

School Leaders Strategic Leadership and Learning Resilience on the Implementation of Crisis Management Mechanism and Progress

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Abstract—This study, sought to find out the School Leaders Strategic Leadership and Learning Resilience on the Implementation of Crisis Management Mechanism and Progress, examined the relationship of school leaders' strategic leadership and crisis management mechanism, school leaders' strategic leadership and crisis management progress, school leaders' learning resilience and crisis management mechanism and school leaders' learning resilience and crisis management progress. The study employed a descriptive-correlational research design involving 156 teaching personnel from the selected school who were purposively chosen based on their involvement in school operations and crisis response activities. Researcher-made survey questionnaires was used as instruments. Data were analyzed using mean, standard deviation, and Pearson correlation. The findings revealed that the perceived level of teachers in strategic leadership was very high among the dimensions. Likewise, the level of teachers' learning resilience was very high across all dimensions, with preparedness and coping skills rated highest. Regarding the implementation of crisis management mechanisms, teachers perceived very high levels of execution across all areas. Similarly, the implementation of crisis management progress was also rated very high. Correlation analyses revealed significant positive relationships between teachers perceived level of strategic leadership and all indicators of crisis management mechanisms and progress. Furthermore, school leaders' learning resilience significantly contribute to the effective implementation of crisis management mechanisms and progress. Based on the results, the following conclusion was drawn: There is a significant relationship of strategic leadership and learning resilience on the implementation of crisis management mechanisms and progress leading to the rejection of all hypotheses. Therefore, Teachers' recognition of effective goal setting, decision-making, resource allocation, stakeholders' engagement, and innovation management positively influences the school's preparedness and execution of crisis management activities. Based on the findings and conclusions of the study, several meaningful recommendations can be drawn to further strengthen school practices. School leaders are encouraged to continuously enhance their strategic leadership by setting clear and attainable goals, making well-informed decisions, managing resources wisely, and actively involving teachers and stakeholders in school initiatives, particularly during times of crisis.

Keywords— strategic leadership, learning resilience, crisis management mechanisms, school preparedness, school leaders and teachers.

I. INTRODUCTION

Recent experiences of school systems demonstrate that the actions taken by schools before, during, and after disruptions significantly influence how quickly instruction and learning

stabilize. Strategic leadership in education focuses on setting clear goals, aligning personnel and resources, building professional capacity, and using data to guide continuous improvement. Leithwood et al. (2020) empirically demonstrated that leadership influences student learning through organizational "paths," where leaders intentionally shape school conditions that promote instructional quality and institutional effectiveness. These leadership practices remain critical in times of disruption.

Similarly, Hitt and Tucker's (2016) unified leadership framework identifies five core domains establishing vision and goals, developing professional capacity, fostering a supportive organization, promoting high-quality instruction, and strengthening external partnerships all of which are essential in reinforcing schools' preparedness and responsiveness to crises.

On the other hand, learning resilience refers to the capacity of students, educators, institutions, and systems to anticipate, withstand, adapt to, and recover from disruptions without intensifying existing vulnerabilities by Sokal et al., (2020). Contemporary literature defines educational resilience across multiple levels student, school, and system and emphasizes enabling capacities such as adaptive pedagogy, psychosocial support structures, effective data use, and strong community linkages asserted by Kim and Asbury (2020). These elements ensure that learning continues despite challenges and that institutions can recover while maintaining equity and quality.

Translating leadership and resilience into effective crisis management requires structured mechanisms. Authoritative implementation guides, such as those from the U.S. REMS Technical Assistance Center, and practice frameworks like NASP's PREPaRE (2025), operationalize crisis management through clearly defined roles, procedures, safety protocols, drills, and mental health supports. These frameworks underscore that crisis preparedness is a systematic and institutionalized process rather than a reactive response.

The design and implementation of such mechanisms are largely governed by strategic leadership. Effective leaders communicate transparently, coordinate with families and external agencies, safeguard staff well-being, and anchor decisions in shared vision and values during challenging periods cited by Dryden-Peterson et al., (2017). Cross-case research and policy guidance further emphasize distributed leadership, capacity-building, and structured incident

management systems as key features of resilient institutions. Leadership that integrates mental health awareness and collaborative decision-making minimizes secondary harm and accelerates organizational stabilization.

According to the World Bank (2022), continuity of learning depends on ensuring teachers have adequate time, tools, and collegial support, while students are provided with multimodal access and self-regulation supports. Recent policy guidance, such as that from the National Governors Association (NGA, 2023), outlines practical steps for embedding preparedness into everyday school operations. In this context, strategic leadership and learning resilience function not only as antecedents of effective crisis management mechanisms but also as dynamic forces that drive sustained institutional growth and adaptability. The present study therefore seeks to examine the interplay between school leaders' strategic leadership and learning resilience in strengthening crisis management mechanisms and ensuring sustained progress in educational institutions.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study determined the relationship between school leader's strategy leadership and learning resilience on the implementation of crisis management mechanism and progress.

Specifically, the study sought to answer the following questions:

1. What is the level of school leaders' strategic leadership in terms of:
 - 1.1 goal setting;
 - 1.2 decision making;
 - 1.3 resource motivation and allocation;
 - 1.4 stakeholders' engagement; and
 - 1.5 innovation management?
2. What is the level of school leaders learning resilience in terms of:
 - 2.1 adaptability and flexibility;
 - 2.2 self-regulation;
 - 2.3 preparedness;
 - 2.4 coping skills; and
 - 2.5 self-efficacy?
3. What is the level of the implementation of crisis management mechanism in terms of
 - 3.1 crisis identification;
 - 3.2 contingency planning;
 - 3.3 crisis governance; and
 - 3.4 response?
4. What is the level of the implementation of crisis management progress in terms of:
 - 4.1 emergency protocols;
 - 4.2 contingency plan;
 - 4.3 trainings and seminar; and
 - 4.4 capacity building?
5. Does the school leader strategic leadership significantly relate the implementation of crisis management mechanism?

6. Does the school leader strategic leadership significantly relate the implementation of crisis management progress?
7. Does the school leader learning resilience significantly relate the implementation of crisis management mechanism?
8. Does the school leader learning resilience significantly relate to the implementation of crisis management progress?

II. METHODOLOGY

The study employed a descriptive-correlational research design involving 156 teaching personnel from the selected school who were purposively chosen based on their involvement in school operations and crisis response activities. Researcher-made survey questionnaires was used as instruments. Data were analyzed using mean, standard deviation, and Pearson correlation.

III. RESULTS AND DISCUSSION

This chapter presents the results of the study and provides a systematic analysis and interpretation of the data gathered from the respondents. The findings are organized in accordance with the specific problems and objectives of the study, using appropriate statistical tools such as frequency counts, weighted means, and standard deviations to describe and analyze the responses.

The presentation of data focuses on the respondents' perceptions regarding school leadership practices during crises, particularly in terms of goal setting, communication, alignment with the school's vision and mission, adaptability to changing conditions, and progress monitoring. Each table is followed by a concise interpretation to clearly explain the implications of the numerical results.

Level of Teachers in School Leaders' Strategic Leadership as to Goal Setting

In this study, the level of leadership practices during crises in terms of goal setting refers to clear communication of school goals, involvement of teachers in goal formulation, alignment with the school's vision and mission, adaptability to changing needs during emergencies, and monitoring of progress toward goal achievement. The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the respondents.

Table 1 shows the level of teachers' perception of school leaders' strategic leadership in terms of goal setting. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that school leaders clearly communicate school goals during crises, with a mean score of 6.08, indicating a Strongly Agree response from the teachers. This is supported by a standard deviation of 0.95, which suggests consistency in the respondents' perceptions. Likewise, the involvement of teachers in setting realistic and achievable goals obtained the highest mean score of 6.08 with a standard deviation of 0.97, reflecting a very strong agreement that school leaders practice collaborative and participative goal

setting. Although slightly lower, the alignment of goals with the school’s vision and mission still registered a high mean of 5.94 with a standard deviation of 0.91, indicating that teachers consistently perceive school goals to be coherent with institutional direction.

