

# An Enhanced Crisis Management Plan among Public and Private Elementary Schools in Koronadal City

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DOI: <https://doi.org/10.47772/IJRISS.2026.10100213>

Received: 18 January 2026; Accepted: 24 January 2026; Published: 31 January 2026

## ABSTRACT

This study aimed to assess and evaluate the implementation of the Crisis Management Plan among public and private elementary schools in Koronadal City and to formulate intervention strategies to enhance the existing plan. The respondents of the study were school heads and teachers from two public and two private elementary schools with established Crisis Management Plans, with a total of 108 participants. The study employed a descriptive mixed-method research design, utilizing quantitative data to determine the level of efficiency and effectiveness of plan implementation and qualitative data to identify the hindering and facilitating factors affecting implementation

Quantitative data were gathered through a structured survey questionnaire using a four-point Likert scale, while qualitative data were obtained through Focus Group Discussions. Descriptive statistical techniques, including frequency, percentage, and ranking, were used to analyze the quantitative data, and thematic analysis was applied to the qualitative responses. Based on the results of the study, intervention strategies were formulated to enhance the existing Crisis Management Plan and to continually ensure the safety and well-being of all school stakeholders.

## INTRODUCTION

Crisis Management is a central component of comprehensive School Safety. The most important consideration in both Crisis Management and Safe Schools efforts is the health, safety and welfare of the students and staff. A comprehensive Safe Schools Plan places a strong emphasis on prevention using strategies which range from building design to discipline policies and programs which improve school climate.

Crisis management comprises various phases: preparedness before crisis, response to limit damages during the crisis and feedback after the crisis. Managing crises requires leadership, understanding the nature of the crises, crises-related management skills, and resources. We need a systematic process with simple steps for handling crises, and coordinating activities are required to resolve them.

Since 2007, the Philippines Department of Education (DepEd) has started to mainstream disaster risk reduction into the education sector. DepEd issued a policy, DepEd Order no. 55, that prioritizes the mainstreaming of disaster risk reduction in the school system. A Disaster Risk Reduction Resource Manual was developed for school administrators, principals, supervisors and teachers on the implementation of disaster risk reduction projects.

In 2010, the Philippine Disaster Risk Reduction and Management Act was passed, and DepEd created the Disaster Risk Reduction and Management Office (DRRMO) as the focal point in planning, implementing, coordinating and monitoring activities related to disaster risk reduction, education in emergencies and climate change adaptation. Other roles included initiating and coordinating activities with government agencies and civil society organizations, and serving as the clearinghouse for all school safety resources including production and issuance of teaching and learning materials, and distribution of school kits. With the creation of DRRMO, a Disaster Risk Reduction and Management (DRRM) Focal Point for each region and division was assigned. In October 2015, the DRRMO has been elevated to a DRRM Service, which is granted equal authority with other offices in DepEd, i.e. hire full-time regular staff to carry out its roles and functions. With the elevation of the DRRMO to a Service, the post of a designated Focal Point in the regions and divisions has

been replaced with a regular-hired DRRM Coordinator. The process of hiring regular staff (17 Coordinators for the regions and 221 for the divisions) has been ongoing at all levels.

**following are other key policies related to school safety that have been issued:**

- Disaster Preparedness Measures for Schools (DO 83, s. 2011)
- Guidelines on the Use of the Quick Response Fund (DM 104, s. 2011) – that can be used by disaster-affected schools
- Enforcement of support to implement grant calamity loans to teaching and non-teaching staff in areas affected by calamities (DO 10, s. 2011)
- Quarterly conduct of the National School-based Earthquake and Fire Drills (DO 48, s. 2012)
- Continuing Fire Safety and Awareness Program (FSAP) in Schools (DO 72, s. 2012)
- Integration of disaster risk reduction in the data collection forms incorporated in the Enhanced Basic Education Information System (EBEIS) (DO 23, s. 2014)
- Guidelines on Student-Led School Watching and Hazard Mapping (DO 23, s. 2015)
- Promoting Family Earthquake Preparedness to all elementary and secondary schools with instruction and guidance (DO 27, s. 2015)
- Comprehensive Disaster Risk Reduction and Management in Basic Education Framework (DO 37, s. 2015)

The Comprehensive Disaster Risk Reduction and Management in Basic Education Framework adopts the Global Framework for Comprehensive School Safety. It provides guidance in: The inclusion of DRRM in the school, division and regional education development plans, the implementation of DRRM for education practitioners' and partners' planning and programming at all levels, defining the agency's preparedness, response, recovery and rehabilitation initiatives with respect to hazards affecting school operations, serving as mechanism for engaging partners and aligning their thrust to DepEd priorities.

