

Implementation of Crisis Management Strategies in Public Elementary Schools

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Abstract

This study examined the implementation of crisis management strategies in public elementary schools in Teresa District, Schools Division Office of Rizal during the School Year 2025–2026. Utilizing a descriptive survey research design, the study involved 268 teachers from Abuyod Elementary School, Bagumbayan Elementary School, Pantay Elementary School, Prinza Elementary School, Quiterio San Jose Elementary School, Sitio Ibabaw I Elementary School, and Teresa Elementary School. The respondents were profiled according to age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. A researcher-made questionnaire-checklist was used to gather data on the extent of implementation of crisis management strategies in terms of risk assessment, emergency planning, communication protocols, and mitigation and recovery procedures, as well as the challenges encountered in their implementation. Findings revealed that most respondents were aged 31 years and above, predominantly female, married, pursuing graduate studies, and holding positions from Teacher I to Teacher III, with more than 10 years of teaching experience and exposure to various in-service trainings. The results indicated that crisis management strategies were highly implemented across all identified areas. Furthermore, age, educational attainment, and length of service were found to have significant relationships with teachers' perceptions on the extent of implementation, while sex, civil status, position title, and in-service trainings showed no significant relationship. Teachers also reported encountering occasional challenges in implementing crisis management strategies. The study concludes that teachers' demographic and professional profiles, particularly age, educational attainment, and length of service, influence their perceptions of crisis management implementation. It is recommended that school administrators strengthen crisis management programs by integrating both theoretical and practical approaches, while also enhancing disaster risk reduction awareness among learners. Schools are encouraged to adopt strategic plans for effective risk mitigation, and teachers should continue participating in relevant training programs. Further research is recommended to explore additional variables influencing crisis management implementation.

Keywords: Crisis Management, Public Elementary Schools, Risk Assessment, Emergency Planning, Disaster Risk Reduction, Communication Protocols, Mitigation, Descriptive Survey, Educational Management

1. Introduction

Education serves as a fundamental pillar for the development and progress of societies worldwide. It is not merely the transmission of knowledge and skills but a critical social institution that shapes economic growth, social equity, cultural values, and national identity. It plays a vital role in preparing individuals to participate effectively in the workforce, fostering civic responsibility, and promoting social cohesion. Moreover, education systems are influenced by broader political, economic, cultural, and environmental contexts, which determine access, quality, and relevance of learning. In the Philippines, the importance of integrating disaster preparedness into education is strongly emphasized through legal mandates. As stipulated in Section 14 of Republic Act No. 10121, otherwise known as the Philippine Disaster Risk Reduction and Management Act of 2010, disaster risk reduction and management (DRRM) must be integrated into school curricula across all levels (Republic Act No. 10121, 2010). This provision highlights the need for collaboration among agencies such as the Department of Education (DepEd), Commission on Higher Education (CHED), and Technical Education and Skills Development Authority (TESDA) to ensure comprehensive disaster preparedness in both public and private institutions.

Further reinforcing this, DepEd Order No. 033, s. 2021 mandates school heads and disaster risk reduction and management (DRRM) teams to implement context-responsive disaster preparedness measures. These include planning, communication, and mitigation strategies that cater to diverse learners, including those with special needs. Despite these policies, many schools still face challenges such as limited training, inadequate resources, and insufficient personnel, which affect the effective implementation of crisis management strategies. Globally, crisis management has become an essential component of educational leadership due to increasing natural and man-made disasters. In the Philippine context, this concern is heightened by the country's vulnerability to typhoons, floods, and earthquakes. Hence, schools must adopt proactive and comprehensive crisis management systems that ensure safety, continuity of learning, and resilience.