Table 1. Level of Teachers in School Leaders’ Strategic Leadership as to Goal Setting

Statements The School Leaders ...	Mean	SD	Remarks
...clearly communicates the goals of the school during crises.	6.08	0.95	Agree
...involves teachers in setting realistic and achievable goals.	6.08	0.97	Agree
...ensures that goals are aligned with the school’s vision and mission.	5.93	0.91	Agree
...adjusts goals to meet changing needs during emergencies.	6.08	0.97	Agree
...regularly monitors progress toward achieving school goals.	6.04	0.95	Agree
Weighted Mean	6.04		
SD	0.89		
Verbal Interpretation	High		

The level of school leaders’ strategic leadership in terms of goal setting attained an overall weighted mean of 6.04 and a standard deviation of 0.89, which corresponds to a High verbal interpretation. This implies that, as a whole, teachers agree that school leaders effectively set, adjust, and monitor goals, especially in response to changing needs and emergency situations.

In summary, the findings suggest that school leaders demonstrate highly effective strategic leadership in goal setting. The consistently low standard deviation indicates a shared and uniform perception among teachers, pointing to a strong acceptance of leadership practices that promote clarity, collaboration, and adaptability in achieving school goals.

Level of School Leaders Strategic Leadership as Decision Making

Table 2 shows the level of teachers’ perception of school leaders’ strategic leadership in terms of decision making. It presents the statements, mean, standard deviation, and corresponding remarks.

The findings indicate that school leaders make timely decisions during crises, which obtained a mean score of 6.03 with a standard deviation of 0.93, interpreted as Agree.

Table 2. Level of School Leaders’ Strategic Leadership as to Decision Making

Statements The School Leaders ...	Mean	SD	Remarks
...makes timely decisions during crises.	6.03	0.93	Agree
...consults teachers before implementing important decisions.	5.96	0.94	Agree
...ensures that decisions are fair and transparent.	6.00	0.99	Agree
...evaluates the impact of decisions on teaching and learning.	5.99	0.99	Agree
...considers both short-term and long-term consequences when making decisions.	5.98	0.96	Agree
Weighted Mean	5.99		
SD	0.89		
Verbal Interpretation	High		

This suggests that teachers perceive school leaders as responsive and decisive during critical situations. Similarly,

the practice of consulting teachers before implementing important decisions yielded a high mean of 5.96 and a standard deviation of 0.94, reflecting strong agreement and highlighting the participatory nature of decision-making processes.

Moreover, ensuring that decisions are fair and transparent received a mean score of 6.00 with a standard deviation of 0.99, indicating that teachers generally agree on the integrity and openness of leadership decisions. The evaluation of the impact of decisions on teaching and learning also garnered a high mean of 5.99 and a standard deviation of 0.99, showing that school leaders are mindful of instructional outcomes. Although slightly lower, the consideration of both short-term and long-term consequences still obtained a strong mean of 5.99 with a standard deviation of 0.96, signifying consistent agreement among respondents.

The overall level of school leaders’ strategic leadership in terms of decision making achieved a weighted mean of 5.99 and a standard deviation of 0.89, with a High verbal interpretation.

In summary, the results imply that school leaders demonstrate highly effective strategic leadership in decision making.

The consistently high mean scores and relatively low standard deviation indicate a shared and positive perception among teachers, emphasizing leadership practices characterized by timeliness, fairness, transparency, and careful consideration of both immediate and long-term effects on teaching and learning.

Table 3 shows the level of teachers’ perception of school leaders’ strategic leadership in terms of resource management. The table presents the statements, mean, standard deviation, and verbal remarks.

The data reveal that school leaders provide sufficient teaching materials and resources during crises, which obtained a mean score of 6.06 and a standard deviation of 1.05, interpreted as Agree. This indicates that teachers perceive the leaders as proactive in ensuring the availability of resources during challenging times. Similarly, allocating resources based on the priority needs of teachers and learners received a mean of 5.99 with a standard deviation of 1.01, reflecting strong agreement on the fairness and appropriateness of resource distribution.

Table 3. Level of School Leaders’ Strategic Leadership as to Resource Motivation and Allocation

Statements The School Leaders ...	Mean	SD	Remarks
...provides sufficient teaching materials and resources during crises.	6.06	1.05	Agree
...allocates resources based on the priority needs of teachers and learners.	5.99	1.01	Agree
...motivates teachers to use available resources effectively.	6.12	0.99	Agree
...encourages teachers to suggest ways to improve resource allocation	6.02	1.03	Agree
ensures resources are distributed equitably among departments.	5.97	0.96	Agree
Weighted Mean	6.03		
SD	0.93		
Verbal Interpretation	High		

Additionally, school leaders are perceived as effectively motivating teachers to utilize available resources efficiently, which obtained the highest mean of 6.12 and a standard deviation of 0.99, emphasizing the leaders' role in fostering productive resource use. The practice of encouraging teachers to suggest improvements in resource allocation earned a mean of 6.02 and a standard deviation of 1.03, demonstrating participative and inclusive leadership. Lastly, ensuring equitable distribution of resources among departments garnered a mean of 5.97 with a standard deviation of 0.96, indicating consistency in teachers' perception of fairness across departments.

The overall level of school leaders' strategic leadership in resource management achieved a weighted mean of 6.03 and a standard deviation of 0.93, which is verbally interpreted as High.

In summary, the results suggest that school leaders exhibit highly effective strategic leadership in managing school resources. Teachers consistently perceive leaders as fair, proactive, and supportive, promoting equitable allocation, efficient use of materials, and inclusive decision-making regarding resource improvements, even during crises. The low variability in responses also reflects a shared positive perception among teachers, indicating strong confidence in leadership practices related to resource management.

Table 4. Level of School Leaders' Strategic Leadership as to Stakeholders' Engagement

Statements The School Leaders ...	Mean	SD	Remarks
...involves parents in crisis preparedness and recovery planning.	6.05	0.95	Agree
...regularly consults teachers and staff in decision-making processes	6.02	0.98	Agree
...engages local community members to support school activities.	6.01	0.95	Agree
...values and considers stakeholders' feedback in school planning.	5.98	0.90	Agree
...maintains open communication channels with all stakeholders.	6.05	0.96	Agree
Weighted Mean	6.02		
SD	0.87		
Verbal Interpretation	High		

Table 4 shows the level of teachers' perception of school leaders' strategic leadership in terms of stakeholders' engagement. It presents the statements, mean, standard deviation, and verbal remarks.

The findings reveal that school leaders actively involve parents in crisis preparedness and recovery planning, which obtained a mean score of 6.05 with a standard deviation of 0.95, interpreted as Agree. Likewise, regularly consulting teachers and staff in decision-making processes earned a mean of 6.02 and a standard deviation of 0.98, showing that teachers perceive leaders as inclusive and participatory in their decision-making.

Furthermore, school leaders are perceived to engage local community members to support school activities, which received a mean of 6.01 and a standard deviation of 0.95, indicating strong agreement that leaders foster collaboration beyond the school. The practice of valuing and considering

stakeholders' feedback in school planning scored a mean of 5.98 with a standard deviation of 0.90498, reflecting that leaders recognize the importance of input from teachers, parents, and the community. Finally, maintaining open communication channels with all stakeholders achieved a mean of 6.05 and a standard deviation of 0.96, emphasizing transparency and accessibility in leadership communication.

The overall level of school leaders' strategic leadership in stakeholders' engagement attained a weighted mean of 6.02 and a standard deviation of 0.87, which corresponds to a High verbal interpretation.

In summary, the results suggest that school leaders demonstrate highly effective engagement of stakeholders. Teachers perceive leaders as inclusive, communicative, and responsive, promoting active participation of parents, staff, and the community in school planning and activities. The low standard deviation reflects consistency in teachers' perceptions, indicating strong approval of leadership practices that value collaboration and stakeholder involvement.

Teachers perceive their strategic leadership in stakeholder engagement as too low, reflecting gaps in training and participatory roles within School-Based Management (SBM) frameworks. This perception aligns with literature emphasizing superficial community involvement and the need for enhanced instructional leadership to elevate teacher competencies. Existing studies, such as those on DepEd practices, support targeted interventions for deeper collaboration.