In the context of ASEAN Safe Schools Initiative (ASSI), the ASEAN region is highly exposed to a wide range of adverse natural hazards such as cyclones, monsoons, volcanic eruption, earthquake and drought as well as man-made hazards such as climate change, violence and conflict. The ASEAN Disaster Information Network (ADInet) run by the AHA Centre, reports and records that a total of 893 disasters occurred in Southeast Asia countries between 2012 and 2017. Annually, ASEAN experiences losses of the estimated USD4.4 billion due to disasters.

**Guiding collaboration with the private schools**

DepEd through DRRMC, schools are mandated to form School DRRM team, which is headed by a designated coordinator. The DRRM Team and Coordinator are expected to: ensure the establishment of an early warning system for the school, conduct an annual student-led risk identification and mapping within and around the school premises, plan and implement disaster preparedness measures, maintain the safekeeping of vital school records and learning materials, track all school personnel during disasters, conduct damage assessments, facilitate immediate resumption of classes, and monitor recovery and rehabilitation interventions being implemented in the school, among other roles and responsibilities. The School Division Office (SDO) provides support to and leads schools in the implementation of DRRM initiatives, and integrates DRRM in the Division Education Development Plan. Additionally, the SDO monitors safe site selection and construction of new school buildings, and recommends possible class suspension to the local DRRM Council. During emergencies, the SDO prepares for and facilitates possible deployment and provision of resources to affected SDO personnel and schools. The Regional Office supports the SDOs in implementing DRRM initiatives, issues policies and monitors DRRM activities, conducts policy research on DRRM, and integrates DRRM in the Regional

Education Development Plan. The Regional Office also maintains close coordination and collaboration with the Regional DRRM Council.

Clear structure and mechanisms are in place for early warning and emergency response from national to school levels. Immediately after the occurrence of any hazard, all affected schools are required to report the effects using the Rapid Assessment of Damages Report (RADAR) templates via SMS. All RADAR should be submitted within 72 hours after any hazard occurrence to facilitate the immediate determination of needs and necessary provision of assistance. Immediate, as well as, recovery and rehabilitation assistance, including school clean-up and repair, construction of temporary learning space, provision of learning materials, and reconstruction of classrooms are based on the RADAR submission of schools. At the same time, the general public is involved in the reporting of damaged schools through posting of photos and information on DepEd's social media sites –Twitter and Facebook.

### **The Education Cluster**

The Education Cluster started in 2005 as the Education in Emergencies Cluster with about 20 member organizations working together to respond to Typhoon Reming in 2006. Since then it has become a coordination mechanism for school safety among the members. With DepEd as the Convener, and UNICEF as the co-lead, members include the Department of Social Welfare and Development, Department of the Interior and Local Government, ABS-CBN, ChildFund, GMA Network, Plan International, Save the Children, Union of Local Government Association in the Philippines and World Vision, among others. The Education Cluster has been instrumental in carrying out policy advocacy with DepEd on disaster management and preparedness, including the mainstreaming of risk reduction measures into development policy, planning and programme implementation. The Education Cluster provided technical assistance and inputs in the process of developing key manuals and guidelines for school safety, such as the Disaster Risk Reduction Resource Manual and the Physical Facilities Manual. The Education Cluster is one among the few national clusters that is actively engaged with partners even during non-disaster periods.

### **Good Practices**

#### **CSSF Pillar 1: Safe Learning Facilities**

To ensure the safe construction and management of school facilities, a Handbook on Educational Facilities was published. This handbook was revised in 2010 as the Physical Facilities Manual. Disaster-resilient designs for 1-storey and 2-storey classroom buildings were prepared. Temporary learning spaces as alternative to tents were also designed.