Several studies reveals that crisis management is widely examined in educational contexts. Foreign studies such as those of Debnath (2024) and Qadach (2024) highlight the importance of leadership readiness, emotional intelligence, and institutional support systems in managing crises. Similarly, Nnochiri (2023) and Ercan and Aksu (2022) emphasize leadership strategies, communication, and collaboration as key factors in effective crisis response. These studies collectively underscore that crisis management effectiveness is influenced by leadership competencies, preparedness, and organizational support. Local studies further reinforce these findings. Research by Deliva (2023) and Oliquino (2024) demonstrates the strong relationship between crisis management practices, leadership, and school effectiveness. Likewise, Fuentes (2023) and Manso (2023) highlight teachers' roles in preparedness, response, and recovery, while also identifying the need for continuous training and support. These studies confirm that crisis management is not only a leadership function but also a shared responsibility among school stakeholders. Despite the abundance of studies, several research gaps remain. First, most existing studies focus on school administrators and principals, with limited attention to teachers' perspectives in implementing crisis management strategies. Second, there is a lack of studies specifically conducted in public elementary schools, particularly in localized contexts such as Teresa District, Rizal. Third, while many studies examine crisis management in general, fewer explore its specific components such as risk assessment, communication protocols, and mitigation and recovery procedures in an integrated manner. Lastly, there is a need for updated empirical evidence that considers current challenges and evolving disaster risks in Philippine schools.

Therefore, this study aims to address these gaps by assessing the implementation of crisis management strategies in public elementary schools, identifying existing challenges, and proposing context-specific improvements. The findings of this study are expected to contribute to strengthening disaster preparedness, enhancing school resilience, and ensuring a safer and more secure learning environment for all stakeholders.

2. Material and methods

2.1 Research Design

The study used the descriptive method of research, specifically the survey design.

2.2 Locale of the Study

This study was conducted in public elementary schools in Teresa District, Schools Division Office of Rizal. These schools include Abuyod Elementary School, Bagumbayan Elementary School, Pantay Elementary School, Prinza Elementary School, Quiterio San Jose Elementary School, Sitio Ibabaw I Elementary School and Teresa Elementary School. These schools offer complete elementary education from kindergarten level to grade six level

2.3 Respondents of the Study

The respondents of the study included the total population of teachers in public elementary schools in Teresa District. This consists of 268 teachers. They were described in terms of age, sex, civil status, educational attainment, position title, length of service and in-service trainings attended.

2.4 Sample and Sampling Procedure

A total enumeration (census) sampling technique was employed, wherein all teachers in the identified schools were included as respondents to ensure comprehensive and accurate representation of the population. The respondents were selected based on their availability and inclusion in the official list of teachers from the participating schools. They were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended to establish their demographic and professional profiles. This approach ensured that the study captured a complete and reliable dataset for analyzing the extent of implementation of crisis management strategies across the district.

2.5 Research Instrument

A researcher-made questionnaire-checklist was utilized as the primary instrument in gathering the necessary data for the study. The instrument was composed of three parts. Part I focused on the respondents' personal and professional profile, including age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Part II measured the extent of implementation of crisis management strategies in public elementary schools in terms of risk assessment, emergency planning, communication protocols, and mitigation and recovery procedures, with each domain consisting of 10 items for a total of 40 items. Responses were rated using a five-point Likert scale with verbal interpretations ranging from "Least Implemented" to "Very Much Implemented." Part III assessed the extent of challenges encountered in the implementation of crisis management strategies, also using a five-point scale ranging from "Never" to "Always." To ensure the validity and reliability of the instrument, it was reviewed and evaluated by experts in education, school administration, and crisis management, including DRRM coordinators, school principals, the thesis adviser, professorial lecturers, statistician, and the dean of graduate studies. Their suggestions and recommendations were

incorporated to improve the clarity, relevance, and comprehensiveness of the questionnaire, ensuring that it accurately aligns with the objectives of the study..