Table 5. Level of School Leaders' Strategic Leadership as Innovation Management

Statements The School Leaders ...	Mean	SD	Remarks
...encourages teachers to implement creative teaching strategies during crises.	6.13	0.99	Agree
...supports the use of new technologies in teaching and learning.	6.08	1.01	Agree
...recognizes and rewards innovative solutions in the school.	5.99	0.99	Agree
...fosters a culture of experimentation to improve crisis response.	6.03	1.02	Agree
...encourages teachers to share innovative practices with colleagues.	6.06	0.97	Agree
Weighted Mean	6.06		
SD	0.94		
Verbal Interpretation	High		

Table 5 shows the level of teachers' perception of school leaders' strategic leadership in terms of innovation management. The table presents the statements, mean, standard deviation, and verbal remarks.

The findings reveal that school leaders actively encourage teachers to implement creative teaching strategies during crises, which obtained a mean score of 6.13 with a standard deviation of 0.99, interpreted as Agree. Similarly, supporting the use of new technologies in teaching and learning received a mean of 6.08 and a standard deviation of 1.01, reflecting teachers' perception that leaders foster innovation through modern tools and methods.

The practice of recognizing and rewarding innovative solutions in the school earned a mean of 5.99 with a standard

deviation of 0.99, showing that teachers perceive acknowledgment of creativity as an important leadership strategy. Moreover, fostering a culture of experimentation to improve crisis response obtained a mean of 6.03 and a standard deviation of 1.02, highlighting leaders' encouragement of trial-and-error approaches for problem-solving. Finally, encouraging teachers to share innovative practices with colleagues scored a mean of 6.06 and a standard deviation of 0.97, indicating that collaboration and knowledge-sharing are actively promoted.

The overall level of school leaders' strategic leadership in innovation management achieved a weighted mean of 6.06 and a standard deviation of 0.94, with a verbal interpretation of High.

In summary, the results suggest that school leaders demonstrate highly effective strategic leadership in fostering innovation. Teachers perceive leaders as supportive, encouraging creativity, and promoting the adoption of new strategies and technologies, even during crises. The relatively low standard deviation reflects a consistent and positive perception among teachers, indicating strong acceptance and recognition of innovation as a key aspect of effective leadership.

Level of Learning Resilience in terms of Adaptability and Flexibility

In this study, the level of teachers in learning resilience in terms of adaptability and flexibility refers to their capacity to adjust teaching strategies, respond effectively to dynamic classroom situations, and implement innovative solutions in the face of challenges.

Table 6 presents the statements, mean, standard deviation, remarks, and verbal interpretation from the perspective of the respondents regarding teachers' adaptability and flexibility.

Table 6. Level of Learning Resilience in terms of Adaptability and Flexibility

Statements	Mean	SD	Remarks
The Teachers ...			
...adjust my teaching strategies to accommodate sudden changes.	6.06	0.98	Agree
...can handle changes in school schedules or learning platforms effectively.	6.09	0.97	Agree
...quickly adapt to new technologies or teaching tools.	5.99	0.94	Agree
...remain productive even when unexpected challenges arise.	5.93	0.98	Agree
...modify lesson plans based on learners' needs during crises.	6.00	0.96	Agree
Weighted Mean	6.01		
SD	0.91		
Verbal Interpretation	High		

Table 6 shows the level of teachers' learning resilience in terms of adaptability and flexibility. The table presents the statements, mean, standard deviation, and verbal remarks. The data indicate that the overall level of teachers' learning resilience demonstrates a strong capacity for adaptation and flexibility, where teachers are able to modify instructional approaches according to students' needs, embrace new methods and technologies, and maintain a positive and proactive attitude toward challenges. These insights provide

important information for school leaders and education stakeholders to further enhance professional development programs and support mechanisms that foster resilience and innovation among teachers.

Also, the high level of teachers' adaptability and flexibility showed that they were not only responding well to immediate classroom needs but were also able to sustain effective teaching in different and changing situations. This means that teachers were able to reflect on their practices, learn from their experiences, and continuously improve the way they teach.

The results reveal that teachers are highly adaptable in their teaching practices during crises. The statement "adjust my teaching strategies to accommodate sudden changes" obtained a mean of 6.06 with a standard deviation of 0.98, interpreted as Agree, indicating that teachers are proactive in modifying their instructional approaches. Likewise, "can handle changes in school schedules or learning platforms effectively" scored a mean of 6.09 and a standard deviation of 0.97, reflecting teachers' confidence in managing sudden shifts in the learning environment.

Teachers also perceive themselves as capable of quickly adapting to new tools, as shown by the statement "quickly adapt to new technologies or teaching tools", which earned a mean of 5.99 and a standard deviation of 0.94. Maintaining productivity despite unexpected challenges received a mean of 5.93 and a standard deviation of 0.98, highlighting teachers' resilience under pressure. Additionally, modifying lesson plans based on learners' needs during crises obtained a mean of 6.00 with a standard deviation of 0.96, demonstrating responsiveness to student requirements.

The overall level of teachers' learning resilience in terms of adaptability and flexibility achieved a weighted mean of 6.01 and a standard deviation of 0.91, with a verbal interpretation of High.

In summary, the results suggest that teachers exhibit a very high level of adaptability and flexibility in their teaching practices. They are able to adjust strategies, embrace new technologies, and respond effectively to unexpected challenges, ensuring continuity and productivity in learning even during crises. The relatively low standard deviation indicates consistency in teachers' perceptions, reflecting a shared confidence in their ability to remain resilient and adaptable.

Level of Learning Resilience in terms of Self – Regulation

Table 7 shows the level of teachers' learning resilience in terms of self-regulation. The table presents the statements, mean, standard deviation, and verbal remarks.

The findings reveal that teachers exhibit a high degree of self-regulation in managing their emotions and responsibilities during crises. The statement "can control my emotions during stressful situations at school" obtained a mean of 6.06 with a standard deviation of 0.97, indicating that teachers are capable of maintaining emotional composure in challenging situations. Similarly, "I maintain focus on teaching despite disruptions" scored a mean of 6.10 and a standard deviation of 0.95, reflecting teachers' ability to concentrate on instructional tasks even when faced with interruptions. The statement "manage

my workload efficiently during emergencies” received a mean of 5.98 and a standard deviation of 0.94, showing that teachers are effective in organizing and completing tasks under pressure. “Follow school protocols even under pressure” obtained a mean of 5.91 and a standard deviation of 0.98, indicating adherence to institutional guidelines despite stressful circumstances. Lastly, “set personal goals to maintain teaching performance during crises” earned a mean of 5.97 with a standard deviation of 0.97, demonstrating teachers’ proactive approach to sustaining performance.

Table 7. Level of Learning Resilience in terms of Self – Regulation

Statements The Teachers ...	Mean	SD	Remarks
...can control my emotions during stressful situations at school.	6.06	0.97	Agree
...maintain focus on teaching despite disruptions.	6.10	0.95	Agree
...manage my workload efficiently during emergencies.	5.98	0.94	Agree
...follow school protocols even under pressure.	5.91	0.98	Agree
...set personal goals to maintain teaching performance during crises.	5.97	0.97	Agree
Weighted Mean	6.00		
SD	0.90		
Verbal Interpretation	High		

The overall level of teachers’ learning resilience in terms of self-regulation achieved a weighted mean of 6.00 and a standard deviation of 0.90, which corresponds to a High verbal interpretation.

In summary, the results suggest that teachers demonstrate a high level of self-regulation, enabling them to manage emotions, maintain focus, efficiently handle workloads, follow protocols, and set personal goals during crises. The low standard deviation indicates consistent perceptions among teachers, reflecting a shared confidence in their ability to regulate themselves effectively under challenging conditions.

Level of Learning Resilience in terms of Preparedness

Table 8 shows the level of teachers’ learning resilience in terms of preparedness. The table presents the statements, mean, standard deviation, and verbal remarks.

The results indicate that teachers demonstrate a high level of preparedness in managing learning during crises. The statement “keep lesson plans ready for online or alternative learning methods” obtained a mean of 6.07 with a standard deviation of 0.96, interpreted as Agree, reflecting proactive planning for different teaching modalities.