#### **CSSF Pillar 2: School Disaster Management**

Incorporation of Disaster Risk Reduction in School Improvement Plans. The school improvement plan (SIP), formulated in collaboration with the community, is a roadmap that lays down the school's specific solutions to corresponding identified priority improvement areas covering a period of three years. The SIP is the basis for the school's Annual Implementation Plan. UNICEF worked with DepEd to enhance the disaster risk reduction component in the school improvement planning process. Over 200 schools were trained. The revised SIP guidelines embrace child-centred and child-friendly approaches as its core planning principles and encourage schools to conduct evidence-based planning through more comprehensive data collection and analysis of children's and communities' situation and needs.

### **Strengthening of School Disaster Management**

Plan International Philippines enhanced the capacity of school-based DRRM offices (SBDRRMO) and the Junior Emergency Response Team (JERT), equipped schools with early warning systems, trained teachers on alternative delivery mode of teaching and learning, and reproduced self-learning kits and guidebook for teachers. The project, supported by Prudence Foundation, covered three public primary schools and three public secondary schools, directly benefiting 6,180 students and 190 teachers.

In each school, the SBDRRMO was established to facilitate planning and assessment, and lead the

implementation of risk reduction activities. JERT comprised of trained students were formed to increase students' involvement in preparing and responding to emergencies. Self-learning kits were used as homework for students or in evacuation centres when classes were suspended during emergencies in order to facilitate continued learning.

One of the participating schools is Tanay National High School, which has been conducting school drills twice a month, and has designated safe places in the school, established a school-based early warning system and made life boats and other equipment from recyclable materials. This school has become a benchmark for other schools in the municipality to learn from. The students are providing support to other schools such as serving as resource persons, and showcasing emergency preparedness drills.

### **Child-Focused Disaster Risk Reduction Programme**

World Vision Philippines implemented a Child-Focused Disaster Risk Reduction Programme in which 6,662 children and 2,352 adults benefitted from various training courses and workshops. During the trainings, children and adults conducted disaster risk assessments using child-friendly participatory tools, exploring the hazards they face, their vulnerabilities, as well as their capacities as a community. They also worked on their disaster action plans after a comprehensive risk assessment of their communities. Children recommended solutions to adults and to the authorities in their communities to be integrated into the local government's DRRM Plan. The trainings were conducted by DepEd officials and World Vision. In another initiative led by World Vision in Sorsogon, one of the most typhoon-prone provinces in the Philippines, targeted villages developed risk maps and DRRM plans. The project also set up Van-Aralan, a vehicle that carries disaster risk reduction resource materials from the local government and DepEd offices to targeted schools and villages, and conduct sessions on child-focused disaster risk reduction for children and adults.

### **Emergency Psychosocial Support for Secondary School-aged Students Affected by Typhoon Yolanda**

The UNESCO Jakarta Office and the Psychological Association of the Philippines with support from the Government of Japan revised DepEd's Psychological Interventional Training Manual to incorporate issues related to addressing post-disaster stress among school children. The revised manual was piloted by teachers in selected secondary schools in three regions most affected by Typhoon Yolanda.

### **CSSF Pillar 3: Risk Reduction and Resilience Education**

The integration of disaster risk reduction in both formal and non-formal curriculum in the Philippines was first outlined in the 2007 DepEd Order No. 55 on Prioritising the Mainstreaming of Disaster Risk Reduction Management in the School System. It directs the utilisation of DepEd's Disaster Risk Reduction Resource Manual as a guide for mainstreaming disaster risk reduction concepts in primary and secondary school curricula, and developing multimedia modules on disaster preparedness. The subjects identified for integration of disaster risk reduction include science and social science for grades 6 and 7. Lesson exemplars and teacher/student modules were developed, tested and validated by experts from the Department of Science and Technology and Department of Environment and Natural Resources. The Instructional Materials Council-Secretariat and the National DRRM Council also reviewed and approved the materials for printing.

In 2013, the Philippine Basic Education System widely adopted the K-12 Programme that covers kindergarten and 12 years of basic education. With the change in the education system, entry points for integration of disaster risk reduction were identified, and now disaster risk reduction is integrated in the curriculum in a more comprehensive manner. In Grades 1-10, disaster risk reduction is integrated in the health, science and social science subjects. In Grades 11-12, in Earth science.

UNICEF supported this process of integrating disaster risk reduction in the K12 curriculum, and trained 844 kindergarten to grade 3 teachers, school principals and supervisors, on child development principles and learner-centred approaches.