2.6 Data Gathering Procedure

The study was conducted following a series of steps to ensure completion and smooth execution of all processes. First, the researcher submitted proposed research topics for approval by the panel of experts. Upon approval of a research topic, the thesis proposal was developed and submitted for oral examination. The researcher developed the questionnaire-checklist with the adviser's supervision and subjected it to content validation by experts, including the dean, adviser, statistician, and other professorial lecturers in the Graduate Studies Program. Based on their suggestions, the questionnaires were revised until finalized. Permission to conduct the study was secured from the school's division superintendent of Rizal. After obtaining permits, the questionnaire was administered, adhering strictly to respondents' privacy as per the Data Privacy Act of 2012. Collected data were encoded and sent to the statistical center for processing using Statistical Package for Social Sciences (SPSS). Processed data were analyzed and interpreted using appropriate statistical tools. The researcher interpreted the findings, formulated conclusions and recommendations, and discussed the implications of the study. The manuscript was then finalized for the final oral defense. After incorporating and applying all necessary corrections and recommendations, the paper was subjected to anti-plagiarism test. All necessary conditions were met, and the manuscript was approved by the oral examination committee and the dean of the graduate studies program. Finally, the researcher produced hard-bound copies of the paper and distributed them to the different offices determined by the graduate studies office.

2.7 Data Analysis Techniques

To comprehensively analyze the data and draw meaningful conclusions in addressing the research questions and objectives of the study, appropriate statistical tools were employed. Frequency, percentage, and rank distribution were used to describe the profile of the respondents in terms of selected variables such as age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. The weighted mean was utilized to determine the extent of implementation of crisis management strategies in public elementary schools with respect to risk assessment, emergency planning, communication protocols, and mitigation and recovery procedures, as well as to assess the extent of challenges encountered by the respondents. Furthermore, one-way analysis of variance (ANOVA) was applied to determine whether significant differences exist in the extent of implementation of crisis management strategies when respondents are grouped according to their profile variables. These statistical tools provided a systematic and objective basis for interpreting the data and deriving valid conclusions for the study.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As shown in the table, out of 268 teachers, in terms of age, 38.8% are 31-40 years old and 32.1 % are 41-50 years old. The rest are 21-30 years old and 51 years old and above with 16.8% and 12.3 % respectively. In terms of sex, most of them are females with 76.1 %. As to their civil status, majority of them are married with 57.8%. With regard to their educational attainment, most of them are pursuing graduate education, with 44.8% have earned units in Masters' degree, and 36.6% have finished their Masters' degree. In terms of position title, 37.3% are Teacher II, 34.7% are Teacher III and the rest are Teacher I and Master Teacher. In terms of length of service, 26.9% have been in the service for 15-19 years, 21.3% for 10-14 years and 18.6% for 20-24 years. With regards to their in-service trainings attended, 29.9% have attended in the division level, 21.7% in the district level and 18.6% in the school level. The rest have attended in the regional and international level.

Table 1
Profile of the Respondents in Terms of Selected Variables

Age	Frequency	Percent	Rank
51 years old and above	33	12.3	4
41-50 years old	86	32.1	2
31-40 years old	104	38.8	1
21-30 years old	45	16.8	3
Total	268	100.0	
Sex			
Male	64	23.9	2
Female	204	76.1	1
Total	268	100.0	
Civil Status			
Single	106	39.6	3
Married	155	57.8	1
Separated	4	1.5	3
Widow	3	1.1	4
Total	268	100.0	
Educational Attainment			
Master's Degree with Doctorate Units	3	1.1	4
Master's Degree	98	36.6	2
With MA units	120	44.8	1
Bachelor's Degree	47	17.5	3
Total	268	100.0	
Position Title			
Master Teacher I	10	3.7	4
Teacher III	93	34.7	2
Teacher II	100	37.3	1
Teacher I	65	24.3	3
Total	268	100.0	
Length of Service			
25 years and more	37	13.8	5
20-24 years	50	18.6	3
15-19 years	72	26.9	1
10-14 years	57	21.3	2
5-9 years	42	15.7	4
Below 5 years	10	3.7	6
Total	268	100.0	
In-Service Trainings Attended			
National Level	32	11.9	5
Regional Level	48	17.9	4
Division Level	80	29.9	1
District Level	58	21.7	2
School Level	50	18.6	3
Total	268	100.0	

3.2 Extent of Implementation of Crisis Management Strategies in Public Elementary Schools as Perceived by the Respondents with Respect to the Different Aspects

