and learning approaches, indicating that school administrators and other stakeholders can guarantee few interruptions to instruction when they have a strong grasp of crisis management.

This is due to the call for innovation in teaching most especially during the post pandemic time. According to Alammary (2019) innovative teaching and learning approaches played a great part during the post-pandemic landscape as a well-structured blended learning models successfully integrate the advantages of online and in-person training, improving student satisfaction and performance over time.

Stakeholders' roles and responsibilities and transformative school operations exhibits moderate to strong positive relationships across all dimensions ( $r = 0.50$  to  $0.63$ ,  $p = 0.000$ ). In particular, the highest correlation is with stakeholders' engagement ( $r = 0.63$ ), implying that when stakeholders understand their roles and responsibilities, they contribute significantly to long-term school development.

Adlaw & Ubayubay (2024) who mentioned that stakeholder participation is relatively high, especially in implementation, although there is a modest but substantial correlation between their involvement in planning and decision-making and students' academic success. The researchers suggested promoting involvement in volunteer work, mentoring programs, and holding frequent meetings to

instill a feeling of shared accountability among stakeholders in order to increase engagement.

In terms of resource allocation, the highest correlations are with resource management ( $r = 0.47$ ) and stakeholders' engagement ( $r = 0.45$ ), indicating that resource availability plays a crucial role in mitigating risks and ensuring long-term school development. A correlation of ( $r = 0.37$ ) in terms of leadership and governance, ( $r = 0.43$ ) adaptability and flexibility, ( $r = 0.43$ ) innovative teaching and learning approaches suggest that resources alone are not enough—proper management and strategic planning are also necessary.

Schools should regularly conduct crisis preparedness training for both internal (teachers, administrators) and external (parents, community leaders) stakeholders to strengthen transformative operations. As reflected in the comparative result of training and preparedness as part of the crisis management against the result of transformative school operations.

The data also suggests that schools should institutionalize feedback mechanisms, such as stakeholder meetings, surveys, and digital communication platforms, to ensure continuous improvement in school operations. This indicator has the strongest correlations across all dimensions ( $r = 0.53$  to  $0.60$ ,  $p = 0.000$ ), making it the most influential factor in stakeholders' awareness.

Feedback allows an organization for improvement. According to Wadmare et al. (2024) understanding stakeholder preferences, issues, and opportunities for

development helps organization promote accountability, transparency, and stakeholder satisfaction.

The discussion above confirms a significant positive relationship between stakeholders' awareness and transformative school operations as all correlations are statistically significant ( $p = 0.000, <0.05$ ). Given this analysis, we can infer that the null hypothesis "There is no significant relationship of stakeholders' awareness to the transformative school operation" is rejected which means that there is a significant relationship between them. The findings reveal that involvement of stakeholders in conceptualizing programs and projects of schools creates positive outputs and increases the quality of school operations.

This can be supported by the study of Ndlela (2018) who emphasized that schools through the opportunities given to parents, teachers and students to be part of the team that creates safety and resilience strategies. Additionally, this finding affirms that when stakeholders are fully aware of their

roles and responsibilities, educational institutions can create a more integrated, system – level response

*Significant Relationship of School Head Implementation to the Transformative School Operation*

The discussion below establishes whether there is a significant relationship between the school head implementation of crisis management to the transformative school operation.

The analysis of the relationship between school heads' implementation and transformative school operations reveals there is a statistically significant association between transformational school operations and the school heads' implementation of crisis management across all metrics. For the most part, transformational school operations are closely linked to school heads' leadership and decision-making. Leadership had the strongest association ( $r = .647, p = .000$ ), suggesting that school heads' capacity for well-informed decision-making has a significant impact on the general level of leadership in the institution

TABLE 20. Significant Relationship of School Head implementation to the Transformative School Operation

		Leadership And Governance	Adaptability And Flexibility	Innovative Teaching	Safety And Preparedness	Organizational Resilience	Resource Management	Equity	Stakeholders' Engagement
Leadership and Decision-Making	Pearson Correlation	.647**	.626**	.571**	.609**	.580**	.540**	.529**	.520**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	225	225	225	225	225	225	225	225
	Analysis Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Crisis Management Planning	Pearson Correlation	.698**	.688**	.689**	.660**	.654**	.638**	.673**	.640**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	225	225	225	225	225	225	225	225
	Analysis Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Communication Strategies	Pearson Correlation	.648**	.657**	.640**	.668**	.629**	.555**	.611**	.612**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	225	225	225	225	225	225	225	225
	Analysis Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Resource Allocation	Pearson Correlation	.717**	.752**	.702**	.678**	.686**	.688**	.681**	.675**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	225	225	225	225	225	225	225	225
	Analysis Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Evaluation and Assessment	Pearson Correlation	.728**	.747**	.703**	.713**	.688**	.679**	.652**	.630**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	225	225	225	225	225	225	225	225
	Analysis Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig

The capacity to manage operations, establish relationships, and lead strategically are all factors that go into evaluating school leaders and help them make decisions together. Nacionales (2024) stressed that the leadership styles of school administrators have a big impact on stakeholders' involvement, which is essential for making sound choices. It also denotes that inclusive and participatory decision-making atmosphere requires strong leadership.

The result also reveals that one of the most important components of school heads' implementation is crisis management planning, which has a close correlation with several indicators of transformational school operations. Leadership and governance ( $r = .698, p = .000$ ), innovative teaching and learning approaches ( $r = .689, p = .000$ ), and adaptability and flexibility ( $r = .688, p = .000$ ) show the strongest relationships. Effective crisis management techniques, according to these ideals, greatly improve a

school's capacity to guide through ambiguity, maintain academic continuity, and effectively respond to difficulties.

This result can be correlated with the work of Azlan et al. (2024) who cited that school principals' leadership styles have a considerable impact on the creation and implementation of crisis management strategies by encouraging a supportive and collaborative atmosphere. Furthermore, effective leaders give leadership and direction, motivate and empower their teams, and participate in collaborative problem-solving and decision-making.

Communication plays a vital part in a successful implementation. The findings reveal that communication strategies play a strong role in facilitating transformative school operations. A notable correlation is observed between communication strategies and school safety and preparedness ( $r = .668$ ,  $p = .000$ ), suggesting that clear and effective communication contributes to a secure learning environment. These findings underscore the necessity for school heads to enhance their communication skills to ensure clarity in decision-making, promote inclusivity, and support sustainable school transformation.

As Decir & Paglinawan (2024) cited, by enhancing communication skills, school leaders may better engage their teams, resulting in more successful implementation of reform programs and, ultimately, improved educational outcomes for children.

Finally, among all the school heads' implementation indicators, evaluation and assessment exhibit the strongest relationships with transformative school operations. The highest correlation is observed with leadership and governance ( $r = .728$ ,  $p = .000$ ), indicating that regular assessment processes significantly contribute to leadership effectiveness. This finding emphasizes the importance of establishing a culture of continuous assessment to drive school improvement and sustain.

#### IV. CONCLUSION AND RECOMMENDATIONS

Result shown that a high level of transformative school operation significantly relate to stakeholders' awareness of crisis management leading to the rejection of the first hypothesis. This could suggest that involvement of stakeholders in conceptualizing programs and projects of schools creates positive outputs and increases the quality of school operations.

In addition, a significant relationship between the school head's implementation of crisis management and transformative school operation was also rejected. This denotes that school transformation significantly depends on the proficiency and organizational goals of school leaders given the high connections seen across every indicator.

On the basis of the foregoing findings and conclusions of the study, the following recommendations are offered:

Stakeholders' awareness plays a crucial role in achieving transformative school operations by ensuring that all parties involved understand their responsibilities, the available resources, and the necessary crisis management protocols. Strengthening stakeholders' awareness through frequent training, workshops, and crisis simulations to increase

readiness and reaction is advised in order to promote sustainable service delivery in schools. Clarifying roles and responsibilities via the establishment of a stakeholder engagement framework would promote cooperative crisis decision-making.

Strategic partnerships and inventory systems that guarantee resource availability will facilitate efficient crisis management. Additionally, institutionalizing ongoing professional development programs will improve school heads' flexibility, leadership, and creative teaching methods.

Strengthen school resilience and flexibility by establishing clear communication techniques, using data-driven decision-making, and encouraging a collaborative culture among stakeholders. Sustainability also requires effective budgeting and collaboration to maximize resource allocation.

Schools should implement flexible governance structures that allow for swift decision-making and adaptation to crises while ensuring stakeholder engagement in policy development and execution it can also help to achieve truly transformative school operations because it can establish a dynamic and adaptable system that fosters innovation, resilience, and inclusivity.

Foster a culture of continuous assessment and improvement, supported by data-driven strategies, to ensure that transformative school operations remain effective in addressing both immediate and long-term challenges in education.

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