Similarly, “familiar with the school’s crisis management protocols” scored a mean of 6.10 and a standard deviation of 0.94, showing that teachers are knowledgeable and ready to follow established procedures during emergencies.

The statement “ensure that necessary teaching materials are available in advance” received a mean of 5.99 and a standard deviation of 0.92, indicating teachers’ diligence in preparing resources ahead of time. “Anticipate potential challenges and prepare solutions” obtained a mean of 5.92 with a standard deviation of 0.96, highlighting teachers’ proactive problem-solving skills. Lastly, “actively participate in school drills and preparedness activities” earned a mean of

5.98 and a standard deviation of 0.95, demonstrating active engagement in readiness initiatives.

Table 8. Level of Learning Resilience in terms of Preparedness

Statements The Teachers ...	Mean	SD	Remarks
...keep lesson plans ready for online or alternative learning method	6.07	0.96	Agree
...familiar with the school’s crisis management protocols.	6.10	0.94	Agree
...ensure that necessary teaching materials are available in advance.	5.99	0.92	Agree
...anticipate potential challenges and prepare solutions.	5.92	0.96	Agree
...actively participate in school drills and preparedness activities.	5.98	0.95	Agree
Weighted Mean	6.01		
SD	0.89		
Verbal Interpretation	High		

The overall level of teachers’ learning resilience in terms of preparedness achieved a weighted mean of 6.0115 and a standard deviation of 0.89161, with a verbal interpretation of High.

In summary, the results suggest that teachers exhibit a very high level of preparedness, demonstrating proactive planning, familiarity with crisis protocols, resource readiness, anticipation of challenges, and active participation in drills and preparedness activities. The relatively low standard deviation reflects consistency in teachers’ perceptions, indicating a shared confidence in their ability to respond effectively and maintain continuity of learning during crises.

Preparedness gaps call for targeted interventions like professional learning communities and mentoring to empower teachers in strategic roles. Enhancing principals’ strategic practices can drive higher teacher engagement and external buy-in. Philippine research recommends policy support for SIPs with authentic stakeholder input.

Table 9. Level of Learning Resilience in terms of Coping Skills

Statements The Teachers ...	Mean	SD	Remarks
...remain calm when faced with unexpected challenges at school.	6.07	0.96	Agree
...seek help or advice when handling difficult situations.	6.10	0.94	Agree
...use stress-relief strategies to maintain effectiveness in teaching.	5.99	0.92	Agree
...can prioritize tasks effectively during crises.	5.92	0.96	Agree
...recover quickly from setbacks to continue teaching.	5.99	0.95	Agree
Weighted Mean	6.01		
SD	0.89		
Verbal Interpretation	High		

Table 9 shows the level of teachers’ learning resilience in terms of coping skills. The table presents the statements, mean, standard deviation, and verbal remarks. The results indicate that teachers demonstrate a high level of coping skills in managing challenges during crises. The statement “remain calm when faced with unexpected challenges at school” obtained a mean of 6.07 with a standard deviation of 0.96, interpreted as Agree, reflecting teachers’ ability to maintain composure under pressure. Similarly, “seek help or advice

when handling difficult situations” scored a mean of 6.10 and a standard deviation of 0.94, showing that teachers actively utilize available support systems when confronted with challenges.

The practice of using stress-relief strategies to maintain effectiveness in teaching received a mean of 5.99 and a standard deviation of 0.92, highlighting teachers’ proactive measures to manage stress. “Can prioritize tasks effectively during crises” obtained a mean of 5.92 with a standard deviation of 0.96, indicating teachers’ ability to organize responsibilities efficiently during emergencies. Lastly, “recover quickly from setbacks to continue teaching” earned a mean of 5.99 and a standard deviation of 0.95, reflecting resilience and perseverance in maintaining instructional continuity.

The overall level of teachers’ learning resilience in terms of coping skills achieved a weighted mean of 6.01 and a standard deviation of 0.89, with a verbal interpretation of High.

In summary, the results suggest that teachers exhibit a very high level of coping skills, enabling them to remain calm, seek support, manage stress, prioritize tasks, and recover from setbacks effectively. The low standard deviation reflects consistency in teachers’ perceptions, indicating a shared confidence in their ability to cope with challenges and sustain teaching effectiveness during crises.

Level of Learning Resilience in terms of Self – Efficacy

Table 10 shows the level of teachers’ learning resilience in terms of self-efficacy. The table presents the statements, mean, standard deviation, and verbal remarks.

The findings reveal that teachers exhibit a high level of self-efficacy in their teaching performance during crises. The statement “confident in his/her ability to deliver lessons effectively during crises” obtained a mean of 6.06 with a standard deviation of 0.96, interpreted as Agree, indicating that teachers trust their teaching capabilities even in challenging situations. Similarly, “believe they can handle disruptions without compromising learning quality” scored a mean of 6.10 and a standard deviation of 0.95, reflecting teachers’ confidence in maintaining instructional standards despite interruptions.

Table 10. Level of Learning Resilience in terms of Self – Efficacy

Statements	Mean	SD	Remarks
The Teachers ...			
...confident in his/her ability to deliver lessons effectively during crises.	6.06	0.96	Agree
...believe they can handle disruptions without compromising learning quality.	6.10	0.95	Agree
...can support learners’ needs under challenging conditions.	5.99	0.93	Agree
...feel prepared to overcome obstacles in teaching and learning.	5.92	0.97	Agree
...can successfully implement new strategies for teaching during emergencies.	5.99	0.96	Agree
Weighted Mean	6.01		
SD	0.90		
Verbal Interpretation	High		

The statement “can support learners’ needs under challenging conditions” received a mean of 5.99 with a standard deviation of 0.93, highlighting teachers’ perception of their competence in addressing student needs during emergencies. “Feel prepared to overcome obstacles in teaching and learning” obtained a mean of 5.92 and a standard deviation of 0.97, demonstrating teachers’ readiness to face challenges. Lastly, “can successfully implement new strategies for teaching during emergencies” earned a mean of 5.99 with a standard deviation of 0.96, indicating teachers’ confidence in adopting innovative approaches when necessary.

The overall level of teachers’ learning resilience in terms of self-efficacy achieved a weighted mean of 6.01 and a standard deviation of 0.90, which corresponds to a High verbal interpretation.

In summary, the results suggest that teachers demonstrate a very high level of self-efficacy, showing confidence in their ability to deliver lessons, handle disruptions, support learners, overcome obstacles, and implement new teaching strategies during crises. The low standard deviation reflects consistency in teachers’ perceptions, indicating shared confidence and assurance in their professional competence under challenging conditions.

Level of Implementation of Crisis Management Mechanism

In this study, the level of implementation of crisis management mechanisms in terms of crisis identification refers to the ability of the school or organization to recognize, assess, and respond promptly to potential or ongoing crises.

Table 11. Level of Implementation of Crisis Management Mechanism in terms of Crisis Identification

Statements	Mean	SD	Remarks
The School Leaders ...			
...ensures the school quickly identifies potential risks before they escalate. ensures the school quickly identifies potential risks before they escalate.	6.14	0.75	Strongly Agree
...informs teachers about signs that indicate a developing crisis.	6.15	0.73	Strongly Agree
...regularly assesses vulnerabilities in school operations.	6.11	0.71	Agree
...implements early warning systems to prevent emergencies.	6.09	0.75	Agree
...encourages teachers to participate in identifying hazards and threats.	6.24	0.77	Strongly Agree
Weighted Mean	6.15		
SD	0.67		
Verbal Interpretation	Very High		

Table 11, presents the statements, mean, standard deviation, remarks, and verbal interpretation from the perspective of the respondents regarding crisis identification. The data indicate that the overall level of implementation of crisis management mechanisms in terms of crisis identification reflects a proactive approach, where the personnel are capable of identifying early warning signs, evaluating risks, and taking timely actions to mitigate negative outcomes. These findings provide valuable insights for administrators and policymakers to strengthen existing crisis protocols, enhance preparedness, and ensure the safety and well-being of all stakeholders. The findings reveal that school leaders are highly effective in

identifying potential crises. The statement “Ensures the school quickly identifies potential risks before they escalate” obtained a mean of 6.14 with a standard deviation of 0.75, interpreted as Strongly Agree, indicating that proactive risk identification is a key practice in the school.