Save the Children, in collaboration with DepEd and with support from the United States Agency for International Development, implemented a Mainstreaming Disaster Risk Reduction in the School System initiative since 2011. The initiative trained at least 4,000 students, and 300 public secondary school teachers



and DepEd officials on mainstreaming disaster risk reduction in the school system. On 30 May 2012, this initiative organised the National Congress on School Disaster Risk Reduction that was participated by over 200 students, school officials, government agencies representatives, NGOs and development partners from all 17 regions of the country to share and learn school safety best practices.

SEEDS Asia with the Hyogo Prefectural Board of Education in Japan and the Japan International Cooperation Agency partnered with DepEd in the integration of disaster risk reduction in the curriculum. The project called Capacity Building on Disaster Risk Reduction Education through Cooperation with Local Community in Cebu Province and started in November 2014. Activities involved creating a system to promote disaster risk reduction education at DepEd Region 7 Office, training DepEd officials and teachers, establishing two model schools, and replicating the models to seven schools in Cebu Province.

### **Key Learnings and the Way Forward**

Although the Comprehensive Disaster Risk Reduction and Management in Basic Education Framework is now in place, achievements need to be consolidated and expanded, and pilots scaled up in order to fully integrate comprehensive school safety in government system, schools and communities. Having champions at the local level is crucial in ensuring that interventions are implemented and sustained. These champions help prioritise the implementation of disaster risk reduction needs, and should come from DepEd central and local offices, or other government offices.

### **Turning DRRM coordinators at all levels into advocates of DRRM is important.**

At the school level, there will always be outward movement of people who were trained on disaster risk reduction, due to reasons like graduating for students or change of jobs or assignments for school teachers. This has always been a challenge and is impacting the sustainability of school activities.

In this recent time, we want to evaluate the status of this Crisis Management Plan among schools in Koronadal City to continually ensure safety of stakeholders in each institution.

### **Statement of the Problem**

Generally, this study aims to assess the crisis management implementation among public and private basic education schools in Koronadal City as basis in formulating an enhanced crisis management plan.

### **Specifically, it aims to seeks answer to the following research questions:**

1. What is the level of efficiency and effectiveness in the implementation of crisis management among public and private basic education schools in Koronadal City?
2. What are the hindering and facilitating factors affecting the implementation of crisis management?
3. How can an enhanced crisis management plan among the public and private schools be formulated, based on the results of the study?

### **Significance of the Study**

For School heads and teachers, this study may be considered to develop the crisis management plan practically on the level of the need of the schools they are with. Develop the capacity of School heads and teachers at all levels, train them to organize their teams, develop and implement their plans, and encourage them to work. Build human resources and release new learning and training/retooling resources for teachers in line with their role as parents in school.

National policies and plans need to be contextualized and continually adapted at local levels to ensure the response to crisis is appropriate to 'local conditions and meets each child's learning, health and safety needs. By analyzing the risks to a particular crisis and its impacts on education, child protection, and health, policymakers can be better prepared to adapt national guidance to their own contexts.

To orient more schools on the crisis management initiatives, enhance their capacities on developing their plans, and implementing and performing their roles and responsibilities.

Encourage greater private and leading agencies participation through completion and release of plans and communicate properly the formulated guidelines to all stakeholders.

## Scope of the Study

The study was conducted among teachers and school heads in two (2) big public and two (2) private elementary schools in Koronadal City. A total of 108 participants were given a time to answer the online google form.