As depicted from the table, all aspects are interpreted Much Implemented with a composite weighted mean of 4.42. First in rank is Communication Protocols while last in rank is Risk Assessment with weighted means of 4.46 and 4.39 respectively. It could be deduced from the results that crisis management strategies are much implemented in public elementary schools. This means that teachers observed that Risk assessment, Emergency Planning, Communication Protocols and Mitigation and Recovery Procedures as strategies in crisis management are much implemented in schools based on standard operation procedures. Findings imply that effective school crisis management strategies involve a proactive four-phase approach: mitigation/prevention, preparedness, response, and recovery. Key actions include establishing a dedicated crisis response team, implementing regular safety drills, creating clear communication plans for stakeholders, and fostering a collaborative culture with local law enforcement and mental health professionals. This conforms with the ideas of Gainey (2023) that effective crisis management in schools involves planning, prevention, a designated response team, training, communication, and collaboration with external agencies. These include conducting risk assessments to identify vulnerabilities, creating comprehensive emergency response plans, establishing clear

communication channels, training all staff and students on procedures, and maintaining a focus on the physical and psychological safety of the school community.

Table 2

Extent of Implementation of Crisis Management Strategies in Public Elementary Schools as Perceived by the Respondents with Respect to the Different Aspects

Aspects	W $\bar{X}$	Verbal Interpretation	Rank
Risk Assessment	4.39	Much Implemented	4
Emergency Planning	4.41	Much Implemented	3
Communication Protocols	4.46	Much Implemented	1
Mitigation and Recovery Procedures	4.42	Much Implemented	2
Composite W$\bar{X}$	4.42	Much Implemented	

3.3 Significant Difference on the Extent of Implementation of Crisis Management Strategies in Public Elementary Schools as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile

The table shows that with respect to the different aspects, in terms of age, educational attainment and length of service, the F-test results reflect probability values less than .05. This rejects the null hypothesis stating that there is no significant difference on the extent of implementation of crisis management strategies in public elementary schools as perceived by the respondents with respect to the different aspects in terms of the cited variables. On the other hand, in terms of sex, civil status, position title and in-service trainings attended, the null hypothesis is accepted since the probability values in all aspects are greater than .05. Findings indicate that age, educational attainment and length of service of teachers are significant on their perception on the extent of implementation of crisis management strategies with respect to the different aspects. On the other hand, sex, civil status, position title and in-service trainings attended are not significant on their perceptions. Findings imply that teachers see the importance and implementation of crisis management strategies regardless of their sex, civil status, position title and in-service trainings attended. On the contrary, their age, educational attainment and length of service are contributory to their perceptions. This is aligned with the findings of the study of Oliquino (2024) which revealed a positive significant relationship between crisis management and teacher-respondent work motivation. The findings revealed a significant positive relationship between emerging leadership and work commitment among teacher-respondents and their personal variables.

Table 3

Result of the F-test on the Significant Difference on the Extent of Implementation of Crisis Management Strategies in Public Elementary Schools as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Risk Assessment	6.432	0.012	Rejected	Significant
Emergency Planning	8.298	0.011	Rejected	Significant
Communication Protocols	9.647	0.014	Rejected	Significant
Mitigation and Recovery Procedures	6.393	0.029	Rejected	Significant
Sex				
Risk Assessment	0.044	0.912	Accepted	Not Significant
Emergency Planning	0.041	0.943	Accepted	Not Significant
Communication Protocols	0.722	0.365	Accepted	Not Significant
Mitigation and Recovery Procedures	2.044	0.144	Accepted	Not Significant
Civil Status				
Risk Assessment	2.212	0.817	Accepted	Not Significant
Emergency Planning	1.215	0.387	Accepted	Not Significant
Communication Protocols	1.349	0.722	Accepted	Not Significant
Mitigation and Recovery Procedures	1.219	0.898	Accepted	Not Significant
Educational Attainment				
Risk Assessment	6.639	0.021	Rejected	Significant
Emergency Planning	8.621	0.007	Rejected	Significant
Communication Protocols	9.198	0.038	Rejected	Significant