Similarly, “Informs teachers about signs that indicate a developing crisis” scored a mean of 6.15 and a standard deviation of 0.73, reflecting strong agreement that teachers are kept aware of early warning signs.

The statement “Regularly assesses vulnerabilities in school operations” earned a mean of 6.11 with a standard deviation of 0.715, showing that systematic evaluations of potential weaknesses are conducted consistently. “Implements early warning systems to prevent emergencies” obtained a mean of 6.09 and a standard deviation of 0.75, highlighting that preventive measures are in place to mitigate risks. Lastly, “Encourages teachers to participate in identifying hazards and threats” scored the highest mean of 6.24 with a standard deviation of 0.77, emphasizing participatory engagement in crisis identification.

The overall level of implementation of crisis management mechanisms in terms of crisis identification achieved a weighted mean of 6.15 and a standard deviation of 0.67, which corresponds to a Very High verbal interpretation.

In summary, the results suggest that school leaders demonstrate a very high level of effectiveness in crisis identification. Teachers perceive leaders as proactive, systematic, and inclusive in identifying potential hazards, implementing early warning systems, and ensuring preparedness. The low standard deviation indicates consistency in teachers’ perceptions, reflecting a shared confidence in the school’s mechanisms for early detection and prevention of crises.

Level of Implementation of Crisis Management Mechanism in terms of Contingency Planning

Table 12 shows the level of implementation of crisis management mechanisms in terms of contingency planning. The table presents the statements, mean, standard deviation, and verbal remarks.

Table 12. Level of Implementation of Crisis Management Mechanism in terms of Contingency Planning

Statements	Mean	SD	Remarks
The School Leaders ...			
...ensures the school has a written plan for managing emergencies.	6.21	0.71	Strongly Agree
...updates contingency plans regularly to address new risks.	6.26	0.75	Strongly Agree
...ensures teachers are familiar with their roles in the contingency plan.	6.19	0.73	Strongly Agree
...includes alternative teaching methods in contingency plans.	6.24	0.71	Strongly Agree
...provides clear procedures for different types of crises.	6.26	0.72	Strongly Agree
Weighted Mean	6.23		
SD	0.63		
Verbal Interpretation			Very High

The findings reveal that school leaders are highly effective in developing and implementing contingency plans to address emergencies.

The statement “Ensures the school has a written plan for managing emergencies” obtained a mean of 6.21 with a standard deviation of 0.71, interpreted as Strongly Agree, indicating that formal and documented plans are in place to guide the school during crises. Similarly, “Updates contingency plans regularly to address new risks” scored a mean of 6.26 and a standard deviation of 0.75, showing that the plans are dynamic and responsive to emerging threats.

Teachers also perceive that school leaders ensure familiarity with roles in the contingency plan, which obtained a mean of 6.19 and a standard deviation of 0.73, reflecting clarity of responsibilities during emergencies.

The inclusion of alternative teaching methods in contingency plans received a mean of 6.24 with a standard deviation of 0.71, indicating proactive measures to maintain learning continuity. Lastly, providing clear procedures for different types of crises earned the highest mean of 6.26 and a standard deviation of 0.72, emphasizing structured and comprehensive guidance for varying emergency situations.

The overall level of implementation of crisis management mechanisms in terms of contingency planning achieved a weighted mean of 6.23 and a standard deviation of 0.63, which corresponds to a Very High verbal interpretation.

In summary, the results suggest that school leaders demonstrate a very high level of effectiveness in contingency planning. Teachers perceive that plans are well-documented, regularly updated, inclusive of alternative teaching methods, and clearly communicated to all staff.

Table 13. Level of Implementation of Crisis Management Mechanism in terms of Crisis Governance

Statements	Mean	SD	Remarks
The School Leaders ...			
...ensures teachers understand the hierarchy and reporting lines in crisis management.	6.26	0.74	Strongly Agree
...defines clear roles and responsibilities during crises.	6.26	0.76	Strongly Agree
...establishes committees to manage emergency situations.	6.20	0.71	Strongly Agree
...ensures decisions during crises follow established protocols.	6.22	0.71	Strongly Agree
...maintains governance structures that support quick and effective response	6.18	0.74	Strongly Agree
Weighted Mean	6.23		
SD	0.64		
Verbal Interpretation			Very High

Table 13 shows the level of implementation of crisis management mechanisms in terms of crisis governance. The table presents the statements, mean, standard deviation, and verbal remarks.

The findings reveal that school leaders are highly effective in establishing governance structures to manage crises. The statement “Ensures teachers understand the hierarchy and reporting lines in crisis management” obtained a mean of 6.26 with a standard deviation of 0.74, interpreted as Strongly Agree, indicating that teachers are well-informed of the organizational structure during emergencies. Similarly,

“Defines clear roles and responsibilities during crises” also scored a mean of 6.26 and a standard deviation of 0.76, showing that responsibilities are clearly communicated and understood. The practice of establishing committees to manage emergency situations received a mean of 6.20 and a standard deviation of 0.71, reflecting organized and collaborative decision-making. “Ensures decisions during crises follow established protocols” earned a mean of 6.22 and a standard deviation of 0.71, highlighting adherence to structured procedures. Lastly, maintaining governance structures that support quick and effective response obtained a mean of 6.18 with a standard deviation of 0.74, indicating that leadership structures are designed to facilitate timely and efficient crisis management.

The overall level of implementation of crisis management mechanisms in terms of crisis governance achieved a weighted mean of 6.23 and a standard deviation of 0.64, which corresponds to a Very High verbal interpretation.

In summary, the results suggest that school leaders demonstrate a very high level of crisis governance. Teachers perceive leaders as effective in establishing clear hierarchies, defining roles, forming committees, adhering to protocols, and maintaining structures that ensure prompt and efficient responses during crises. The low standard deviation indicates consistency in teachers’ perceptions, reflecting shared confidence in the school’s governance during emergency situations.

Table 14 shows the level of implementation of crisis management mechanisms in terms of response. The table presents the statements, mean, standard deviation, and verbal remarks.

Table 14. Level of Implementation of Crisis Management Mechanism in terms of Response and Communication

Statements	Mean	SD	Remarks
The School Leaders ...			
...ensures the school responds promptly when a crisis occurs.	6.19	0.74	Strongly Agree
...supervises teachers to follow emergency protocols efficiently	6.15	0.77	Strongly Agree
...safeguards support is provided to students and staff during crises.	6.18	0.78	Strongly Agree
...guarantees minimal disruption to learning during emergencies.	6.21	0.74	Strongly Agree
...evaluates responses for effectiveness and implements improvements.	6.27	0.72	Strongly Agree
Weighted Mean	6.20		
SD	0.67		
Verbal Interpretation	Very High		

The findings reveal that school leaders are highly effective in responding to crises. The statement “Ensures the school responds promptly when a crisis occurs” obtained a mean of 6.19 with a standard deviation of 0.74, interpreted as Strongly Agree, indicating that prompt action is a key feature of school crisis management. Similarly, “Supervises teachers to follow emergency protocols efficiently” scored a mean of 6.15 and a standard deviation of 0.77, showing that leadership ensures adherence to established procedures during emergencies.

The statement “Safeguards support is provided to students and staff during crises” received a mean of 6.18 and a standard

deviation of 0.78, reflecting that students and staff are well-supported in difficult situations. “Guarantees minimal disruption to learning during emergencies” earned a mean of 6.21 with a standard deviation of 0.74, highlighting efforts to maintain continuity of instruction. Lastly, “Evaluates responses for effectiveness and implements improvements” obtained the highest mean of 6.27 and a standard deviation of 0.72, emphasizing reflective practices and continuous improvement in crisis response.

The overall level of implementation of crisis management mechanisms in terms of response achieved a weighted mean of 6.20 and a standard deviation of 0.67, with a verbal interpretation of Very High.

In summary, the results suggest that school leaders demonstrate a very high level of effectiveness in crisis response. Teachers perceive leaders as prompt, accountable, and flexible, ensuring adherence to protocols, providing necessary support, minimizing disruption to learning, and continuously improving emergency responses. The low standard deviation indicates consistency in teachers’ perceptions, reflecting strong confidence in the school’s ability to respond effectively during crises.