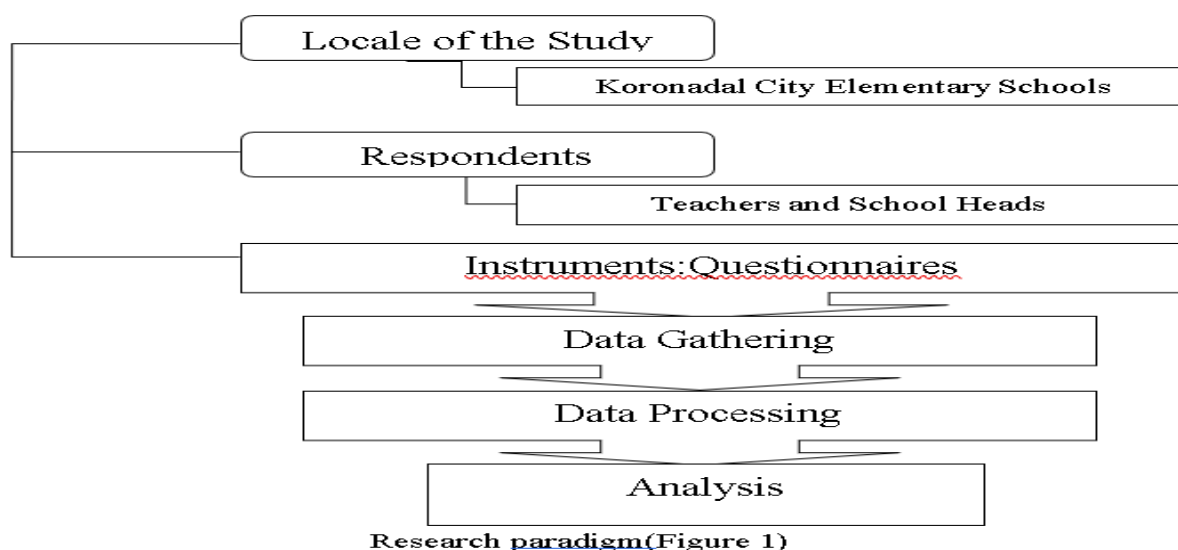
## Definition of Terms

Crisis management plan refers to an established process when dealing with a disruptive or unexpected emergency situation. It helps the school stakeholders to adopt a focused approach during emergency situations. Crisis Management is that part of a school's approach to safety which focuses more narrowly on a time-limited, problem –focused intervention to identify, confront and resolve the crisis, restore equilibrium and support appropriate adaptive responses.

## METHOD

This study utilized a descriptive mixed-method research design, integrating both quantitative and qualitative approaches. The quantitative component assessed the level of efficiency and effectiveness of the Crisis Management Plan implementation in each school, while the qualitative component explored the hindering and facilitating factors affecting implementation. The respondents were school heads and teachers from two big public and two private elementary schools in Koronadal City, purposively selected due to their established Crisis Management Plans and accessibility to the researcher.

Quantitative data were gathered through a self-administered survey questionnaire distributed via Google Forms. The instrument consisted of demographic questions and core items assessing the efficiency and effectiveness of the Crisis Management Plan. A four-point Likert scale was used, where 1 indicated Less Efficient/Effective, 2 Moderately Efficient/Effective, 3 Efficient/Effective, and 4 Highly Efficient/Effective. Qualitative data were collected through Focus Group Discussions using a semi-structured interview guide to identify the hindering and facilitating factors affecting plan implementation. The integration of quantitative and qualitative data provided a comprehensive basis for formulating an Enhanced Crisis Management Plan.



Research paradigm(Figure 1)

## Data Collection

Letters of Approval from the Schools Division Superintendent, City Schools Division of Koronadal were given to the School Heads of two (2) big public and two (2) private elementary schools in Koronadal City.

The respondents were the teachers and school heads in which Crisis Management Plan is in place and fully implemented in their schools. A total of 108 participants were given a time to answer the online google form. Instruction was explained on how to accomplish the forms. Whole population was treated as sample. Data was collected through self-administered three-point Likert scale questionnaire and analyzed through percentages.

There was a box that they need to tick to lead them to provide their ratings and proceed to the next item. The same instrument was used to identify the hindering and facilitating factors affecting the implementation of crisis management.

## Research Instrument

A. On the level of efficiency and effectiveness in the implementation of crisis management, Google forms will be used. The participants will be asked to fill out the following items: by ticking on the choices

- a. Is there any Crisis Management Plan existing in your institution: ( ) Yes ( ) No
- b. Is the Crisis Management Plan been implemented: ( ) Yes ( ) No
- c. What are the essential Crises being reflected in the plan?

Assess the level of efficiency and effectiveness of the school's crisis management plan in terms of efficiency and effectiveness in addressing varied crises.

## Assessing the Efficiency Level of the Crisis Management Plan

Note: Efficiency signifies a peak level of performance that uses the least amount of inputs to achieve the highest amount of output. It minimizes the waste of resources such as physical materials, energy, and time while accomplishing the desired output.