Mitigation and Recovery Procedures	8.521	0.007	Rejected	Significant
Position Title				
Risk Assessment	0.543	0.098	Accepted	Not Significant
Emergency Planning	1.993	0.655	Accepted	Not Significant
Communication Protocols	0.754	0.454	Accepted	Not Significant
Mitigation and Recovery Procedures	1.322	0.936	Accepted	Not Significant
Length of Service				
Risk Assessment	7.725	0.002	Rejected	Significant
Emergency Planning	9.756	0.001	Rejected	Significant
Communication Protocols	9.654	0.036	Rejected	Significant
Mitigation and Recovery Procedures	6.433	0.039	Rejected	Significant
In- Service Trainings Attended				
Risk Assessment	1.476	0.089	Accepted	Not Significant
Emergency Planning	0.423	0.812	Accepted	Not Significant
Communication Protocols	1.199	0.833	Accepted	Not Significant
Mitigation and Recovery Procedures	0.723	0.976	Accepted	Not Significant

3.4 Extent of the Challenges Encountered in the Implementation of Crisis Management Strategies in Public Elementary Schools

As depicted from the table, with regard to the challenges encountered by the respondents in the implementation of crisis management practices in public elementary schools, the overall weighted mean obtained is 2.94 interpreted Sometimes. Among the items, first in rank is “In implementing crisis management strategies, the school faces challenges related to limited resources (funding, equipment, personnel)” with a weighted mean of 3.27 interpreted Sometimes. All the other items are interpreted Sometimes with last in rank is the item “In implementing crisis management strategies, the school faces challenges related to coordination problems” with a weighted mean of 2.78. It could be deduced from the results that in the implementation of crisis management strategies, teachers sometimes encountered difficulties. This means that there are some hindrances in the effective implementation of crisis management strategies in public elementary schools. Results imply that implementing crisis management in schools faces significant challenges, primarily including inconsistent funding, inadequate training for staff, and weak, non-existent, or outdated emergency plans. Key obstacles involve limited resources, poor coordination with local authorities, and the psychological burden on leaders to manage high-stress situations. This is supported by the citation of Vasquez (2024) that crisis management in Philippine public elementary schools involves navigating challenges like insufficient resources, frequent natural disasters (typhoons, earthquakes), and socio-political conflicts, which hinder effective implementation of Department of Education (DepEd) disaster preparedness policies.

Table 4

Extent of the Challenges Encountered in the Implementation of Crisis Management Strategies in Public Elementary Schools

Challenges Encountered	W$\bar{X}$	Verbal Interpretation	Rank
In implementing crisis management strategies, the school faces challenges related to...			
1.limited resources (funding, equipment, personnel).	3.27	Sometimes	1
2.lack of training for teachers and staff.	3.19	Sometimes	2
3.poor communication systems.	2.86	Sometimes	5
4.inadequate infrastructure.	2.97	Sometimes	4
5.lack of support.	2.84	Sometimes	6
6.coordination problems.	2.78	Sometimes	10
7.resistance to change.	2.81	Sometimes	8
8.lack of community involvement.	2.80	Sometimes	9
9.high workload of teachers	3.10	Sometimes	3
10.difficulty following guidelines.	2.82	Sometimes	7
Overall W$\bar{X}$	2.94	Sometimes	

4. Conclusion & Recommendations

The study concluded that age, educational attainment, and length of teaching experience significantly influence teachers' perceptions on the extent of implementation of crisis management strategies in public elementary schools, particularly in the areas of risk management, emergency planning, communication protocols, and mitigation and recovery procedures. Conversely, variables such as sex, civil status, position title, and in-service trainings attended do not have a significant contribution to their perceptions. These findings suggest that more experienced and highly educated teachers tend to have a deeper understanding and stronger perception of crisis management implementation in schools. Considering the findings, several recommendations are proposed. School administrators are encouraged to strengthen crisis management programs by integrating both theoretical knowledge and practical applications, with emphasis on emotional and psychological preparedness in disaster risk reduction management. Public elementary schools are also advised to implement strategic plans that enhance their capacity to effectively manage and mitigate risks. Teachers are encouraged to actively participate in workshops and training programs to further develop their knowledge and skills in crisis management. The proposed training program is highly recommended for implementation, and further studies may be conducted to explore other variables that may influence crisis management practices in schools.

Compliance with ethical standards

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