Level of Implementation of Crisis Management Progress

In this study, the level of implementation of the crisis management process in terms of emergency protocols refers to the extent to which established procedures and guidelines are effectively carried out during emergency situations.

These include preparedness measures, clear communication channels, coordinated response actions.

Table 15 presents the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents regarding the implementation of emergency protocols.

Table 15. Level of Implementation of Crisis Management Progress in terms of Emergency Protocols

Statements	Mean	SD	Remarks
The School Leaders ...			
...informs teachers promptly about Emergency procedures.	7.00	6.05	Strongly Agree
...ensures emergency protocols are clear and easily understood.	7.00	6.03	Strongly Agree
...communicates information about crises to staff without delay.	7.00	5.95	Strongly Agree
...informs students and parents about safety measures during crises.	7.00	6.06	Strongly Agree
...regularly reviews and practices protocols to ensure understanding.	7.00	6.06	Strongly Agree
Weighted Mean	7.00		
SD	6.03		
Verbal Interpretation	Very High		

Table 15 shows the level of implementation of crisis management processes in terms of emergency protocols. The table presents the statements, mean, standard deviation, and verbal remarks.

The findings indicate that school leaders demonstrate a very high level of effectiveness in communicating and implementing emergency protocols. The statement “Informs teachers promptly about emergency procedures” obtained a

mean of 7.00 with a standard deviation of 6.05, interpreted as Strongly Agree, suggesting that timely dissemination of emergency information to teachers is consistently practiced. Similarly, “Ensures emergency protocols are clear and easily understood” earned a mean of 7.00 and a standard deviation of 6.03, reflecting clarity and comprehensibility of procedures during crises.

Moreover, “Communicates information about crises to staff without delay” registered a mean of 7.00 with a standard deviation of 5.95, indicating that rapid communication is prioritized. The statement “Informs students and parents about safety measures during crises” also obtained a mean of 7.00 and a standard deviation of 6.06, highlighting transparency and inclusivity in crisis communication. Lastly, “Regularly reviews and practices protocols to ensure understanding” recorded a mean of 7.00 with a standard deviation of 6.06, emphasizing preparedness through continuous review and practice.

The overall level of implementation of crisis management processes in terms of emergency protocols achieved a weighted mean of 7.00 and a standard deviation of 6.03, which corresponds to a Very High verbal interpretation.

In summary, the results suggest that school leaders demonstrate a very high level of effectiveness in managing emergency protocols. Teachers perceive leaders as prompt, clear, and proactive in communicating procedures, involving students and parents, and regularly reviewing protocols. These practices contribute to a well-informed school community and strengthen preparedness and safety during crisis situations.

Table 16. Level of Implementation of Crisis Management Progress in terms of Contingency Plan

Statements The School Leaders ...	Mean	SD	Remarks
...ensures teachers are aware of the steps outlined in the contingency plan	7.00	5.87	Strongly Agree
...communicates updates to the contingency plan to all staff and stakeholders.	7.00	5.88	Strongly Agree
...ensures staff understand their roles in implementing the contingency plan.	7.00	5.93	Strongly Agree
...makes the contingency plan accessible for reference during emergencies.	7.00	5.97	Strongly Agree
...monitors the implementation of the contingency plan during crises.	7.00	5.96	Strongly Agree
Weighted Mean	7.00		
SD	5.92		
Verbal Interpretation			Very High

Table 16 shows the level of implementation of crisis management processes in terms of the contingency plan. The table presents the statements, mean, standard deviation, and verbal remarks.

The findings indicate that school leaders demonstrate a very high level of effectiveness in implementing and communicating the contingency plan. The statement “Ensures teachers are aware of the steps outlined in the contingency plan” obtained a mean of 7.00 with a standard deviation of 5.87, interpreted as Strongly Agree, suggesting that teachers are well-informed of the required actions during emergencies. Similarly, “Communicates updates to the contingency plan to all staff and stakeholders” earned a mean of 7.00 and a

standard deviation of 5.88, reflecting timely and inclusive dissemination of updates. Moreover, “Ensures staff understand their roles in implementing the contingency plan” recorded a mean of 7.00 with a standard deviation of 5.93, indicating clarity of responsibilities during crisis situations. The accessibility of the contingency plan for reference during emergencies also received strong agreement, with a mean of 7.00 and a standard deviation of 5.97, highlighting ease of access when needed. Lastly, “Monitors the implementation of the contingency plan during crises” obtained a mean of 7.00 and a standard deviation of 5.96, emphasizing leadership oversight and accountability.

The overall level of implementation of crisis management processes in terms of the contingency plan achieved a weighted mean of 7.00 and a standard deviation of 5.92, which corresponds to a Very High verbal interpretation.

In summary, the results suggest that school leaders exhibit a very high level of effectiveness in managing and implementing contingency plans. Teachers perceive leaders as clear, communicative, and accountable, ensuring that contingency plans are well-understood, accessible, and consistently monitored. These practices strengthen preparedness and coordinated action during crisis situations.

Table 17. Level of Implementation of Crisis Management Progress in terms of Trainings and Seminar

Statements The School Leaders ...	Mean	SD	Remarks
...ensures teachers attend regular trainings on crisis preparedness.	7.00	6.02	Strongly Agree
...organizes trainings that improve understanding of school emergency procedures.	7.00	5.93	Strongly Agree
...conducts seminars that provide practical strategies for managing crises.	7.00	5.99	Strongly Agree
...encourages participation in trainings to enhance teachers' confidence during emergencies.	7.00	5.91	Strongly Agree
...uses feedback from trainings and seminars to improve school protocols.	7.00	5.99	Strongly Agree
Weighted Mean	7.00		
SD	5.97		
Verbal Interpretation			Very High

Table 17 shows the level of implementation of crisis management processes in terms of trainings and seminars. The table presents the statements, mean, standard deviation, and verbal remarks.

The findings indicate that school leaders demonstrate a very high level of effectiveness in organizing and implementing trainings and seminars related to crisis preparedness. The statement “Ensures teachers attend regular trainings on crisis preparedness” obtained a mean of 7.00 with a standard deviation of 6.02, interpreted as Strongly Agree, suggesting that continuous professional development in crisis management is strongly emphasized. Similarly, “Organizes trainings that improve understanding of school emergency procedures” earned a mean of 7.00 and a standard deviation of 5.93, reflecting the effectiveness of training programs in enhancing teachers' awareness of emergency protocols.

Moreover, “Conducts seminars that provide practical strategies for managing crises” recorded a mean of 7.00 with a standard deviation of 5.99, indicating that seminars are perceived as useful and applicable to real situations. The statement “Encourages participation in trainings to enhance teachers’ confidence during emergencies” also obtained a mean of 7.00 and a standard deviation of 5.91, highlighting the role of training in building teachers’ self-confidence. Lastly, “Uses feedback from trainings and seminars to improve school protocols” earned a mean of 7.00 with a standard deviation of 5.99, emphasizing continuous improvement based on participants’ feedback.

The overall level of implementation of crisis management processes in terms of trainings and seminars achieved a weighted mean of 7.00 and a standard deviation of 5.97, which corresponds to a Very High verbal interpretation.

In summary, the results suggest that school leaders exhibit a very high level of commitment to crisis preparedness through trainings and seminars. Teachers perceive these activities as regular, practical, and confidence-building, with feedback mechanisms that help improve school protocols. These findings highlight the importance of continuous training in strengthening the school’s capacity to manage and respond effectively to crises.

Table 18 shows the level of implementation of crisis management progress in terms of capacity building as perceived by the respondents. The results indicate that all statements were rated Agree, reflecting a consistently positive assessment of the school’s efforts in strengthening teachers’ competencies for crisis preparedness.