Directions: Assess the efficiency level of your crisis management plan in addressing crises affecting schools. Based on the rating scale below, encircle the number that corresponds to your choice:

Rating Scale:

- |                               |                           |
|-------------------------------|---------------------------|
| 1 – Less Efficient (LE)       | 3 – Efficient (E)         |
| 2 – Moderately Efficient (ME) | 4 – Highly Efficient (HE) |

No.	Crisis Affecting Schools	LE	ME	E	HE
1	Medical	1	2	3	4
2	Violence	1	2	3	4
3	Behavior	1	2	3	4
4	Severe weather/earthquake	1	2	3	4
5	Fire	1	2	3	4
6	Lockdown	1	2	3	4
7	Hostage	1	2	3	4
8	Emergency shelters	1	2	3	4

## Assessing the Effectiveness Level of the Crisis Management Plan

Note: Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

#### 4 – Highly Effective (HE)



This survey study used a simple statistics method. The researcher aimed to determine the frequency, percent and rank to yield results from the respondents.

Frequency was used in order to determine the total number of responses being made by the respondents in each question.

Percent was used in order to determine the differences of every frequency and to identify its relation to the whole.

Ranking was used in order to determine the position of a frequency and its level of significance to the whole.

## RESULTS AND DISCUSSION

This contains the presentation of data gathered and results of the study conducted by the researcher and the subsequent discussion and interpretation of results.

### A. Profile of Schools implementing Crisis Management Plan

Table 2. School Implementation of Crisis Management Plan

School Implementation of Crisis Management Plan		
	Yes	No
Crisis Management Plan existing in the institution	91.7%	8.3%
Crisis Management Plan been implemented	93. 5%	6.5%

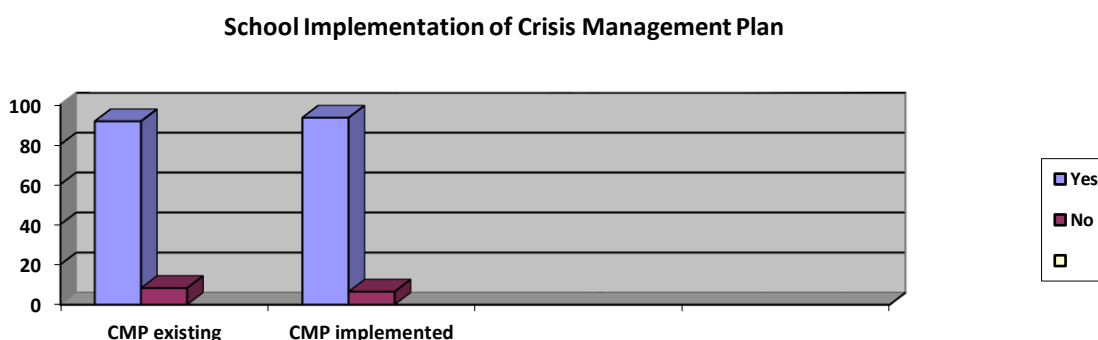


Table 2 and Figure 2 above present the distribution of responses based on their knowledge and ideas about Crisis Management Plan. Based on the data gathered, there are stakeholders in schools particularly among teachers who do not have existing Crisis Management Plan. Most of the respondents said yes, there is an existing Crisis Management Plan in their schools having 91.7%, while the small percentage said that there is no existing Crisis Management Plan having only 8.3%. on the basis of implementation, 93.5% said that Crisis Management Plan was implemented while 6.5% said that Crisis Management Plan was not implemented.

Table 3. Assessing the Efficiency Level of the Crisis Management Plan

No.	Crisis Affecting Schools	LE	ME	E	HE
1	Medical	5.6	13.9	48.1	32.4
2	Violence	17.6	16.7	48.1	17.6
3	Behavior	5.6	18.5	47.2	28.7
4	Severe weather/earthquake	5.6	14.8	33.3	46.3
5	Fire	11.1	11.1	40.7	37
6	Lockdown	2.8	11.1	53.7	32.4
7	Hostage	22.2	13.9	50	13.9
8	Emergency shelters	1.9	15.7	57.4	25