Table 18. Level of Implementation of Crisis Management Progress in terms of Capacity Building

Statements The School Leaders ...	Mean	SD	Remarks
...provides support for teachers to develop skills in crisis management.	6.13	0.80	Agree
...implements capacity-building activities that enhance problem-solving abilities.	6.06	0.84	Agree
...provides resources to strengthen teachers’ competencies in emergencies.	6.07	0.76	Agree
...encourages continuous professional development for crisis preparedness.	6.13	0.87	Agree
...ensures capacity-building initiatives strengthen overall school readiness.	6.13	0.84	Agree
Weighted Mean	6.11		
SD	0.75		
Verbal Interpretation	High		

The level of implementation of capacity-building initiatives is interpreted as High, with a weighted mean of 6.11 and a standard deviation of 0.75. This suggests that the school effectively provides support, resources, and professional development opportunities that enhance teachers’ skills in crisis management, problem-solving, and emergency response. The relatively low standard deviation further implies consistency in the respondents’ perceptions across all indicators.

In summary, the findings demonstrate that capacity building is highly implemented and plays a significant role in improving overall school readiness during crises. The strong

emphasis on continuous professional development and resource provision contributes to equipping teachers with the necessary knowledge and skills to respond effectively to emergency situations.

Significant Relationship between the School Leaders’ Strategic Leadership on the Implementation of Crisis Management Mechanism

This section presents the significant relationship between teachers and school leaders’ strategic leadership on the implementation of crisis management mechanisms. The analysis determines whether the strategic leadership practices of school leaders are significantly associated with the effective implementation of crisis management mechanisms as perceived by teachers. To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product-Moment Correlation Coefficient. The results indicate whether higher levels of strategic leadership practices among school leaders correspond to stronger implementation of crisis identification, contingency planning, crisis governance, and response and communication.

Table 19. Significant Relationship between the School Leaders’ Strategic Leadership on the Implementation of Crisis Management Mechanism

		Crisis Identification	Contingency Planning	Crisis Governance	Response and Communication
Goal Setting	Pearson Correlation	.187*	.277**	.188*	.205*
	Sig. (2-tailed)	(2-.019)	.000	.019	.010
	N	156	156	156	156
Decision Making	Pearson Correlation	.254**	.340**	.275**	.269**
	Sig. (2-tailed)	(2-.001)	.000	.001	.001
	N	156	156	156	156
Resource Motivation and Allocation	Pearson Correlation	.232**	.328**	.224**	.260**
	Sig. (2-tailed)	(2-.004)	.000	.005	.001
	N	156	156	156	156
Stakeholders Engagement	Pearson Correlation	.276**	.354**	.274**	.278**
	Sig. (2-tailed)	(2-.000)	.000	.001	.000
	N	156	156	156	156
Innovation Management	Pearson Correlation	.334**	.402**	.294**	.318**
	Sig. (2-tailed)	(2-.000)	.000	.000	.000
	N	156	156	156	156

Table 19 shows the significant relationship between teachers’ perceptions of School Leaders’ Strategic Leadership and the implementation of the Crisis Management Mechanism in terms of Crisis Identification, Contingency Planning, Crisis Governance, and Response and Communication. The results reveal that all dimensions of strategic leadership Goal Setting, Decision Making, Resource Motivation and Allocation, Stakeholders Engagement, and Innovation Management have

positive and statistically significant correlations with all aspects of crisis management, as evidenced by Pearson correlation coefficients ranging from .187 to .402 and significance values less than 0.05.

The level of relationship between the variables can be interpreted as low to moderate but significant, indicating that improvements in school leaders' strategic leadership practices are associated with better implementation of crisis management mechanisms. Notably, the innovation management dimension shows the strongest correlations across all crisis management indicators, particularly with contingency planning ($r = .402, p < .001$), suggesting that leaders who inspire and motivate teachers contribute greatly to effective crisis preparedness and response. Similarly, stakeholders' engagement and decision making also demonstrate consistently significant relationships, highlighting the importance of supportive environments and sound decision-making during crises.

In summary, the findings confirm a significant relationship between school leaders' strategic leadership and the effective implementation of crisis management mechanisms. This implies that strengthening leadership practices especially in motivation, decision-making, and supportive engagement can enhance schools' overall capacity to prepare for, manage, and respond to crisis situations effectively.

Significant Relationship between the Teachers in School Leaders' Strategic Leadership on the Implementation of Crisis Management Progress

This section examines the significant relationship between teachers and school leaders' strategic leadership on the implementation of the crisis management process.

Table 20. Significant Relationship between the School Leaders' Strategic Leadership on the Implementation of Crisis Management Progress

		Emergency Protocols	Contingency Plan	Training and Seminar	Capacity Building
Goal Setting	Pearson Correlation	.218**	.221**	.194*	.259**
	Sig. (2-tailed)	.006	.006	.015	.001
	N	156	156	156	156
Decision Making	Pearson Correlation	.265**	.268**	.193*	.227**
	Sig. (2-tailed)	.001	.001	.016	.004
	N	156	156	156	156
Resource Motivation and Allocation	Pearson Correlation	.257**	.233**	.195*	.224**
	Sig. (2-tailed)	.001	.003	.015	.005
	N	156	156	156	156
Stakeholders Engagement	Pearson Correlation	.260**	.275**	.279**	.309**
	Sig. (2-tailed)	.001	.001	.000	.000
	N	156	156	156	156
Innovation Management	Pearson Correlation	.333**	.321**	.295**	.308**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	156	156	156	156

The analysis aims to determine whether the strategic leadership practices of school leaders are significantly

associated with the effective implementation of crisis management progress as perceived by the teachers. To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product–Moment Correlation Coefficient. The results indicate whether higher levels of strategic leadership practices among school leaders correspond to stronger implementation of emergency protocols, contingency plan, training and seminar and capacity building.

To test the significant relationship between school leaders' strategic leadership as perceived by teachers and the implementation of the crisis management process, the data were treated statistically using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product–Moment Correlation Coefficient. Implementation of crisis management processes as perceived by teachers.

Table 20 shows the significant relationship between teachers' perceptions of School Leaders' Strategic Leadership and the implementation of Crisis Management Progress. The table presents the Pearson correlation coefficients and significance values for the dimensions of strategic leadership—Goal Setting, Decision-Making, Resource Management and Allocation, Stakeholders Engagement, and Innovation Management - in relation to Emergency Protocols, Contingency Plan, Trainings and Seminars, and Capacity Building.

The findings reveal that all dimensions of strategic leadership have positive and statistically significant relationships with all indicators of crisis management progress. Goal Setting shows significant correlations with all indicators, with the strongest relationship observed with Capacity Building ($r = .259, p = .001$), suggesting that clearly communicated and achievable goals support teachers in developing skills and competencies for crisis preparedness. Decision-Making also demonstrates significant correlations across all indicators, emphasizing that participatory and well-informed decisions enhance the implementation of emergency protocols, contingency plans, trainings, and seminars.

Resource Management and Allocation is similarly significantly correlated with all aspects, indicating that proper allocation of resources contributes to the overall progress in managing crises. Self-Efficacy shows strong relationships, particularly with Capacity Building ($r = .309, p < .001$) and Trainings and Seminars ($r = .279, p < .001$), suggesting that confident and capable school leaders positively influence professional development and readiness programs. Inspirational Motivation exhibits the highest correlations overall, particularly with Emergency Protocols ($r = .333, p < .001$) and Contingency Plan ($r = .321, p < .001$), highlighting that leaders who inspire and motivate teachers significantly enhance the school's crisis management initiatives.

In summary, the results indicate a significant and positive relationship between school leaders' strategic leadership and the implementation of crisis management progress. Leaders who set clear goals, make informed decisions, manage resources effectively, demonstrate self-efficacy, and motivate their teachers contribute to the successful execution of emergency protocols, contingency planning, trainings, and

capacity-building programs, thereby strengthening the school's preparedness and resilience during crises.

Significant Relationship between Learning Resilience on the Implementation of Crisis Management Mechanism

This section presents the significant relationship between teachers' learning resilience and the implementation of crisis management mechanisms. The analysis aims to determine whether the level of teachers' learning resilience particularly their adaptability, flexibility, and problem-solving capacity is significantly associated with the effective implementation of crisis management mechanisms as perceived by teachers.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product-Moment Correlation Coefficient.

The results reveal whether teachers who demonstrate higher learning resilience are more likely to actively participate in, comply with, and support the implementation of crisis identification, emergency protocols, and response procedures within the school.