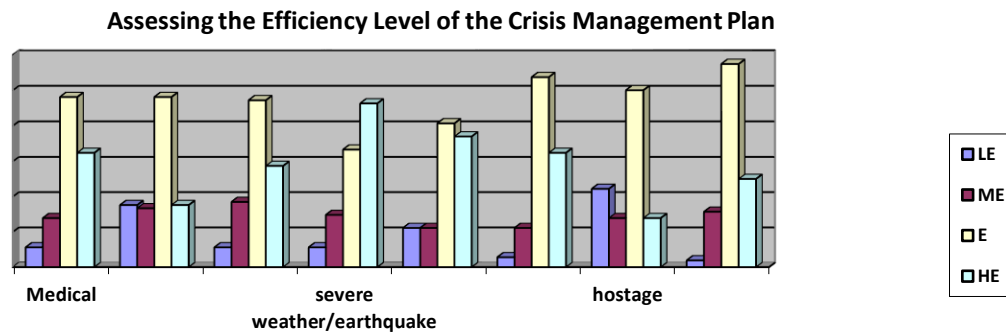


Table 3 and Figure 3 above present the distribution of responses based on the assessment of the Efficiency Level of the Crisis Management Plan. On medical crisis, the plan was 48.1% efficient same with violence crisis. Crisis on behavior the plan was 47.2% efficient while on severe weather/earthquake having the lowest efficiency level of 33.3%, Fire crisis management efficiency is 40.7 and lockdown has the efficiency level of 53.7% while hostage crisis management plan is 50%. Emergency shelters got the highest efficiency level of 57.4%.

**Table 4. Effectiveness Level of the Crisis Management Plan**

No.	Crisis Affecting Schools	LE	ME	E	HE
1	Medical	3.7	12	46.3	38
2	Violence	10.2	22.2	50.9	16.7
3	Behavior	0.9	18.5	52.8	27.8
4	Severe weather/earthquake	2.8	12	45.4	39.8
5	Fire	7.4	10.2	46.3	36.1
6	Lockdown	21	12	34.6	32.4
7	Hostage	14.8	14.8	53.7	16.7
8	Emergency shelters	1.8	13	53.7	31.5

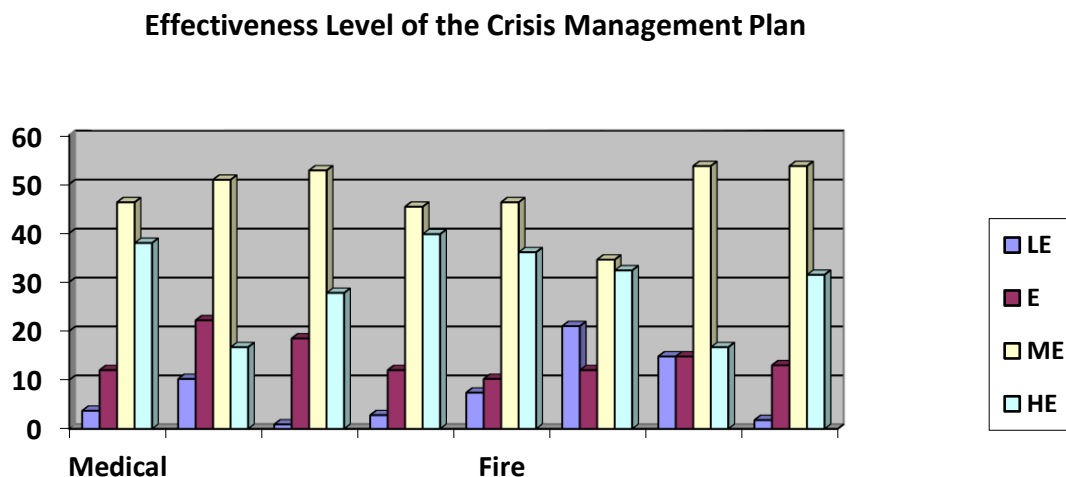


Table 4 and Figure 4 above present the distribution of responses based on the assessment of the Effectiveness Level of the Crisis Management Plan. On medical crisis, the plan was 46.3% effective with violence crisis having 50.9% effectiveness level. Crisis on behavior the plan was 52.8% effective while on severe weather/earthquake having the effectiveness level of 45.4%, Fire crisis management effectiveness is 46.3% and lockdown has the lowest effectiveness level of 34.6% while hostage crisis management plan is 53.7% same with Emergency.

Considering the impacts of school implementation of the crisis management plan on the education and protection outcomes of children and youth and balancing these crises efficiently and effectively there is indeed an overall wellbeing of stakeholders.