Table 21 shows the significant relationship between teachers' learning resilience and the implementation of crisis management mechanisms in terms of crisis identification, contingency plan, crisis governance, and response and communication. the table presents the pearson correlation coefficients and significance values for the dimensions of learning resilience – adaptability and flexibility, self-regulation, preparedness, coping skills, and self-efficacy.

Table 21. Significant Relationship between the Learning Resilience on the Implementation of Crisis Management Mechanism

		Crisis Identification	Contingency Planning	Crisis Governance	Response and Communication
Adaptability and Flexibility	Pearson Correlation	.395**	.470**	.331**	.357**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	156	156	156	156
Self Regulation	-Pearson Correlation	.388**	.454**	.321**	.345**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	156	156	156	156
Preparedness	Pearson Correlation	.408**	.478**	.339**	.363**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	156	156	156	156
Coping Skills	Pearson Correlation	.409**	.480**	.340**	.365**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	156	156	156	156
Self Efficacy	-Pearson Correlation	.401**	.471**	.328**	.353**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	156	156	156	156

The findings reveal that all dimensions of learning resilience have positive and statistically significant relationships with all indicators of crisis management mechanisms. Adaptability and Flexibility demonstrate significant correlations with crisis identification ($r = .395, p < .001$), contingency planning ($r = .470, p < .001$), crisis governance ($r = .331, p < .001$), and response and communication ($r = .357, p < .001$), suggesting that teachers' ability to adjust and remain flexible strongly contributes to effective crisis management. Self-Regulation also shows significant correlations across all indicators, indicating that teachers who can maintain focus and manage their emotions positively influence the implementation of crisis protocols, governance, and response procedures. Preparedness exhibits the strongest correlations with Contingency Planning ($r = .478, p < .001$) and Crisis Identification ($r = .408, p < .001$), emphasizing the importance of anticipating challenges and having plans ready in supporting school-wide crisis mechanisms. Coping Skills demonstrates significant relationships with all aspects, particularly with Contingency Planning ($r = .480, p < .001$) and Response and Communication ($r = .365, p < .001$), indicating that teachers' ability to manage stress and recover from setbacks enhances the school's crisis management effectiveness. Lastly, Self-Efficacy is positively correlated with all indicators, highlighting that teachers' confidence in their ability to perform under challenging conditions contributes to successful crisis identification, planning, governance, and response.

In summary, the results indicate a significant and positive relationship between teachers' learning resilience and the implementation of crisis management mechanisms. Teachers who are adaptable, self-regulated, prepared, resilient, and confident play a critical role in supporting effective crisis identification, planning, governance, and response procedures within the school, reinforcing the overall capacity of the school to manage emergencies efficiently.

Significant Relationship between the Learning Resilience on the Implementation of Crisis Management Progress

This section presents the significant relationship between teachers' learning resilience and the implementation of the crisis management process. The analysis seeks to determine whether the level of teachers' learning resilience particularly their adaptability, flexibility, and capacity to respond to challenges is significantly associated with the effective implementation of crisis management processes as perceived by teachers.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product Moment Correlation Coefficient. The results reveal whether teachers who demonstrate higher learning resilience are more likely to understand, support, and actively participate in the implementation of crisis preparedness measures, emergency protocols, and response procedures within the school.

Table 22 shows the significant relationship between learning resilience and the implementation of Crisis Management Progress in terms of Emergency Protocols,

Contingency Plan, Trainings and Seminars, and Capacity Building. The table presents the Pearson correlation coefficients and significance values for the dimensions of learning resilience – Adaptability and Flexibility, Self-Regulation, Preparedness, Coping Skills, and Self-Efficacy.

Table 22. Significant Relationship between the Teachers Learning Resilience on the Implementation of Crisis Management Progress

		Emergency Protocols	Contingency Plan	Training and Seminar	Capacity Building
Adaptability and Flexibility	Pearson Correlation	.304**	.300**	.261**	.286**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	156	156	156	156
Self Regulation	Pearson Correlation	.308**	.300**	.260**	.285**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	156	156	156	156
Preparedness	Pearson Correlation	.322**	.314**	.270**	.296**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	156	156	156	156
Coping Skills	Pearson Correlation	.320**	.315**	.271**	.297**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	156	156	156	156
Self – Efficacy	Pearson Correlation	.320**	.313**	.269**	.294**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	156	156	156	156

The findings reveal that all dimensions of learning resilience have positive and statistically significant relationships with all indicators of crisis management progress. Adaptability and Flexibility demonstrate significant correlations with Emergency Protocols ($r = .304, p < .001$), Contingency Plan ($r = .300, p < .001$), Training and Seminar ($r = .261, p = .001$), and Capacity Building ($r = .286, p < .001$), indicating that teachers’ adaptability and flexibility enhance the implementation of emergency protocols, contingency planning, training programs, and capacity-building activities. Self-Regulation also shows similar significant correlations, suggesting that teachers’ ability to manage emotions and maintain focus contributes to effective crisis management progress. Preparedness exhibits the strongest correlations with Emergency Protocols ($r = .322, p < .001$) and Contingency Plan ($r = .314, p < .001$), emphasizing the importance of anticipation and readiness in supporting school-wide crisis initiatives. Coping Skills is positively correlated with all indicators, particularly with Contingency Plan ($r = .315, p < .001$) and Capacity Building ($r = .297, p < .001$), highlighting that teachers’ ability to manage stress and recover from setbacks strengthens the execution of trainings, contingency plans, and capacity-building programs. Lastly, Self-Efficacy shows consistent and significant positive correlations with all

indicators, demonstrating that teachers’ confidence in their abilities contributes to the effective implementation of crisis management progress.

In summary, the results indicate a significant and positive relationship between teachers’ learning resilience and the implementation of crisis management progress. Teachers who are adaptable, self-regulated, prepared, resilient, and confident play a key role in ensuring the successful execution of emergency protocols, contingency plans, trainings, and capacity-building initiatives, ultimately enhancing the school’s readiness and effectiveness in handling crises.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship of strategic leadership on the implementation of crisis management mechanisms, leading to the rejection of the first hypothesis. Therefore, Teachers’ recognition of effective goal setting, decision-making, resource allocation, stakeholders’ engagement, and innovation management positively influences the school’s preparedness and execution of crisis management activities.

The study revealed a significant relationship between school leaders’ strategic leadership on the implementation of crisis management progress, leading to the rejection of the second hypothesis. Teachers who demonstrate adaptability, self-regulation, preparedness, coping skills, and self-efficacy contribute substantially to the continuity of teaching and learning during emergencies.

Moreover, the study confirmed a significant relationship of school leaders’ learning resilience on the effective implementation of crisis management mechanisms, leading to the rejection of third hypothesis. This underscores that resilient leadership is not merely a personal attribute but a critical institution asset. Specifically, the resilience of school leaders directly enhances their capacity for effective crisis identification, robust contingency planning, decisive crisis governance and clear response and communication.

Lastly, the study confirmed a significant relationship of school leaders’ learning resilience on the effective implementation of crisis management progress, leading to the rejection of fourth hypothesis. This emphasizes that the synergy between strong leadership and resilient teaching staff is critical in ensuring that emergency protocols, contingency plans, trainings and seminar, and capacity-building initiatives are successfully executed, thereby enhancing the school’s overall readiness and ability to manage crises effectively.

Based on the findings and conclusions drawn from this study, the following recommendations

School leaders may continue to strengthen their strategic leadership by clearly setting goals, making informed decisions, allocating resources efficiently, and actively engaging teachers and stakeholders in school initiatives, especially during crises. This could enhance the overall effectiveness of crisis management implementation.

Teachers may further develop their learning resilience by improving adaptability, self-regulation, preparedness, coping skills, and self-efficacy. Providing opportunities for teachers to practice these skills during trainings and drills may increase

their confidence and ability to maintain teaching performance during emergencies.

The school may intensify and update crisis management mechanisms, including emergency protocols, contingency plans, trainings, and seminars, to maintain readiness and continuous improvement in handling crises.

Future research may explore additional factors, such as school culture, community involvement, and technology integration, that may further influence the successful implementation of crisis management mechanisms and progress.

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