**B. Results on Hindering and Facilitating Factors Affecting the Implementation of Crisis Management Plan** The second area of this research concerns on the hindering and facilitating factors affecting the implementation of crisis management plan in each school. Respondents have varied statements and generally they described the implementation as Effective, Good and Active. Some stated that the school follows the proper guidelines in implementing and is being monitored as well. Some described it as better, need more intervention and updating through online is necessary. The respondents identified hindering and facilitating factors that affect the implementation of the plan, these are the following items being pointed out: Budget, Resources, Political issue, Dishonesty, disobedient and Lack of cooperation among others. Added to the discussion, the respondents were asked to describe their experiences on the implementation of the crisis management plan and these are the items laid down: Good, Satisfactory, Excellent, Efficiently effective, effective, Scary and afraid of the situation, it is good but it could be better and even best if it is coordinated, participated and disseminated by everyone and Self-conditioning in preparation of the new normal.

The findings revealed that the Crisis Management Plans of the participating schools were generally rated as efficient and effective, particularly in addressing medical emergencies, behavioral crises, and emergency shelter management. These results are consistent with existing studies on school safety which emphasize that well-structured crisis management systems contribute significantly to the protection and well-being of learners and school personnel. However, the relatively lower efficiency and effectiveness ratings in areas such as lockdown procedures and severe weather response indicate the need for targeted training, improved coordination, and strengthened crisis communication mechanisms. This suggests that the existence of a plan alone does not guarantee optimal preparedness unless supported by continuous capacity building, adequate resources, and sustained institutional support.

**Table 5. Intervention Strategies**

Objective	Activities/ Strategies	Time Frame	Persons Involved	Resources	Means Verification of
Enhance Crisis Management Plan among schools	- Crisis Communication  - Monitoring and Evaluation  - Partner with lead agencies like DOH, BFP, NDRRMC among others	At the start of the school year  - Regularly every quarter	School heads and all teachers	Training venue for dissemination  -flyers	Quarterly report
Increase awareness among teachers and other stakeholders	Crisis management team monthly meeting  -Seminars on the following with invited speakers: <ul style="list-style-type: none"> <li>• Medical/Health</li> <li>• Violence</li> <li>• Behavior</li> <li>• Weather/climate change/earthquake</li> <li>• Fire</li> <li>• Lockdown</li> </ul>	At the start of the school year  -monthly	School heads and all teachers	Honorarium for speakers	Evaluation of the seminars attended

	<ul style="list-style-type: none"> <li>Hostage and emergency shelters</li> </ul>				
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Table 5 is designed as intervention strategies to enhance in the existing crisis management plan among schools. Establishing crisis communication and coordination protocols is helpful in monitoring and evaluating CMP interventions at all levels. Provision of technical support, guidance and encouragement from partner agencies are necessary. It is helpful that NGOs and other partners are well-informed of the developments of comprehensive school safety work undertaken by DepEd, for them to be able to align what they are doing. This contributes to more effective and concerted efforts towards attaining common goals. Crisis management team should be established and properly communicated to ensure involvement of all stakeholders. Change in the behavior of key stakeholders and people in the community who are at-risk of hazards is important in moving forward school safety programs.

Finally, the results show that for school organization, it is necessary to ensure that schoolchildren or teachers who were trained also pass on their knowledge and skills to the next generation.

### Insights

In conclusion, the study revealed that while most schools in Koronadal City have existing and implemented Crisis Management Plans, variations in efficiency, effectiveness, and coordination remain evident. The findings underscore that effective crisis management depends not only on the presence of policies and structures but also on continuous monitoring, adequate resources, and strong stakeholder cooperation.

From a policy perspective, the results suggest the need for stronger institutional support, clearer crisis communication protocols, and sustained professional development programs for school heads and teachers. Policymakers may consider strengthening monitoring mechanisms and allocating dedicated funds to ensure the sustainability of school-based crisis management initiatives.

For future research, it is recommended that similar studies be conducted in other divisions or regions to allow comparison across contexts. Further studies may also employ inferential statistics or longitudinal designs to examine the long-term effects of crisis management interventions on school safety and student well-being. Such future inquiries may contribute to the continuous improvement of crisis management policies and practices in basic education.

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